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**ABSTRACT**

This six-part document describes Project League, which was established to implement and refine the Individually Guided Education/Multiunit Elementary School Program (IGE) in Massachusetts. Part 1 provides an overview of the project. Parts 2 and 3 discuss two important objectives of the project, which are: (a) the development of an evaluation design for ongoing use in the League schools and (b) determination of the extent to which the 35 process outcomes characteristic of IGE have been or are being achieved in the League schools. Section 4 gives the results of an assessment of attitudes of school personnel regarding the implementation of IGE in their schools and League operation. The opinionnaire covered topics such as achievement testing and community support, job satisfaction, instructional materials and training, and student outcomes. Section 5 contains 17 recommendations, which emerge from the previous parts of this report. IGE Process Outcomes, the IGE Action Checklist, and Satisfaction with IGE Interview Guide are appended. (PD)

ED 098 195

FINAL EVALUATION REPORT

for

PROJECT LEAGUE

1973-74

The Merrimack Education Center  
Chelmsford, Massachusetts

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EDUCATION & WELFARE  
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Prepared By

The Metrics Association  
Needham Heights, Massachusetts

1 November 1974

## TABLE OF CONTENTS

	<u>Page</u>
OVERVIEW	i
ACHIEVEMENT OF OBJECTIVES SPECIFIED FOR 1973-74	1
DEVELOPMENT OF AN IN-SCHOOL EVALUATION DESIGN	20
IMPLEMENTATION OF IGE OUTCOMES IN LEAGUE SCHOOLS 1973-74	42
ATTITUDES AND OPINIONS OF SCHOOL PERSONNEL	92
RECOMMENDATIONS	115
ATTACHMENTS	119

## OVERVIEW

Project League was established to implement and refine the Individually Guided Education/Multiunit Elementary School Program (IGE) in fourteen elementary schools in the northern part of Massachusetts. IGE is an intervention system wherein the participants are assisted in attempting to individualize instructional experiences for the student membership of their schools. The Program has completed its third and last year under Title III, ESEA funding.

Project League was initiated by the Chelmsford, Massachusetts Public Schools and the Merrimack Education Center (MEC), Chelmsford, Massachusetts. Director of the Program has been Dr. Leslie C. Bernal.

As a result of the evaluation conducted during year two of the Program, on-site visitations by Title III representatives, and information gathered through observations and consultations with parents and professional staff at local and national levels, ten major needs were identified and became the focus of activities carried out in the third year of the program. As stated in the continuation grant proposal, they were:

1. Increased services to teachers and building of peer support at the unit level.
2. Increased and improved communication among teachers through such activities as teacher exchanges and inter-school visitations.
3. More efficient in-service programs for teachers and accompanying effective monitoring of these programs.

4. Increased teacher awareness of League services including research assistance.
5. Documentation of teacher and student growth.
6. Assistance to local schools in the development and operation of appropriate evaluation designs that measure outcomes of program.
7. Support for unit leaders and administrators in the areas of improvement of communications, management of the IGE learning environment, and evaluation.
8. Improvement and expansion of needs assessment techniques to respond more effectively to participants' problems and concerns.
9. Strengthen home-school communication programs within and among League schools.
10. Continuation of the training of HUB and Principal committees' ability to function effectively and ultimately to operate independently of project support.

These ten needs were recast into three overall goals for the program in its third year:

- I. To assist League schools in the implementation and refinement of IGE/MUS-E.
- II. To monitor, assess and evaluate the implementation of IGE/MUS-E and the resultant outcomes.
- III. To establish a network and a capability for the dissemination of successful IGE programs and processes.

Each of the goals has associated with it a number of objectives and the objectives in turn subsume several specific actions to be carried out in order that each objective be achieved. Determination of the manner and

extent to which each objective has been achieved by the program in its third year constituted the major thrust of the evaluation effort. Its results are presented as Section 1 of this report.

However, included among the objectives for year three were two of sufficient breadth and importance that they have been treated in separate sections of this report: 1) the development of an evaluation design or plan for on-going use in League schools; and, 2) determination of the extent to which the 35 process outcomes characteristic of IGE have been or are being achieved in League schools. These are treated in Sections 2 and 3 of the report.

A fourth section gives the results of an assessment of the attitudes and opinions of school personnel regarding the implementation of IGE in their schools and League operation.

Section 5 contains a series of recommendations which emerge from the previous four parts of the report.

The evaluation team expresses its sincere appreciation to Dr. Leslie C. Bernal, members of the Merrimack Education Center Staff, and principals and teachers in League schools for their cooperation, assistance, and candor.

## SECTION 1

### Achievement of Objectives Specified

for 1973-74

Twelve main objectives were set forth in the continuation proposal for 1973-74. Each specified a number of activities to be carried out in order that the overall objective could be achieved. This section of the report details the procedures used by the evaluation team to determine whether the specified actions had been carried out and reports the extent to which each objective was attained during the past year.

The evaluators made half-day visits to each League school. The principal, at least one unit leader and at least two teachers were interviewed at length in each school. At a typical school, responses were obtained from two or three unit leaders and from four or five teachers. Structure was provided the interviews by a checklist which detailed all actions to be carried out by school and/or League personnel during 1973-74. Respondents were encouraged to discuss their experiences with IGE in an open-ended, informal setting. The checklist was used only to ensure that by the end of each interview session all relevant topics had been discussed.

The interview followed the structure presented in the twelve objectives. Respondents were asked:

1. whether to their knowledge the actions specified in the proposal had occurred;
2. whether they believed each overall objective to have been achieved or to be in the process of being achieved;

3. what strengths and successes they saw in the program during the past year;
4. and what problem areas remain or have arisen in the past year.

The Project Director was also interviewed. He was asked to what extent and in what ways each objective and action specified for the year had been achieved. The Director also provided copies of documents whose production had been specified as a condition in association with one or more objectives.

With the exception of the Director, respondents were assured that their statements would be kept confidential. This was done to achieve as high a level of candor as possible.

In the rest of this section, each objective and its associated actions are stated, followed by a narrative summary of the information obtained by means of the structured interviews.



**Objective 1:** To determine needs of IGE schools and organize programs to meet those needs.

**Actions:**

1. Hold monthly HUB meetings.
2. Hold monthly principals meetings.
3. Hold on-site visitations by project staff.
4. Monitor in-service program at unit level.
5. Conduct three to four peer evaluations (principals and unit leaders) of league schools.
6. Conduct school inter-visitations -- each school would visit at least one other school during the year.
7. Hold a faculty meeting in the fall of 1973 at each school.
8. Monitor and record requests for information and services from the Merrimack Education Center by project schools.

The HUB Committee has held monthly meetings (action 1) as have the principals (action 2) of all the League schools. The Project Director has made several visits to League schools (action 3) during the year. Each school has been visited at least twice, and several have been visited more than twice. Other staff members, and in particular the part-time field agent, have also been frequent visitors in League schools. As a result of the visitations, information concerning in-service programs (action 4) has been obtained.

Actions 5 and 6, the use of "peer evaluations" and inter-school visitations by principals were not carried out this year except on an informal basis. League members found that the exchange of principals or other inter-visitation arrangements were less feasible from an administrative standpoint than had previously been assumed. Also, principals generally felt that evaluation by one's peers, if attempted on a formal basis, could be detrimental to the cooperative spirit that has come to characterize League schools. Informal peer evaluations seem to arise naturally within the context of IGE and they have been regarded as

sufficient by those administrators and teachers interviewed.

The Project Director suggested to each school at the beginning of the year that his meeting with their several faculties (action 7) might be helpful. Seven schools accepted the invitation and faculty meetings were held in those schools.

Requests to the Merrimack Education Center for information and services (action 8) have been monitored and recorded as they were received.

**Objective 2:** To strengthen the home-school communication program in each of the fourteen schools.

**Actions:**

1. Develop slide/tape presentation on parent volunteer programs.
2. Develop guidelines and procedures to be used for volunteer programs.
3. Share successful parent volunteer programs.
4. Develop sample agendas for PAC meetings.
5. Assist PAC in publishing newsletters and meeting operation.
6. Assist school in publishing school handbook.
7. Assist school in development of slide/tape program.
8. Assist school in local P/R program.
9. Assist PIC with personal touches, i. e., bulletin boards, pictures and pamphlets.
10. Publish two new parent pamphlets: "What Happens When My Child Leaves the School" and "IGE Vocabulary".
11. Help maintain PIC in individual schools.
12. Help organize evening programs in individual schools to share such programs as Harrington's parent workshop, Howe's cup and saucer, Woburn Street's Club Program.
13. Have principals complete home-school information questionnaire.
14. Maintain regular communication between schools with a monthly newsletter.
15. Organize 3 to 4 meetings per year of League PAC to share and discuss relevant topics.
16. Develop a parent handbook on "parent power."

Objective 2 specified actions to be taken which would strengthen the home-school communication program in League schools. Ms. Ann Murray, part-time field agent for the Project, has been in charge of the implementation of the 16 activities specified under Objective 2.

The slide/tape presentation, guidelines and procedures and means of sharing successful practices for the Parent Volunteer Programs (actions 1 - 3) have all been successfully produced or carried out.

Assistance by the Project to local Parent Advisory Councils (actions 4 and 5) has been made available through the provision of sample agendas

intended to facilitate PAC meetings. and assistance in publishing periodic local newsletters.

Assistance has also been provided League schools in publishing individual school handbooks (action 6) and in producing slide/tape presentations (action 7) concerning each school's approach to IGE.

The other public relations oriented activities (action 8) specified in the proposal have also been carried out. Schools have been provided assistance in preparing and maintaining their Parent Information Centers (actions 9 and 11). Two new pamphlets referred to in action 10 have been published, entitled: "What happens when my child leaves the school" and "IGE Vocabulary."

Several evening social functions (action 12) have been held to build parent understanding and support of the League and each school's program. They also provided an opportunity for parents to become more directly involved in the process of implementing IGE in their schools.

To the same ends, meetings of the League PAC have been held as specified in action 15, and the parent handbook entitled "Parent Power" (action 16) has been assembled and distributed.

Therefore, all 16 actions specified under Objective 2 have been successfully completed this year. Teachers and administrators interviewed were generally very pleased with the amount and quality of assistance afforded them in developing and maintaining their home-school communication programs.

**Objective 3:** To provide a center for communication between schools, including the maintenance of a clearinghouse for sharing of ideas, educational practices and instructional programs related to IGE.

**Action:**

1. Service ERIC field centers in each IGE school.
2. Develop information packages in high need areas for use by project participants.
3. Identify and disseminate successful educational practices.
4. Build resource file.
5. Hold faculty meeting in each school explaining information/clearinghouse services.

Objective 3 specified that the Project headquarters would serve a clearinghouse function for schools in the League. Actions specified under Objective 3 have been the responsibility of Ms. Jean Sanders of the Project staff.

Reactions of school personnel interviewed have been very positive concerning the availability and quality of information services provided them by the League. ERIC field centers (action 1) in each of the League schools have been serviced and the resource file (action 4) has been expanded. These have made available to school personnel information sources which have been useful in solving immediate problems (action 2) that have arisen, and have served more generally as a means of disseminating successful educational practices (action 3).

Information concerning the services available through the Project have been disseminated (action 5) via the HUB Committee meetings rather than through regular meetings of the faculties of the several schools.

Objective 4: To train principals and unit leaders to develop and/or strengthen management skills necessary to achieve IGE outcomes.

Actions:

1. Hold an eight to ten session management training program for principals dealing with problem solving techniques and processes, including communication skills, small group management, record keeping, goal setting, evaluation, etc.
2. Hold a three-day workshop for instructional improvement committees in each of the fourteen elementary schools. The workshop will deal primarily with the development and refinement of skills necessary to manage small groups in task accomplishment.
3. Implement a principal exchange program to gain peer support through sharing of successes and identification of problem areas.
4. Use peer process evaluation in a minimum of three League schools. The evaluation team will be composed of three principals.

The fourth Objective dealt with means by which school administrators within the League could be made aware of new insights and approaches to management which could be useful in achieving IGE outcomes.

Since November, Dr. Donald Meals of Arthur D. Little, Inc., has held monthly training sessions (action 1) for League principals. The central theme of the sessions has been "management by objectives." Reactions to the sessions from principals interviewed in the field were somewhat mixed, but in general, very favorable. They were regarded as being well conducted and helpful. Several principals said that they have found several immediate applications in their schools for what they have learned from the sessions. The view was also expressed, though, that an essentially business-oriented or production-oriented model may not be the most appropriate one in an educational setting.

Unit leaders and principals alike agreed that the 3-day workshop for instructional improvement committees (action 2) was very useful. The unstructured format, group participation, "sensitivity training" atmosphere, and small and large group sessions characterizing the workshops apparently had great appeal and effect. Among other things, the sessions served as an effective means of promoting inter-school contacts and information exchange.

It should be emphasized that these comments, in nearly every case, were spontaneously expressed by teachers and administrators interviewed, rather than being elicited.

Those interviewed expressed the hope that the workshop would be repeated and expanded. Several persons said that while the workshop did a good job of identifying problem areas, little time was available to attempt to solve the problems identified. Though problem solution was not a prime objective of the sessions, reactions indicate that other workshops designed with that objective in mind would be well-received by unit leaders and principals alike.

The principal exchanges utilizing "peer-process evaluation" (actions 3 and 4) have not been carried out this year. As mentioned previously, administrative problems militate against exchanging principals, and evaluation by peers -- where formally carried out -- is regarded as a delicate business, indeed.

In short, the problems involved appeared to outweigh the gains that could reasonably be expected from such a program. Judging from the interviews, principals feel that inter-school visitations and "peer

evaluations" are good ideas in principle, but very difficult to put into practice. Clearly, however, there was no expression of personal reluctance on the part of the principals interviewed to participate in such a program, only doubt as to how it could be made feasible.



Objective 5: To increase the awareness of unit teachers to IGE processes and practices.

Actions:

1. Eight to ten workshops will be offered on such topics as learning styles, grouping and scheduling, management systems, multiaging and curriculum programs.
2. On-site visitations on a monthly basis will be made by the project staff.
3. Visitation by teachers on an inter-school basis will be encouraged.
4. A "carnival" of IGE materials and practices will be held in November, 1973.
5. Faculty meetings will be scheduled in each of the League schools.

Objective 5 specified actions which were intended to assist teachers in becoming more familiar with IGE principles and practices. A series of workshops, on-site visitations by Project staff, inter-school teacher visits and exchanges, Project staff participation in school faculty meetings, and a "carnival" of IGE practices and materials were planned to accomplish Objective 5.

The workshops (action 1) were considered very helpful by teachers interviewed. Three have been held rather than the projected eight to ten. Those held dealt with learning stations, language arts, and cardboard carpentry.

Project staff members have made on-site visits (action 2) to all League schools as previously described. However, the visitations have tended more to a bi-monthly rather than the planned monthly schedule.

Teachers interviewed generally felt that they had been well serviced by Project staff -- to the extent that staff were available to assist them. However, two problem areas did come to light in the course of the inter-

views: 1) schools farther ahead in implementing IGE have felt "bogged down" in their efforts to push further by the immediate needs of other schools less advanced in implementing IGE; and, 2) teachers in some schools said they felt that the Project needed more staff to provide the breadth and depth of service which their needs require.

Inter-school visitations by teachers (action 3) have occurred unevenly throughout the League. Some schools have actively engaged in and encouraged such exchanges, finding them both feasible and rewarding. Other schools which have tried exchanges have had the opposite reaction. Teachers in schools which have not exchanged faculty members generally said that they would like to, if and when they can.

Exchanges of teachers with non-IGE schools were suggested by some interviewees, and have taken place in some areas. Teachers and administrators in several League schools remarked that the number of personnel from non-IGE schools visiting their schools was flatteringly high but frequently burdensome.

The carnival of IGE practices and materials (action 4), scheduled for November, was not held. The HUB Committee decided that other means of disseminating information would be more effective this year.

Project personnel have held formal meetings (action 5) with the faculties of seven of the League schools as previously described.

Objective 6: To develop an appropriate evaluation design that may be used at school building levels to determine the effect of IGE on teacher and student behaviors as well as the organization as a whole.

Actions:

1. Working with an evaluation consultant, an ad hoc committee of principals will design an evaluative scheme that will produce data on the accomplishment of school-wide objectives. Individual schools will be encouraged to adopt the plan for implementation during the 1973-74 school year.
2. Teams of principals will evaluate, on a peer level, the implementation of IGE program variables.

The evaluation team has met with an ad hoc committee of League principals on five occasions, approximately one month apart, to produce an evaluation design (action 1) appropriate to the needs of IGE schools and able to be implemented on an on-going basis.

After revisions, a draft of the design was adopted by a meeting of all League principals held in May, 1974. Section 2 of this report contains a more detailed description of the process by which the design was produced, as well as a full copy of the document which was adopted.

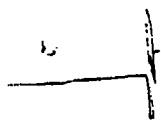
The "peer process" evaluation technique (action 2) has not been formally employed this year, as has been previously explained.

**Objective 7:** To determine the extent to which the project has met its objectives.

**Actions:**

1. An evaluation consultant will be employed to work with the project staff throughout the year to monitor the success of the project relative to project objectives.

The interim and final reports prepared by the evaluation team demonstrate that Objective 7 has been achieved.



**Objective 8:** To continue peer evaluation programs in League schools and involve principals and unit leaders in the process.

**Actions:**

1. A minimum of three schools will be identified to participate in an evaluation process involving principals and ad hoc committees.
2. Utilizing the peer process, unit leaders will evaluate a reasonable number of IGE schools. A minimum of two such evaluations will be attempted.

As stated elsewhere in this report, the "peer process" evaluation technique has not been carried out on a formal, League-wide basis. Most persons interviewed, however, seemed to feel that the technique could be valuable, and several persons pointed out that it occurs naturally, if informally, within schools which have implemented IGE.

**Objective 9:** To develop the ability on the part of the League participants to operate the League.

**Actions:**

1. An executive committee will be formed, composed of the chairpersons of the HUB and Principal's Committee, two central office representatives chosen from among the nine communities involved and the League facilitator. This executive committee will coordinate League activities.
2. Meet regularly (monthly) with HUB and Principal Committees.

It is important that the League develop the capability to operate on its own during 1973-74, as this is the final year in which outside funding will be available to League schools. The actions specified under Objective 9 were addressed to this need.

An Executive Committee has been formed to coordinate activities of the League as specified in action 1. Its members intend to work closely with the HUB and Principal's Committees as specified in action 2.

**Objective 10:** To identify and disseminate successful educational practices (i. e., home-school programs).

**Actions:**

1. A resource file will be built and maintained at the Center.
2. Information services will be provided at the school level through microfiche stations and subscription services.
3. Home-school program development services will be provided by the League.
4. A state network committee will be formed to provide services to other areas of Massachusetts.
5. Innovative incentive grants will be available to League schools. Schools will be encouraged to improve their instructional programs by developing mini-proposals for funding.

Actions 1, 2, and 3 specified under Objective 10 have been reported in conjunction with Objective 2 and the home-school communication program. A resource file has been built and maintained and the information services specified have been made available at the school level. Service to the home school communication program has been provided by the League.

State-wide dissemination of League activities (action 4) has been initiated during the year by an invitational conference. The conference was attended by more than 70 representatives of colleges in northern New England. The achievement of Objective 9 was furthered by the conference in that it led directly to the formation of three new Leagues: the Central League, centered in Fitchburg; the Southeast League, centered in Norton; and the Northeast League, being organized through the Merrimack Education Center in Chelmsford.

Incentive grants (action 5) were made available to fund small projects initiated at the school level. Four projects were funded during the year: Career Education (McKay School, Fitchburg); Reading Skills (Col. Robinson School, Westford); Communications Programs (Byam School, Chelmsford); and Reading Skills (Marsh School, Methuen).

**Objective 11:** To link the IGE middle school developments with Project League.

**Actions:**

1. An appropriate number of "awareness" conferences on the IGE middle school program will be provided to interested groups by the Merrimack Education Center staff.
2. Information on IGE middle school developments will be maintained and requests serviced by MEC staff.
3. MEC staff will participate in national IGE middle school programs and in addition will direct a League of middle schools in Massachusetts.

Introduction of IGE principles and practices to the middle school level seems a logical extension of their implementation in elementary school. Objective 11 specified that this would be achieved through a series of "awareness conferences," MEC acting as clearinghouse for information on middle school development, MEC staff participation in national IGE middle school conferences, and the establishment of a middle school League in Massachusetts.

Dr. Francis J. Pilecki of the MEC staff held the series of awareness conferences mentioned in action 1 from October, 1973 through September, 1974. Dr. Pilecki and the Project Director have worked together in developing the information clearinghouse role of MEC. A middle school League consisting of the McKay School, Fitchburg, and the John F. Kennedy School, Woburn, has been established this year and is operational. Dr. Pilecki has attended several conferences on IGE middle school programs across the country.

All actions specified under Objective 11 have, therefore, been carried out.



**Objective 12:** To work toward total support of the League of IGE schools by member communities.

**Actions:**

1. Member school systems will for the third year be charged a League fee determined by the number of schools participating. In addition, in-kind support will be increased during the third year.
2. Information and problem solving meetings with superintendents and school committees will be held during the year.

Actions specified under Objective 9 were intended to make the League administratively self-sufficient. Objective 12 and its associated actions dealt with making the League financially viable as well.

League schools have each agreed to pay an annual fee of \$1000 to support joint League activities (action 1). Each school has also agreed to 1) continue its policy of hiring para-professionals to aid teachers, 2) pay substitutes to allow teachers to attend IGE workshops and other out-of-school League activities, and 3) provide necessary instructional materials.

An information and problem solving meeting involving superintendents and school committee members (action 2) was held in April. Also, several individual meetings have taken place between superintendents and the Project Director.

## SECTION 2

### Development of an

### In - School Evaluation Design

Goal II as stated in the continuation proposal for Project League had to do with developing means to monitor, assess and evaluate the implementation of IGE, and its resultant outcomes. Objective 6 under that major goal specified that an ad hoc committee of principals should be formed which would work with the evaluation team to develop an evaluation design for use in League schools. The design was to be simple enough so that it could be carried out by school personnel largely unassisted, but have sufficient breadth and depth to "determine the effect of IGE on teacher and student behaviors as well as the organization as a whole."

The evaluators met with the ad hoc committee on five occasions, approximately one month apart. The Project Director was also present at the meetings. In the course of the school visitations made by the evaluators, additional conferences with members of the committee took place. In the course of these discussions, the major outline of the design emerged.

It is intended to measure on a yearly basis achievement outcomes, attitudinal outcomes, and perceptions of the degree to which IGE process goals have been achieved. Its provisions ensure that students, teachers, administrators, and parents all will be included in the annual assessment.

Annual summary reports will be made for each school and for the League as a whole. On that basis, each school will be afforded an opportunity to witness its own development in several areas over each period, and will be able to compare its progress with that of other schools in the League. As a result, the League should be in a better position to determine special needs of individual schools and plan action for the coming year to assist schools as needed.

Some League schools have experienced difficulties within their communities from school committee members and other citizens who feel that student achievement under IGE has not been as high in some areas as it should be. As discussed in Section 4, these problems appear to stem from 1) insufficient information to the general public about the principles and practices of IGE; 2) inappropriate use of standardized achievement tests in IGE schools; and 3) insufficient breadth of data gathering activities in IGE schools, so that the full range of educational outcomes is not measured and not reported.

The in-school evaluation design could serve to alleviate these problems since by implementing it each school would have extensive data available describing in depth the full range of outcomes during the previous year. Also, the League would be in a more favorable position to initiate League-wide public information programs.

Revision 3 of the In-School Evaluation Design follows. It was accepted by a meeting of all League principals as being a good working document. Efforts are now underway to implement its provisions for the 1974-75 school year.

**TO:** Members of the Special Committee for School  
Evaluation Design in Conjunction with Project  
League

**FROM:** J. Jensen and R. Armstrong - Evaluation Consultants

**DATE:** 15 May 1974

**SUBJECT:** In-School Evaluation Plan (Revision 3)

## MAJOR TOPICS

I. Overview	1
II. Design Criteria	3
III. Outcomes and Evaluation Procedures	6
IV. Instruments to be Used	15
V. Rough Schematic of Possible Comparisons	17

## I. OVERVIEW

The principal charge of our committee is to design an evaluation plan which 1) is directed toward answering specific questions about the effectiveness of IGE in each League school and which, 2) can be carried out within each school setting by the personnel in each school.

This document is intended as a start toward building such an evaluation design. It is by no means a finished product. Each of you should feel free to "tear it apart," but hopefully, will also offer ways in which it can be "put back together" in a more serviceable form.

Keep in mind -- when finished, this will be your school's means of evaluating IGE in its setting. Don't be railroaded into accepting a plan which you feel will not suit your needs. You know your school's needs and policies better than any evaluator. Here is an opportunity to make your voice heard, and help develop a plan which will serve your school's needs.

The plan being proposed is essentially longitudinal, with an annual cycle of testing and other data gathering activities. It involves a year-to-year basis for each IGE school to assess its own effectiveness (and weakness) and annual points at which comparisons may be made with non-IGE schools in the League area.

Evaluation will be carried out in terms of the extent to which each of a set of objectives has been met in each year. The objectives have to do with three general areas: 1) year-to-year levels of student achievement;

2) attitudes toward what occurs in IGE schools; and 3) attainment of the process goals of IGE, as perceived by each of your schools' publics -- students, teachers, parents, and administrators.

A more detailed statement of these objectives, together with proposed methods of evaluation, appears in a later section of this report.

Various data collection procedures are indicated by the objectives. In the case of student achievement outcomes, results of your current testing program will be used. As described later, generation of local norms for your currently used standardized tests could aid in determining the extent to which implementation of IGE outcomes has affected academic performance among students in your school.

Of interest to League schools, also, is the extent to which members of each public are satisfied with the results of IGE as experienced at their school. Consequently, an instrument will be designed to assess satisfaction with certain outcomes at IGE schools.

Also, IGE assumes that the manner in which education takes place in the school is of crucial importance in the achievement of a number of desirable learning outcomes. Here, the process of education is emphasized, and hence, "process outcomes" are specified and their attainment must be evaluated. Process outcomes questionnaires will be used to assess the achievement of such outcomes.

## II. DESIGN CRITERIA

Some considerations which appear to be important in developing a useful, long-range evaluation plan follow:

### 1. On-going implementation -- on a year-to-year basis

The design should be one which is longitudinal in nature, where it is assumed that it will evolve over the years in response to new needs as they arise. Its base of comparison should be annual, both within each IGE school and between IGE and other schools in the League area. While it may be desirable to have evaluation continue in some form for many years, the plan resulting from this report should have a fixed termination point, say, four years, with an annually scheduled design review meeting.

### 2. Formative as well as summative evaluation

Results of each periodic evaluation should be used as feedback to alter each school's program, where indicated, to better achieve the stated objectives. Indeed, the objectives themselves may change over the years. In this manner, evaluation would serve a "formative" function. The more familiar "summative" types of evaluation will serve as a basis for comparison within each school, year-to-year, as well as between IGE and non-IGE schools.

### 3. Development of local norms for standardized as well as other League and IGE instruments

National norms are useful in many contexts as a basis for assessing student status and progress. However, they assume an instructional program which may differ significantly from local programs in curriculum sequence, and/or in scope. Therefore, students in IGE programs may not be assessed accurately or "fairly" by nationally "norm-referenced"



instruments. Local norms, developed in the first year and thereafter continuously updated, would provide a much more valid index of student progress within IGE, particularly on a year-to-year basis.

To develop local norms, a given school, school district, or the entire League would simply record the scores of its students on a continuing basis, and at yearly intervals convert them to percentiles or standard scores. The norms thus produced would provide a valid basis for comparing each student tested thereafter with other students in the school, school district, or League, apart from national norms.

Comparisons with national norms, and with non-IGE schools in the League areas, could be made in any event and would be useful over longer periods of time to determine whether IGE students do, in fact, experience the same or greater learning scope, apart from differences in sequence due to IGE.

4. Straightforward, easy to understand, basic evaluation design

The basic logic of the evaluation design should be such that it is easily understood by those who will be charged to carry it out. The evaluation, ideally, would be a school activity, carried out by in-house personnel.

5. Pre-packaged evaluation materials, data collection and data processing procedures

To make the continuing evaluation one which school personnel could carry out largely unassisted, testing materials, data collection forms, and data processing programs and procedures should be developed during the first year or two so that they may be "packaged" for implementation within each school thereafter.

6. Sufficient flexibility in design for each school's individual evaluation needs to be met

A (no doubt delicate) balance needs to be found between the convenience afforded by a League-wide set of evaluation procedures and the chaos which would result from several individual school plans. The plan should be League-initiated, but have "holes" in which special building level needs may be recognized and programs evaluated.

7. Low cost

After one or two years of development, during which time costs would be higher, total costs over regular operating costs should settle down to a previously targeted sum per school for each year's evaluation. An effort should be made during the first year to assess the cost of testing materials, data collection, data processing, and report preparation in order to determine what the on-going expenditures will be.

8. Comprehensiveness -- all school publics included

As a comprehensive approach to education, IGE should be evaluated from the vantage of each of its publics -- students, teachers, administrators, and parents. The proposed design takes this as its point of departure.

9. In-house coordination of evaluation activities

Each school should appoint one person who would act as liaison in the continuing evaluation program. That person should become familiar with the (eventually agreed-upon) evaluation design and act to ensure that each school meets all deadlines and is, in turn, properly serviced by outside agencies.

III. OUTCOMES AND EVALUATION PROCEDURES

## STUDENTS

### Achievement Outcomes

1. At each year's end, do IGE students achieve scores commensurate with those attained by non-IGE students as measured by standardized tests of achievement, in the following subject areas?
  - a) Reading
  - b) Mathematics
  - c) Spelling
  - d) Language Arts
  - e) Social Studies
  - f) Science

Method: Question one can easily be misunderstood. It is not meant to imply that students in an IGE environment are expected to surpass their peers in non-IGE schools in terms of achievement as measured by conventional testing programs now in use in the schools. That is not and has not been the purpose of IGE. Rather, it simply states a question present in many people's minds: Do children learn as well under IGE as they do in conventional settings?

While it is not necessarily an expectation of IGE that students will perform at higher than normal levels on standardized measures of achievement, particularly when measured at yearly intervals, many persons feel that it should be shown that IGE students do as well as their peers at other schools in order to justify the program. Analyses of data in answering question one will in any event serve to provide benchmark information which should be useful for diagnostic purposes.

The standardized testing programs currently in operation in each school will be the means of data collection. Analyses will be made comparing the performance of IGE students with averages of local non-IGE students (where possible) and in any event, with national norms for the achievement instruments used. The relative standing of IGE students with their local peers, and/or the national average of such peers, will thus be obtained.

Results will be summarized in an annual report.

2. At each year's end, to what extent has each IGE student progressed with respect to his previous year's standing in each of the following subject areas ?

- a) Reading
- b) Mathematics
- c) Spelling
- d) Language Arts
- e) Social Studies
- f) Science

Method: The second question is closely related to the first but different in important ways. Question one asks whether IGE students do as well as non-IGE students when the criterion is that currently in use in non-IGE schools. Question two seeks to bring the issue on IGE ground by using current standardized tests but in ways which are more consistent with the principles and practices of IGE.

The standardized testing program currently in operation in each school will be the means of data collection. Here, analysis will be made within each IGE school comparing each student's standing at the beginning of each year with his standing at the end of that year, in each subject area. It is expected that gains thus measured may show unevenness from one subject area to another. Since the sequence of instruction may vary from what characterizes national practice, on which standardized measures are based, unevenness in student gains -- year-to-year -- should be expected. Noting them will hopefully be of use in identifying variations in curriculum sequence associated with IGE, as well as in monitoring student progress under IGE.

Local norms (see page 3) will be constructed for each school district and for the League as a whole. Student gains will be measured against these local norms as well as against the usual national norms. This procedure should provide a more equitable means of determining student progress in an IGE environment than is possible using national norms.

Results will be summarized in an annual report.

3. Do IGE students show evidence of increased self-direction in learning?

Method: A major purpose of IGE is the development in each student of greater capacity for "self-direction in learning." Difficult to define, "self-direction" is, as well, difficult to measure.

Nonetheless, all agree that it is important. Terms such as "resourcefulness," "initiative" and "enthusiasm" come to mind, among others. It is proposed, therefore, that:

- 1) professional school personnel be polled to determine what characterizes "self-direction in learning" among students; and
- 2) a Likert-type instrument be constructed from the terms thus obtained; and
- 3) the instrument be completed by teachers of each student at the end of each year.

#### Attitudinal Outcomes

4. To what extent are students satisfied with the goals, practices, and results of IGE? Specifically:

- a) the manner in which instruction occurs;
- b) student learning;
- c) student discipline and social behavior;
- d) student interest in school;
- e) student attitudes toward school;
- f) student study habits;
- g) home-school communication.

Method: An attitudinal instrument, to be constructed, will constitute the data collection medium (Satisfaction with IGE Questionnaire). It will be a Likert-type scale on which students will be asked to rate their degree of agreement with statements which reflect the seven areas listed above.

Analysis will be annual, with continuing comparisons made with results of prior administrations of the instrument.



Results should prove useful in diagnosing the perceived satisfaction of students with their IGE schools.

Results will be summarized in an annual report.

#### Perceptions of IGE Process Outcomes Implementation

5. To what extent do students believe each of the 35 IGE process outcomes has been achieved?

Method: The IGE Process Outcomes Questionnaire - Student Form, previously used by the League, will be used to gather data. Students will use the scale to rate the degree to which they perceive each of the 35 IGE outcomes to have been achieved in their school.

Analysis will be annual, involving comparisons of results obtained from prior administrations of the instrument. Results should prove useful in determining the progress made in implementing IGE from the students' standpoint. Since the same, or similar, instruments will be administered to other school publics, between-group comparisons will be possible which may reveal differences in the degree to which IGE outcomes have been achieved as perceived by each public.

Results will be summarized in an annual report.

## TEACHERS

### Achievement Outcomes

Several in-service courses are available to professional personnel within the League. These courses presumably have measurable achievement effects on the part of teachers and administrators who participate in them. To the extent that the in-service program is considered part of the implementation of IGE within the League, its impact on League professionals probably should be assessed.

The means of such assessment remain to be determined, but could, perhaps, be based on the results of the annual needs assessment conducted by the Merrimack Education Center, Chelmsford, Massachusetts.

### Attitudinal Outcomes

1. To what extent are teachers satisfied with the goals, practices, and results of IGE? Specifically:
  - a) the manner in which instruction occurs;
  - b) student learning;
  - c) student discipline and social behavior;
  - d) student interest in school;
  - e) student attitudes toward school;
  - f) student study habits;
  - g) home-school communication.

Method: An attitudinal instrument, to be constructed, will constitute the data collection medium (SWIQ, described previously).

Teachers will be asked to rate their degree of agreement with statements which reflect the seven areas listed above.

Yearly analyses will be made, and will involve comparisons with results obtained in prior administrations of the instrument. Results should prove useful in diagnosing the

perceived satisfaction of teachers with IGE in their schools.

Results will be summarized in an annual report.

### Perception of IGE Process Outcomes Implementation

1. To what extent do teachers believe each of the 35 IGE process outcomes has been achieved?

Method: The IGE Process Outcomes Questionnaire -- teacher version, (described earlier with respect to students) will be used to gather data. Teachers will use the scale to rate the degree to which they perceive each of the 35 IGE outcomes to have been achieved in their school.

Analysis will be annual, with continuing comparisons made with results of prior administrations of the instrument. Results should prove useful in determining the progress made in implementing IGE from the teachers' standpoint. Since the same, or similar, instruments will be administered to other school publics, between-group comparisons will be possible which may reveal differences in the degree to which IGE outcomes have been achieved as perceived by each public.

Results will be summarized in an annual report.

## ADMINISTRATORS

### Achievement Outcomes

(See discussion of effects of in-service courses, p. 11.)

Since administrators in a given school, or League-wide, constitute a rather small group, analyses such as those planned for teachers, students and parents would probably not be meaningful. Nevertheless, it might be useful to individual administrators to respond to certain instruments as described below.

### Attitudinal Outcomes

Each administrator should respond personally to the Satisfaction with IGE Questionnaire, described previously. Since the same, or similar, instruments will be administered to students and teachers, comparisons would be possible which might reveal differences in the degree to which IGE outcomes have been achieved as perceived by each public.

### Perceptions of IGE Process Outcomes Implementation

For reasons described above, it might be useful for each administrator to personally respond to the IGE Process Outcomes Questionnaire as well.

## PARENTS

### Attitudinal Outcomes

1. To what extent are parents satisfied with the goals, practices, and results of IGE? Specifically:
  - a) the manner in which instruction occurs;
  - b) student learning;
  - c) student discipline and social behavior;
  - d) student interest in school;
  - e) student attitudes toward school;
  - f) student study habits;
  - g) home-school communication.

Method: An attitudinal instrument, to be constructed, will constitute the data collection medium (SWIQ, described previously). Parents will be asked to rate their degree of agreement with statements which reflect the seven areas listed above.

Analysis will be annual, with continuing comparisons made with results of earlier administrations of the instrument. Results should prove useful in diagnosing the perceived satisfaction of parents with IGE in their schools.

Results will be summarized in an annual report.

#### IV. INSTRUMENTS TO BE USED

##### 1. Standardized Testing Programs

The standardized testing programs currently in use in each school will be used to provide information about student growth. The development and updating of local norms for each school and the League as a whole would probably be useful as a part of the evaluation plan since national norm-referenced tests may not be the most appropriate means by which to evaluate student progress under IGE due to differences in curriculum sequence between IGE and conventional school environments.

##### 2. Satisfaction with IGE Questionnaire

This instrument will be designed. It will differ from the process outcomes instrument in that its intent will be to measure perceptions of and attitudes toward various aspects of school operations presumably occurring as a result of the implementation of IGE. The perceptions and attitudes of each of the schools' publics will be compared across groups to identify generally agreed upon strengths, weaknesses, and gaps in opinions among groups where they occur.

##### 3. IGE Process Outcomes Questionnaire

Process outcomes are emphasized by IGE and their achievement, therefore, needs to be assessed. The questionnaire, in student and adult versions, will be developed as modifications of the "Outcome Achievement IGE Questionnaires" used in the previous annual evaluation of Project League. The earlier instruments will be modified and adapted as indicated by good testing practices and the previous year's experiences.

V. ROUGH SCHEMATIC  
OF POSSIBLE COMPARISONS

Spring Year 1 . . . . . Spring Year 2 . . . . . →

IGE  
SCHOOLS

Pre-test  
all instruments

← gains  
for year →

Post-test (re-test)  
all instruments →

↑  
compare  
initial standing

↑  
compare  
gains

↑  
compare  
final standing

OTHER  
SCHOOLS

↓  
Pre-test  
regular  
testing prog

↓  
gains  
for year

↓  
Post-test (re-test)  
regular  
testing prog →

**SECTION 3**  
**Implementation of IGE Outcomes in**  
**League Schools 1973-1974**

IGE sets forth 35 Process Outcomes the implementation of which is presumed to facilitate a broad range of desirable learning outcomes on the part of students. This section reports the results of the administration of an instrument to which teachers and administrators in the League responded, and which asked them to indicate the extent to which a number of activities have occurred in their schools this past year. A copy of the Outcomes appears as Attachment 1 at the end of this report.

The instrument, or a similar instrument, has been administered each of the past three years in League schools. Modifications in the list of outcomes on which the instrument is based, and consequently in the instrument itself, make direct comparisons of this year's responses with last year's difficult if not impossible. The modified instrument yields scores centering on seven "clusters" of outcomes: Adoption and Implementation, School Decisions, Unit Organization, Unit Planning and Improvement, Relationships, the Learning Program, and Student Responsibilities. Each cluster represents a number of sub-headings which in turn have as a base one or more items in the questionnaire.

Table 1 lists the clusters and sub-headings for which the instrument was scored. Its entries summarize results observed for all twelve schools reporting in the League considered as a group. In those schools, a total of 189 individuals responded. Adjacent to each sub-heading is a



percentage indicating the extent to which the corresponding outcome has been achieved by the League. In the next column are the highest and lowest values observed in any constituent school reporting. Thus, the outcome associated with the first sub-heading under cluster one, "Staff Commitment," was 55 per cent achieved in the League as a whole. But responding schools varied in the degree to which the outcome was attained. The range of attainment was from a high of 100 per cent to a low of only 8 per cent. Means for each cluster are reported at the end of the table.

Similar summaries are presented for each participating school in the pages which follow. At least two cautions should be stated and observed in their interpretation. First, while the summary for the League as a whole is based on 189 respondents, those for individual schools are based on as few as 8 cases and on no more than 26 cases. The individual school N's, thus, are small. However, they represent in each case a large proportion of the possible respondents in each school. Therefore, statistics for individual schools should be interpreted with care.

In each table which follows, some percentage entries are preceded or followed by an asterisk. Where they occur, the asterisks indicate either that a sub-heading and the outcome it represents were more than 74% achieved (asterisk preceding), or less than 26% achieved (asterisk following). Outcomes thus flagged are reported in a brief narrative form for each school and for the League, ordered in terms of the extent to which each has been achieved.

TABLE 1

Degree of Implementation of IGE Outcome Clusters  
for Respondents in All League Schools

N = 189

Outcome Cluster	Percent Implemented	Range	
		High	Low
<b>1. Adoption and Implementation</b>			
Staff Commitment	55	100	8
Staff Interchange	23*	44	0
Consultant Source	35	64	12
<b>2. School Decisions</b>			
Continuity of Goals	70	100	33
Problems - 2 or more Units	69	97	38
Coordinate In Service	40	93	2
Student Involvement	45	69	25
Process Improvement	52	83	4
<b>3. Unit Organization</b>			
The Unit	*84	95	61
Multi-Age Grouping	63	100	25
Distribution of Staff	71	88	54
Learning in the LC	41	70	16
<b>4. Unit Planning and Improvement</b>			
Unit Meetings	*81	100	63
Process Improvement	45	68	17
Broad Educational Goals	60	89	23
Division of Labor	43	68	23
Unit Decisions	72	90	51
Critique of Learning Plans	72	89	56
Observation of Teachers	20*	42	2
Personal In Service	38	65	0

TABLE 1  
(Continued)

Degree of Implementation of IGE Outcome Clusters  
for Respondents in All League Schools

N = 189

Outcome Cluster	Percent Implemented	Range	
		High	Low
<b>5. Relationships</b>			
Relationships in the Unit	*82	93	73
Communications with Parents	20*	42	9
Advisor-Advisee Relationships	24*	41	2
<b>6. The Learning Program</b>			
Objective Based Activities	*77	95	55
Mode and Media Variety	49	78	15
Community Resources Used	46	86	0
Activities Matched w/Students	69	89	47
Student Information	48	92	0
<b>7. Student Responsibilities</b>			
Self-Assessing	36	58	18
Planning and Evaluation	36	53	21
Selecting Objectives	16*	35	0
Selecting Activities	12*	30	0
Stating Objectives	14*	38	0
Being Self-Directed	21*	33	9
<b>Outcome Clusters</b>			
Adoption and Implementation	37	53	19
School Decisions	56	75	37
Unit Organization	65	77	50
Unit Planning and Improvement	53	67	42
Relationships	42	55	29
The Learning Program	58	77	34
Student Responsibilities	22*	38	11

Since the individual school reports are all based on small numbers of respondents, an "excluded middle" approach of a conservative variety seemed most likely to prevent interpretation of statistics based on flimsy evidence. Outcomes in the range 26 to 74 per cent achieved are not discussed in an effort to highlight apparent extremes. Those outcomes listed as high in accomplishment are those which are 75 per cent or more achieved; those reported as low are those 25 per cent or less achieved. Individual schools and the League should be moderately proud of outcomes listed as high in accomplishment, and moderately concerned about those listed as low in accomplishment.

For the League as a whole, it appears that the organization of each school into units and associated organizational support changes have been largely achieved. On the other hand, the responsibilities each student was to take for his learning program seem to have fallen short of achievement. Selecting and developing his learning activities, selecting his learning objectives, being able to state objectives for activities he is engaged in, and demonstrating increased responsibility for pursuing his learning program are areas in which much progress remains to be made.

Other areas where additional effort is necessary are 1) observation of teachers, 2) personnel exchanges between schools, 3) student-advisor relationships, and 4) relations with parents and the community at large.

Note that each of these is not necessarily a problem in every school. but across all League schools each is less than 26% achieved.

## Summary of Outcome Achievement for the League as a Whole

### Outcomes 75% or More Achieved

3. The entire school is organized into Learning Communities with each Learning Community composed of students, teachers, aides, and a Learning Community leader. (84%)
25. Learning Community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communications. (82%)
6. Sufficient time is provided for Learning Community staff members to meet. (81%)
9. Each student learning program is based on specified learning objectives. (77%).

### Outcomes 25% or Less Achieved

19. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives. (12%)
20. Each student can state learning objectives for the learning activities in which she or he is engaged. (14%)
18. Each student accepts increasing responsibility for selecting his or her learning objectives. (16%)
33. Teacher performance in the learning environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods. (20%)
31. The Learning Community maintains open communication with parents and the community at large. (20%)
21. Each student demonstrates increasing responsibility for pursuing her or his learning program. (21%)
23. The school is a member of a League of schools implementing IGE processes and participating in an interchange of personnel to identify and alleviate problems within the League schools. (23%)
16. Each student has an advisor whom he or she views as a warm supportive person concerned with enhancing the student's self concept; the advisor shares accountability with the student for the student's learning program. (24%)

TABLE 2

Degree of Implementation of IGE Outcome Clusters  
for Respondents at the St. William School

N = 8

Outcome Cluster	Percent League	Implemented St. William School
<b>1. Adoption and Implementation</b>		
Staff Commitment	55	*100
Staff Interchange	23*	25
Consultant Source	35	35
<b>2. School Decisions</b>		
Continuity of Goals	70	44
Problems - 2 or more Units	69	*78
Coordinate In Service	40	45
Student Involvement	45	69
Process Improvement	52	4*
<b>3. Unit Organization</b>		
The Unit	*84	*89
Multi-Age Grouping	63	70
Distribution of Staff	71	*78
Learning in the LC	41	25*
<b>4. Unit Planning and Improvement</b>		
Unit Meetings	*81	*75
Process Improvement	45	52
Broad Educational Goals	60	50
Division of Labor	43	26
Unit Decisions	72	*84
Critique of Learning Plans	72	63
Observation of Teachers	20*	17*
Personal In Service	38	39

TABLE 2  
(Continued)

Degree of Implementation of IGE Outcome Clusters  
for Respondents at the St. William School

N = 8

Outcome Cluster	Percent League	Percent Implemented St. William School
<b>5. Relationships</b>		
Relationships in the Unit	*82	*80
Communications with Parents	20*	21*
Advisor-Advisee Relationships	24*	10*
<b>6. The Learning Program</b>		
Objective Based Activities	*77	55
Mode and Media Variety	49	15*
Community Resources Used	46	47
Activities Matched w/Students	69	47
Student Information	48	42
<b>7. Student Responsibilities</b>		
Self-Assessing	36	50
Planning and Evaluation	36	25*
Selecting Objectives	16*	35
Selecting Activities	12*	29
Stating Objectives	14*	16*
Being Self-Directed	21*	31
<b>Outcome Clusters</b>		
Adoption and Implementation	37	53
School Decisions	56	48
Unit Organization	65	65
Unit Planning and Improvement	53	51
Relationships	42	37
The Learning Program	58	41
Student Responsibilities	22*	31

## Summary of Outcome Achievement for the St. William School, Tewksbury

### Outcomes 75% or More Achieved

1. All staff members have had an opportunity to examine their own goals and the IGE outcomes before a decision is made to participate in the program. (100%)
3. The entire school is organized into Learning Communities with each Learning Community composed of students, teachers, aides, and a Learning Community leader. (89%)
13. Learning Community members make decisions regarding the arrangements of time, facilities, materials, staff, and students within the Learning Community. (84%)
25. Learning Community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication. (80%)
28. The Program Improvement Council assures continuity of educational goals and learning objectives throughout the school and assures that they are consistent with the broad goals of the school system. (78%)
5. Each Learning Community contains a cross section of staff. (78%)
6. Sufficient time is provided for Learning Community staff members to meet. (75%)

### Outcomes 25% or Less Achieved

26. The Program Improvement Council analyzes and improves its operations as a functioning group. (4%)
16. Each student has an advisor whom he or she views as a warm supportive person concerned with enhancing the student's self concept; the advisor shares accountability with the student for the student's learning program. (10%)
10. A variety of learning activities using different media and modes are used when building learning programs. (15%)
20. Each student can state learning objectives for the learning activities in which she or he is engaged. (16%)
33. Teacher performance in the learning environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods. (17%)



31. The Learning Community maintains open communication with parents and the community at large. (21%)
23. The school is a member of a League of schools implementing IGE processes and participating in an interchange of personnel to identify and alleviate problems within the League schools. (25%)
11. Students pursue their learning programs within their own Learning Communities except on those occasions when their unique learning needs can only be met in another setting using special human or physical resources. (25%)
17. Each student (individually, with other students, with staff members, and with his or her parents) plans and evaluates his or her own progress toward educational goals. (25%)

TABLE 3

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Shawsheen-Andover School

N = 16

Outcome Cluster	Percent Implemented	
	League	Shawsheen School
<b>1. Adoption and Implementation</b>		
Staff Commitment	55	*75
Staff Interchange	23*	19 *
Consultant Source	35	63
<b>2. School Decisions</b>		
Continuity of Goals	70	*100
Problems - 2 or more Units	69	64
Coordinate In Service	40	13*
Student Involvement	45	63
Process Improvement	52	*77
<b>3. Unit Organization</b>		
The Unit	*84	*91
Multi-Age Grouping	63	70
Distribution of Staff	71	71
Learning in the LC	41	51
<b>4. Unit Planning and Improvement</b>		
Unit Meetings	*81	*94
Process Improvement	45	68
Broad Educational Goals	60	69
Division of Labor	43	68
Unit Decisions	72	54
Critique of Learning Plans	72	*87
Observation of Teachers	20*	42
Personal In Service	38	55

TABLE 3  
(Continued)

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Shawsheen-Andover School

N = 16

Outcome Cluster	Percent Implemented	
	League	Shawsheen School
<b>5. Relationships</b>		
Relationships in the Unit	*82	*93
Communications with Parents	20*	22*
Advisor-Advisee Relationships	24*	8*
<b>6. The Learning Program</b>		
Objective Based Activities	*77	*86
Mode and Media Variety	49	*76
Community Resources Used	46	74
Activities Matched w/Students	69	*89
Student Information	48	44
<b>7. Student Responsibilities</b>		
Self-Assessing	36	40
Planning and Evaluation	36	35
Selecting Objectives	16*	17*
Selecting Activities	12*	19*
Stating Objectives	14*	21*
Being Self-Directed	21*	21*
<b>Outcome Clusters</b>		
Adoption and Implementation	37	52
School Decisions	56	63
Unit Organization	65	71
Unit Planning and Improvement	53	67
Relationships	42	41
The Learning Program	58	74
Student Responsibilities	22*	25*

## Summary of Outcome Achievement for the Shawsheen School, Andover

### Outcomes 75% or More Achieved

27. The Program Improvement Council assures continuity of educational goals and learning objectives throughout the school and assures that they are consistent with the broad goals of the school system. (100%)
6. Sufficient time is provided for Learning Community staff members to meet. (94%)
25. Learning Community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication. (93%)
3. The entire school is organized into Learning Communities with each Learning Community composed of students, teachers, aides and a Learning Community leader. (91%)
15. Both student and teacher consider the following when a student's learning activities are selected: Peer relationships, Achievement, Learning styles, Interest in subject areas, Self-concept. (89%)
34. Learning program plans for the Learning Community and for individual students are constructively critiqued by members of the Learning Community. (87%)
9. Each student learning program is based on specified learning objectives. (86%)
26. The Program Improvement Council analyzes and improves its operations as a functioning group. (77%)
10. A variety of learning activities using different media and modes are used when building learning programs. (76%)
1. All staff members have had an opportunity to examine their own goals and the IGE outcomes before a decision is made to participate in the program. (75%)

### Outcomes 25% or Less Achieved

16. Each student has an advisor whom he or she views as a warm supportive person concerned with enhancing the student's self concept; the advisor shares accountability with the student for the student's learning program. (8%)
30. The Program Improvement Council coordinates school-wide in-service programs for the total staff. (13%)

18. Each student accepts increasing responsibility for selecting his or her learning objectives. (17%)
23. The school is a member of a League of schools implementing IGE process and participating in an interchange of personnel to identify and alleviate problems within the League schools. (19%)
19. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives. (19%)
20. Each student can state learning objectives for the learning activities in which she or he is engaged. (21%)
21. Each student demonstrates increasing responsibility for pursuing her or his learning program. (21%)
31. The Learning Community maintains open communication with parents and the community at large. (22%)

TABLE 4

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Storrow School

N = 10

Outcome Cluster	Percent Implemented	
	League	Storrow School
<b>1. Adoption and Implementation</b>		
Staff Commitment	55	60
Staff Interchange	23*	30
Consultant Source	35	64
<b>2. School Decisions</b>		
Continuity of Goals	70	*90
Problems - 2 or more Units	69	*97
Coordinate In Service	40	*93
Student Involvement	45	40
Process Improvement	52	53
<b>3. Unit Organization</b>		
The Unit	*84	61
Multi-Age Grouping	63	50
Distribution of Staff	71	*75
Learning in the LC	41	70
<b>4. Unit Planning and Improvement</b>		
Unit Meetings	*81	*95
Process Improvement	45	49
Broad Educational Goals	60	*80
Division of Labor	43	37
Unit Decisions	72	61
Critique of Learning Plans	72	*89
Observation of Teachers	20*	24*
Personal In Service	38	65

TABLE 4  
(Continued)

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Storrow School

N = 10

Outcome Cluster	Percent Implemented	
	League	Storrow school
<b>5. Relationships</b>		
Relationships in the Unit	*82	*85
Communications with Parents	20*	42
Advisor-Advisee Relationships	24*	39
<b>6. The Learning Program</b>		
Objective Based Activities	*77	*78
Mode and Media Variety	49	*78
Community Resources Used	46	58
Activities Matched w/Students	69	66
Student Information	48	*92
<b>7. Student Responsibilities</b>		
Self-Assessing	36	42
Planning and Evaluation	36	52
Selecting Objectives	16*	32
Selecting Activities	12*	30
Stating Objectives	14*	38
Being Self-Directed	21*	33
<b>Outcome Clusters</b>		
Adoption and Implementation	37	51
School Decisions	56	*75
Unit Organization	65	64
Unit Planning and Improvement	53	62
Relationships	42	55
The Learning Program	58	74
Student Responsibilities	22*	38

## Summary of Outcome Achievement for the Storrow School, Lawrence

### Outcomes 75% or More Achieved

28. The Program Improvement Council formulates school-wide policies and operational procedures and resolves problems referred to it involving two or more Learning Communities. (97%)
6. Sufficient time is provided for Learning Community staff members to meet. (95%)
30. The Program Improvement Council coordinates school-wide in-service programs for the total staff. (93%)
22. Teachers and students have a systematic method of gathering and using information about each student which affects his or her learning. (92%)
27. The Program Improvement Council assures continuity of educational goals and learning objectives throughout the school and assures that they are consistent with the broad goals of the school system. (90%)
34. Learning program plans for the Learning Community and for individual students are constructively critiqued by members of the Learning Community. (89%)
25. Learning Community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication. (85%)
7. Learning Community members select broad educational goals to be emphasized by the Learning Community. (80%)
9. Each student learning program is based on specified learning objectives. (78%)
10. A variety of learning activities using different media and modes are used when building learning programs. (78%)
5. Each Learning Community contains a cross section of staff. (75%)

### Outcomes 25% or Less Achieved

33. Teacher performance in the learning environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods. (24%)



TABLE 5

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the McKay School

N = 22

Outcome Cluster	Percent Implemented	
	League	McKay School
<b>1. Adoption and Implementation</b>		
Staff Commitment	55	9*
Staff Interchange	23*	11*
Consultant Source	35	37
<b>2. School Decisions</b>		
Continuity of Goals	70	50
Problems - 2 or more Units	69	*80
Coordinate In Service	40	56
Student Involvement	45	30
Process Improvement	52	44
<b>3. Unit Organization</b>		
The Unit	*84	73
Multi-Age Grouping	63	71
Distribution of Staff	71	71
Learning in the LC	41	55
<b>4. Unit Planning and Improvement</b>		
Unit Meetings	*81	*91
Process Improvement	45	35
Broad Educational Goals	60	64
Division of Labor	43	57
Unit Decisions	72	74
Critique of Learning Plans	72	72
Observation of Teachers	20*	15*
Personal In Service	38	48

TABLE 5  
(Continued)

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the McKay School

N = 22

Outcome Cluster	Percent Implemented	
	League	McKay School
<b>5. Relationships</b>		
Relationships in the Unit	*82	*78
Communications with Parents	20*	9*
Advisor-Advisee Relationships	24*	39
<b>6. The Learning Program</b>		
Objective Based Activities	*77	70
Mode and Media Variety	49	39
Community Resources Used	46	5*
Activities Matched w/Students	69	57
Student Information	48	*75
<b>7. Student Responsibilities</b>		
Self-Assessing	36	27
Planning and Evaluation	36	28
Selecting Objectives	16*	13*
Selecting Activities	12*	5*
Stating Objectives	14*	10*
Being Self-Directed	21*	18*
<b>Outcome Clusters</b>		
Adoption and Implementation	37	19*
School Decisions	56	52
Unit Organization	65	67
Unit Planning and Improvement	53	57
Relationships	42	42
The Learning Program	58	49
Student Responsibilities	22*	17*

## Summary of Outcome Achievement for the McKay School, Fitchburg

### Outcomes 75% or More Achieved

6. Sufficient time is provided for Learning Community staff members to meet. (91%)
28. The Program Improvement Council formulates school-wide policies and operational procedures and resolves problems referred to it involving two or more Learning Communities. (80%)
25. Learning Community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication. (78%)
22. Teachers and students have a systematic method of gathering and using information about each student which affects his or her learning. (75%)

### Outcomes 25% or Less Achieved

12. The staff and students use special resources from the local community in learning programs. (5%)
19. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives. (5%)
1. All staff members have had an opportunity to examine their own goals and the IGE outcomes before a decision is made to participate in the program. (9%)
31. The Learning Community maintains open communication with parents and the community at large. (9%)
20. Each student can state learning objectives for the learning activities in which she or he is engaged. (10%)
23. The school is a member of a League of schools implementing IGE processes and participating in an interchange of personnel to identify and alleviate problems within the League schools. (11%)
18. Each student accepts increasing responsibility for selecting his or her learning objectives. (13%)
33. Teacher performance in the learning environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods. (15%)
21. Each student demonstrates increasing responsibility for pursuing her or his learning program. (18%)

TABLE 6

Degree of Implementation of IGF Outcome Clusters  
for Respondents in the Woburn St. School

N = 25

Outcome Cluster	Percent Implemented	
	League	Woburn St. School
<b>1. Adoption and Implementation</b>		
Staff Commitment	55	*76
Staff Interchange	23*	44
Consultant Source	35	22*
<b>2. School Decisions</b>		
Continuity of Goals	70	64
Problems - 2 or more Units	69	66
Coordinate In Service	40	57
Student Involvement	45	58
Process Improvement	52	50
<b>3. Unit Organization</b>		
The Unit	*84	*84
Multi-Age Grouping	63	51
Distribution of Staff	71	*78
Learning in the LC	41	44
<b>4. Unit Planning and Improvement</b>		
Unit Meetings	*81	70
Process Improvement	45	62
Broad Educational Goals	60	*80
Division of Labor	43	23*
Unit Decisions	72	72
Critique of Learning Plans	72	*77
Observation of Teachers	20*	17*
Personal In Service	38	42

TABLE 6  
(Continued)

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Woburn St. School

N = 25

Outcome Cluster	Percent League	Percent Implemented Woburn St. School
<b>5. Relationships</b>		
Relationships in the Unit	*82	*78
Communications with Parents	20*	23*
Advisor-Advisee Relationships	24*	28
<b>6. The Learning Program</b>		
Objective Based Activities	*77	*84
Mode and Media Variety	49	54
Community Resources Used	46	62
Activities Matched w/Students	69	68
Student Information	48	60
<b>7. Student Responsibilities</b>		
Self-Assessing	36	41
Planning and Evaluation	36	40
Selecting Objectives	16*	14*
Selecting Activities	12*	16*
Stating Objectives	14*	15*
Being Self-Directed	21*	22*
<b>Outcome Clusters</b>		
Adoption and Implementation	37	47
School Decisions	56	59
Unit Organization	65	64
Unit Planning and Improvement	53	55
Relationships	42	43
The Learning Program	58	65
Student Responsibilities	22*	24*

## Summary of Outcome Achievement for the Woburn Street School, Wilmington

### Outcomes 75% or More Achieved

3. The entire school is organized into Learning Communities with each Learning Community composed of students, teachers, aides, and a Learning Community leader. (84%)
9. Each student learning program is based on specified learning objectives. (84%)
7. Learning Community members select broad educational goals to be emphasized by the Learning Community. (80%)
5. Each Learning Community contains a cross section of staff. (78%)
25. Learning Community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication. (78%)
34. Learning program plans for the Learning Community and for individual students are constructively critiqued by members of the Learning Community. (77%)
1. All staff members have had an opportunity to examine their own goals and the IGE outcomes before a decision is made to participate in the program. (76%)

### Outcomes 25% or Less Achieved

18. Each student accepts increasing responsibility for selecting his or her learning objectives. (14%)
20. Each student can state learning objectives for the learning activities in which she or he is engaged. (15%)
19. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives. (16%)
33. Teacher performance in the learning environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods. (17%)
24. The school as a member of a League of IGE schools stimulates an interchange of solutions to existing educational problems plus serving as a source of ideas for new development. (22%)
21. Each student demonstrates increasing responsibility for pursuing her or his learning program. (22%)
8. Role specialization and a division of labor among teachers are characteristics of the Learning Community activities of planning, implementing and assessing. (23%)
31. The Learning Community maintains open communication with parents and the community at large. (23%)

TABLE 7

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the South School

N = 19

Outcome Cluster	Percent Implemented	
	League	South School
<b>1. Adoption and Implementation</b>		
Staff Commitment	55	*79
Staff Interchange	23*	21*
Consultant Source	35	37
<b>2. School Decisions</b>		
Continuity of Goals	70	*95
Problems - 2 or more Units	69	59
Coordinate In Service	40	2*
Student Involvement	45	39
Process Improvement	52	*77
<b>3. Unit Organization</b>		
The Unit	*84	*95
Multi-Age Grouping	63	59
Distribution of Staff	71	70
Learning in the LC	41	56
<b>4. Unit Planning and Improvement</b>		
Unit Meetings	*81	*89
Process Improvement	45	59
Broad Educational Goals	60	*89
Division of Labor	43	51
Unit Decisions	72	*90
Critique of Learning Plans	72	61
Observation of Teachers	20*	18*
Personal In Service	38	42

TABLE 7  
(Continued)

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the South School

N = 19

Outcome Cluster	Percent Implemented	
	League	South School
<b>5. Relationships</b>		
Relationships in the Unit	*82	*84
Communications with Parents	20*	23*
Advisor-Advisee Relationships	24*	23*
<b>6. The Learning Program</b>		
Objective Based Activities	*77	*95
Mode and Media Variety	49	56
Community Resources Used	46	*86
Activities Matched w/Students	69	*77
Student Information	48	69
<b>7. Student Responsibilities</b>		
Self-Assessing	36	49
Planning and Evaluation	30	53
Selecting Objectives	16*	22*
Selecting Activities	12*	9*
Stating Objectives	14*	16*
Being Self-Directed	21*	23*
<b>Outcome Clusters</b>		
Adoption and Implementation	37	46
School Decisions	56	54
Unit Organization	65	70
Unit Planning and Improvement	53	62
Relationships	42	44
The Learning Program	58	*77
Student Responsibilities	22*	29



## Summary of Outcome Achievement for the South School, Andover

### Outcomes 75% or More Achieved

27. The Program Improvement Council assures continuity of educational goals and learning objectives throughout the school and assures that they are consistent with the broad goals of the school system. (95%)
3. The entire school is organized into Learning Communities with each Learning Community composed of students, teachers, aides, and a Learning Community leader. (95%)
9. Each student learning program is based on specified learning objectives. (95%)
13. Learning Community members make decisions regarding the arrangements of time, facilities, materials, staff, and students within the Learning Community. (90%)
6. Sufficient time is provided for Learning Community staff members to meet. (89%)
7. Learning Community members select broad educational goals to be emphasized by the Learning Community. (89%)
12. The staff and students use special resources from the local community in learning programs. (86%)
25. Learning Community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication. (84%)
1. All staff members have had an opportunity to examine their own goals and the IGE outcomes before a decision is made to participate in the program. (79%)
26. The Program Improvement Council analyzes and improves its operations as a functioning group. (77%)
15. Both student and teacher consider the following when a student's learning activities are selected: Peer relationships, achievement, learning styles, interest in subject areas, self-concept. (77%)

### Outcomes 25% or Less Achieved

30. The Program Improvement Council coordinates school-wide in-service programs for the total staff. (2%)
19. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives. (9%)
20. Each student can state learning objectives for the learning activities in which she or he is engaged. (16%)

33. Teacher performance in the learning environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods. (18%)
23. The school is a member of a League of schools implementing IGE processes and participating in an interchange of personnel to identify and alleviate problems within the League schools. (21%)
18. Each student accepts increasing responsibility for selection of his or her learning objectives. (22%)
31. The Learning Community maintains open communication with parents and the community at large. (23%)
16. Each student has an advisor whom he or she views as a warm supportive person concerned with enhancing the student's self concept; the advisor shares accountability with the student for the student's learning program. (23%)
21. Each student demonstrates increasing responsibility for pursuing her or his learning program. (23%)

TABLE 8

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Shattuck St. School

N = 12

Outcome Cluster	Percent Implemented	
	League	Shattuck St. School
<b>1. Adoption and Implementation</b>		
Staff Commitment	55	42
Staff Interchange	23*	25*
Consultant Source	35	43
<b>2. School Decisions</b>		
Continuity of Goals	70	71
Problems - 2 or more Units	69	*88
Coordinate In Service	40	*88
Student Involvement	45	33
Process Improvement	52	61
<b>3. Unit Organization</b>		
The Unit	*84	*90
Multi-Age Grouping	63	*90
Distribution of Staff	71	72
Learning in the LC	41	55
<b>4. Unit Planning and Improvement</b>		
Unit Meetings	*81	71
Process Improvement	45	32
Broad Educational Goals	60	*84
Division of Labor	43	62
Unit Decisions	72	51
Critique of Learning Plans	72	56
Observation of Teachers	20*	19*
Personal In Service	38	33

TABLE 8  
(Continued)

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Shattuck St. School

N = 12

Outcome Cluster	Percent Implemented	
	League	Shattuck St. School
<b>5. Relationships</b>		
Relationships in the Unit	*82	*91
Communications with Parents	20*	17*
Advisor-Advisee Relationships	24*	41
<b>6. The Learning Program</b>		
Objective Based Activities	*77	*75
Mode and Media Variety	49	43
Community Resources Used	46	40
Activities Matched w/Students	69	73
Student Information	48	38
<b>7. Student Responsibilities</b>		
Self-Assessing	36	58
Planning and Evaluation	36	42
Selecting Objectives	16*	28
Selecting Activities	12*	17*
Stating Objectives	14*	18*
Being Self-Directed	21*	32
<b>Outcome Clusters</b>		
Adoption and Implementation	37	37
School Decisions	56	68
Unit Organization	65	*77
Unit Planning and Improvement	53	43
Relationships	42	49
The Learning Program	58	54
Student Responsibilities	22*	33

## Summary of Outcome Achievement for the Shattuck Street School, Littleton

### Outcomes 75% or More Achieved

25. Learning Community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication. (91%)
3. The entire school is organized into Learning Communities with each Learning Community composed of students, teachers, aides, and a Learning Community leader. (90%)
4. Each learning Community is comprised of approximately equal number of two or more student age groups. (90%)
28. The Program Improvement Council formulates school-wide policies and operational procedures and resolves problems referred to it involving two or more Learning Communities. (88%)
30. The Program Improvement Council coordinates school-wide in-service programs for the total staff. (88%)
7. Learning Community members select broad educational goals to be emphasized by the Learning Community. (84%)
9. Each student learning program is based on specified learning objectives. (75%)

### Outcomes 25% or Less Achieved

31. The Learning Community maintains open communication with parents and the community at large. (17%)
19. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives. (17%)
20. Each student can state learning objectives for the learning activities in which she or he is engaged. (18%)
33. Teacher performance in the learning environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods. (19%)
23. The school is a member of a League of schools implementing IGE processes and participating in an interchange of personnel to identify and alleviate problems within the League schools. (25%)

TABLE 9

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Marsh School

N = 12

Outcome Cluster	Percent Implemented	
	League	Marsh School
<b>1. Adoption and Implementation</b>		
Staff Commitment	55	8*
Staff Interchange	23*	25*
Consultant Source	35	40
<b>2. School Decisions</b>		
Continuity of Goals	70	38
Problems - 2 or more Units	69	56
Coordinate In Service	40	5*
Student Involvement	45	42
Process Improvement	52	*83
<b>3. Unit Organization</b>		
The Unit	*84	*84
Multi-Age Grouping	63	67
Distribution of Staff	71	*75
Learning in the LC	41	33
<b>4. Unit Planning and Improvement</b>		
Unit Meetings	*81	63
Process Improvement	45	37
Broad Educational Goals	60	33
Division of Labor	43	45
Unit Decisions	72	70
Critique of Learning Plans	72	70
Observation of Teachers	20*	22*
Personal In Service	38	0*

TABLE 9  
(Continued)

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Marsh School

N = 12

Outcome Cluster	Percent Implemented	
	League	Marsh School
<b>5. Relationships</b>		
Relationships in the Unit	*82	*90
Communications with Parents	20*	24*
Advisor-Advisee Relationships	24*	25*
<b>6. The Learning Program</b>		
Objective Based Activities	*77	*77
Mode and Media Variety	49	52
Community Resources Used	46	57
Activities Matched w/Students	69	*80
Student Information	48	50
<b>7. Student Responsibilities</b>		
Self-Assessing	36	27
Planning and Evaluation	36	25*
Selecting Objectives	16*	8*
Selecting Activities	12*	8*
Stating Objectives	14*	11*
Being Self-Directed	21*	11*
<b>Outcome Clusters</b>		
Adoption and Implementation	37	24*
School Decisions	56	45
Unit Organization	65	65
Unit Planning and Improvement	53	42
Relationships	42	46
The Learning Program	58	63
Student Responsibilities	22*	15*

## Summary of Outcome Achievement for the Marsh School, Methuen

### Outcomes 75% or More Achieved

25. Learning Community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication. (90%)
3. The entire school is organized into Learning Communities with each Learning Community composed of students, teachers, aides, and a Learning Community leader. (84%)
26. The Program Improvement Council analyzes and improves its operations as a functioning group. (83%)
15. Both student and teacher consider the following when a student's learning activities are selected: peer relationships, achievement, learning styles, interest in subject areas, self-concept. (80%)
9. Each student learning program is based on specified learning objectives. (77%)
5. Each Learning Community contains a cross section of staff. (75%)

### Outcomes 25% or Less Achieved

35. Personalized in-service programs are developed and implemented by each Learning Community staff as a whole as well as by individual teachers. (0%)
30. The Program Improvement Council coordinates school-wide in-service programs for the total staff. (5%)
1. All staff members have had an opportunity to examine their own goals and the IGE outcomes before a decision is made to participate in the program. (8%)
18. Each student accepts increasing responsibility for selecting his or her learning objectives. (8%)
19. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives. (8%)
20. Each student can state learning objectives for the learning activities in which she or he is engaged. (11%)
21. Each student demonstrates increasing responsibility for pursuing her or his learning program. (11%)



33. Teacher performance in the learning environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods. (22%)
31. The Learning Community maintains open communication with parents and the community at large. (24%)
23. The school is a member of a League of schools implementing IGE processes and participating in an interchange of personnel to identify and alleviate problems within the League schools. (25%)
16. Each student has an advisor whom he or she views as a warm supportive person concerned with enhancing the student's self concept; the advisor shares accountability with the student for the student's learning program. (25%)
17. Each student (individually, with other students, with staff member, and with his or her parents) plans and evaluates his or her own progress toward educational goals. (25%)

TABLE 10

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Howe School

N = 10

Outcome Cluster	Percent Implemented	
	League	Howe School
<b>1. Adoption and Implementation</b>		
Staff Commitment	55	*90
Staff Interchange	23*	0*
Consultant Source	35	44
<b>2. School Decisions</b>		
Continuity of Goals	70	70
Problems - 2 or more Units	69	*82
Coordinate In Service	40	10*
Student Involvement	45	25*
Process Improvement	52	19*
<b>3. Unit Organization</b>		
The Unit	*84	*88
Multi-Age Grouping	63	*86
Distribution of Staff	71	*88
Learning in the LC	41	16*
<b>4. Unit Planning and Improvement</b>		
Unit Meetings	*81	*100
Process Improvement	45	17*
Broad Educational Goals	60	50
Division of Labor	43	28
Unit Decisions	72	*88
Critique of Learning Plans	72	59
Observation of Teachers	20*	2*
Personal In Service	38	29

TABLE 10  
(Continued)

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Howe School

N = 10

Outcome Cluster	Percent Implemented	
	League	Howe School
<b>5. Relationships</b>		
Relationships in the Unit	*82	73
Communications with Parents	20*	10*
Advisor-Advisee Relationships	24*	7*
<b>6. The Learning Program</b>		
Objective Based Activities	*77	*78
Mode and Media Variety	49	30
Community Resources Used	46	0*
Activities Matched w/Students	69	62
Student Information	48	0*
<b>7. Student Responsibilities</b>		
Self-Assessing	36	26
Planning and Evaluation	36	30
Selecting Objectives	16*	0*
Selecting Activities	12*	0*
Stating Objectives	14*	16*
Being Self-Directed	21*	13*
<b>Outcome Clusters</b>		
Adoption and Implementation	37	45
School Decisions	56	41
Unit Organization	65	70
Unit Planning and Improvement	53	47
Relationships	42	30
The Learning Program	58	34
Student Responsibilities	22*	14*

## Summary of Outcome Achievement for the Howe School, Methuen

### Outcomes 75% or More Achieved

6. Sufficient time is provided for Learning Community staff members to meet. (100%)
1. All staff members have had an opportunity to examine their own goals and the IGE outcomes before a decision is made to participate in the program. (90%)
3. The entire school is organized into Learning Communities with each Learning Community composed of students, teachers, aides, and a Learning Community leader. (88%)
5. Each Learning Community contains a cross section of staff. (88%)
13. Learning Community members make decisions regarding the arrangements of time, facilities, materials, staff, and students within the Learning Community. (88%)
4. Each Learning Community is comprised of approximately equal number of two or more student age groups. (86%)
28. The Program Improvement Council formulates school-wide policies and operational procedures and resolves problems referred to it involving two or more Learning Communities. (82%)
9. Each student learning program is based on specified learning objectives. (78%)

### Outcomes 25% or Less Achieved

23. The school is a member of a League of schools implementing IGE processes and participating in an interchange of personnel to identify and alleviate problems within the League schools. (0%)
12. The staff and students use special resources from the local community in learning programs. (0%)
22. Teachers and students have a systematic method of gathering and using information about each student which affects his or her learning. (0%)
18. Each student accepts increasing responsibility for selecting his or her learning objectives. (0%)
19. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives. (0%)

33. Teacher performance in the learning environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods. (2%)
16. Each student has an advisor whom he or she views as a warm supportive person concerned with enhancing the student's self concept; the advisor shares accountability with the student for the student's program. (7%)
30. The Program Improvement Council coordinates school-wide in-service programs for the total staff. (10%)
31. The Learning Community maintains open communication with parents and the community at large. (10%)
21. Each student demonstrates increasing responsibility for pursuing her or his learning program. (13%)
11. Students pursue their learning programs within their own Learning Communities except on those occasions when their unique learning needs can only be met in another setting using special human or physical resources. (16%)
20. Each student can state learning objectives for the learning activities in which he or she is engaged. (16%)
32. The Learning Community analyzes and improves its operations as a functioning group. (17%)
26. The Program Improvement Council analyzes and improves its operations as a functioning group. (19%)
29. Students are involved in decision-making regarding school-wide activities and policies. (25%)

TABLE 11

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Harrington School

N = 26

Outcome Cluster	Percent League	Implemented Harrington School
<b>1. Adoption and Implementation</b>		
Staff Commitment	55	62
Staff Interchange	23*	19*
Consultant Source	35	12*
<b>2. School Decisions</b>		
Continuity of Goals	70	73
Problems - 2 or more Units	69	74
Coordinate In Service	40	55
Student Involvement	45	35
Process Improvement	52	58
<b>3. Unit Organization</b>		
The Unit	*84	*86
Multi-Age Grouping	63	55
Distribution of Staff	71	54
Learning in the LC	41	23*
<b>4. Unit Planning and Improvement</b>		
Unit Meetings	*81	69
Process Improvement	45	35
Broad Educational Goals	60	23*
Division of Labor	43	37
Unit Decisions	72	74
Critique of Learning Plans	72	*75
Observation of Teachers	20*	20*
Personal In Service	38	22*

TABLE 11  
(Continued)

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Harrington School

N = 26

Outcome Cluster	Percent League	Percent Implemented Harrington School
<b>5. Relationships</b>		
Relationships in the Unit	*82	*82
Communications with Parents	20*	22*
Advisor-Advisee Relationships	24*	24*
<b>6. The Learning Program</b>		
Objective Based Activities	*77	*75
Mode and Media Variety	49	43
Community Resources Used	46	44
Activities Matched w/Students	69	73
Student Information	48	36
<b>7. Student Responsibilities</b>		
Self-Assessing	36	36
Planning and Evaluation	36	42
Selecting Objectives	16*	14*
Selecting Activities	12*	9*
Stating Objectives	14*	9*
Being Self-Directed	21*	32
<b>Outcome Clusters</b>		
Adoption and Implementation	37	31
School Decisions	56	59
Unit Organization	65	55
Unit Planning and Improvement	53	45
Relationships	42	42
The Learning Program	58	54
Student Responsibilities	22*	24*

## Summary of Outcome Achievement for the Harrington School, Chelmsford

### Outcomes 75% or More Achieved

3. The entire school is organized into Learning Communities with each Learning Community composed of students, teachers, aides, and a Learning Community leader. (86%)
25. Learning Community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication. (82%)
34. Learning program plans for the Learning Community and for individual students are constructively critiqued by members of the Learning Community. (75%)
9. Each student learning program is based on specified learning objectives. (75%)

### Outcomes 25% or Less Achieved

19. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives. (9%)
20. Each student can state learning objectives for the learning activities in which she or he is engaged. (9%)
24. The school as a member of a League of IGE schools stimulates an interchange of solutions to existing educational problems plus serving as a source of ideas for new development. (12%)
18. Each student accepts increasing responsibility for selecting his or her learning objectives. (14%)
23. The school is a member of a League of schools implementing IGE processes and participating in an interchange of personnel to identify and alleviate problems within the League schools. (19%)
33. Teacher performance in the learning environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods. (20%)
35. Personalized in-service programs are developed and implemented by each Learning Community staff as a whole as well as by individual teachers. (22%)
31. The Learning Community maintains open communication with parents and the community at large. (22%)



11. Students pursue their learning programs within their own Learning Communities except on those occasions when their unique learning needs can only be met in another setting using special human or physical resources. (23%)
7. Learning Community members select broad educational goals to be emphasized by the Learning Community. (23%)
16. Each student has an advisor whom he or she views as a warm supportive person concerned with enhancing the student's self concept; the advisor shares accountability with the student for the student's learning program. (24%)

TABLE 12

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Lakeview School

N = 12

Outcome Cluster	Percent Implemented	
	League	Lakeview School
<b>1. Adoption and Implementation</b>		
Staff Commitment	55	25*
Staff Interchange	23*	8*
Consultant Source	35	33
<b>2. School Decisions</b>		
Continuity of Goals	70	33
Problems - 2 or more Units	69	71
Coordinate In Service	40	32
Student Involvement	45	46
Process Improvement	52	5*
<b>3. Unit Organization</b>		
The Unit	*84	*92
Multi-Age Grouping	63	*100
Distribution of Staff	71	71
Learning in the LC	41	18*
<b>4. Unit Planning and Improvement</b>		
Unit Meetings	*81	*100
Process Improvement	45	17*
Broad Educational Goals	60	58
Division of Labor	43	36
Unit Decisions	72	61
Critique of Learning Plans	72	72
Observation of Teachers	20*	16*
Personal In Service	38	32

TABLE 12  
(Continued)

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Lakeview School

N = 12

Outcome Cluster	Percent Implemented	
	League	Lakeview School
<b>5. Relationships</b>		
Relationships in the Unit	*82	74
Communications with Parents	20*	12*
Advisor-Advisee Relationships	24*	2*
<b>6. The Learning Program</b>		
Objective Based Activities	*77	72
Mode and Media Variety	49	28
Community Resources Used	46	0*
Activities Matched w/Students	69	*75
Student Information	48	18*
<b>7. Student Responsibilities</b>		
Self-Assessing	36	18*
Planning and Evaluation	36	21*
Selecting Objectives	16*	8*
Selecting Activities	12*	8*
Stating Objectives	14*	0*
Being Self-Directed	21*	11*
<b>Outcome Clusters</b>		
Adoption and Implementation	37	22*
School Decisions	56	37
Unit Organization	65	70
Unit Planning and Improvement	53	49
Relationships	42	29
The Learning Program	58	39
Student Responsibilities	22*	11*

## Summary of Outcome Achievement for the Lakeview School, Tyngsboro

### Outcomes 75% or More Achieved

4. Each Learning Community is comprised of approximately equal number of two or more student age groups. (100%)
6. Sufficient time is provided for Learning Community staff members to meet. (100%)
3. The entire school is organized into Learning Communities with each Learning Community composed of students, teachers, aides, and a Learning Community leader. (92%)
15. Both student and teacher consider the following when a student's learning activities are selected: Peer relationships, Achievement, Learning styles, Interest in subject areas, Self concept. (75%)

### Outcomes 25% or Less Achieved

12. The staff and students use special resources from the local community in learning programs. (0%)
20. Each student can state learning objectives for the learning activities in which she or he is engaged. (0%)
16. Each student has an advisor whom he or she views as a warm supportive person concerned with enhancing the student's self concept; the advisor shares accountability with the student for the student's learning program. (2%)
26. The Program Improvement Council analyzes and improves its operations as a functioning group. (5%)
23. The school is a member of a League of schools implementing IGE processes and participating in an interchange of personnel to identify and alleviate problems within the League schools. (8%)
18. Each student accepts increasing responsibility for selecting his or her learning objectives. (8%)
19. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives. (8%)
21. Each student demonstrates increasing responsibility for pursuing her or his learning program. (11%)
31. The Learning Community maintains open communication with parents and the community at large. (12%)

33. Teacher performance in the learning environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods. (16%)
32. The Learning Community analyzes and improves its operations as a functioning group. (17%)
11. Students pursue their learning programs within their own Learning Communities except on those occasions when their unique learning needs can only be met in another setting using special human or physical resources. (18%)
22. Teachers and students have a systematic method of gathering and using information about each student which affects his or her learning. (18%)
14. A variety of data sources is used when learning is assessed by teachers and students, with students becoming increasingly more responsible for self-assessment. (18%)
17. Each student (individually, with other students, with staff members, and with his or her parents) plans and evaluates his or her own progress toward educational goals. (21%)
1. All staff members have had an opportunity to examine their own goals and the IGE outcomes before a decision is made to participate in the program. (25%)

TABLE 13

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Colonel Robinson School

N = 17

Outcome Cluster	Percent Implemented	
	League	Colonel Robinson School
<b>1. Adoption and Implementation</b>		
Staff Commitment	55	47
Staff Interchange	23*	32
Consultant Source	35	25*
<b>2. School Decisions</b>		
Continuity of Goals	70	*91
Problems - 2 or more Units	69	74
Coordinate In Service	40	23*
Student Involvement	45	57
Process Improvement	52	47
<b>3. Unit Organization</b>		
The Unit	*84	*75
Multi-Age Grouping	63	25*
Distribution of Staff	71	64
Learning in the LC	41	38
<b>4. Unit Planning and Improvement</b>		
Unit Meetings	*81	68
Process Improvement	45	54
Broad Educational Goals	60	47
Division of Labor	43	41
Unit Decisions	72	*79
Critique of Learning Plans	72	71
Observation of Teachers	20*	26
Personal In Service	38	32

TABLE 13  
(Continued)

Degree of Implementation of IGE Outcome Clusters  
for Respondents in the Colonel Robinson School

N = 17

Outcome Cluster	Percent Implemented	
	League	Colonel Robinson School
<b>5. Relationships</b>		
Relationships in the Unit	*82	*79
Communications with Parents	20*	15*
Advisor-Advisee Relationships	24*	20*
<b>6. The Learning Program</b>		
Objective Based Activities	*77	66
Mode and Media Variety	49	54
Community Resources Used	46	58
Activities Matched w/Students	69	56
Student Information	48	27
<b>7. Student Responsibilities</b>		
Self-Assessing	36	24*
Planning and Evaluation	36	24*
Selecting Objectives	16*	7*
Selecting Activities	12*	7*
Stating Objectives	14*	10*
Being Self-Directed	21*	9*
<b>Outcome Clusters</b>		
Adoption and Implementation	37	35
School Decisions	56	59
Unit Organization	65	50
Unit Planning and Improvement	53	52
Relationships	42	38
The Learning Program	58	52
Student Responsibilities	22*	13*

## Summary of Outcome Achievement for the Col. Robinson School, Westford

### Outcomes 75% or More Achieved

27. The Program Improvement Council assures continuity of educational goals and learning objectives throughout the school and assures that they are consistent with the broad goals of the school system. (91%)
13. Learning Community members make decisions regarding the arrangements of time, facilities, materials, staff, and students within the Learning Community. (79%)
25. Learning Community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication. (79%)
3. The entire school is organized into Learning Communities with each Learning Community composed of students, teachers, aides, and a Learning Community leader. (75%)

### Outcomes 25% or Less Achieved

18. Each student accepts increasing responsibility for selecting his or her learning objectives. (7%)
19. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives. (7%)
21. Each student demonstrates increasing responsibility for pursuing her or his learning program. (9%)
20. Each student can state learning objectives for the learning activities in which she or he is engaged. (10%)
31. The Learning Community maintains open communication with parents and the community at large. (15%)
16. Each student has an advisor whom he or she views as a warm supportive person concerned with enhancing the student's self concept; the advisor shares accountability with the student for the student's learning program. (20%)
30. The Program Improvement Council coordinates school-wide in-service programs for the total staff. (23%)
14. A variety of data sources is used when learning is assessed by teachers and students, with students becoming increasingly more responsible for self-assessment. (24%)



17. Each student (individually, with other students, with staff members, and with his or her parents) plans and evaluates his or her own progress toward educational goals. (24%)
24. The school as a member of a League of IGE schools stimulates an interchange of solutions to existing educational problems plus serving as a source of ideas for new development.(25%)
4. Each Learning Community is comprised of approximately equal number of two or more student age groups. (25%)

## SECTION 4

### Attitudes and Opinions of School Personnel

Section 1 reported the extent to which objectives specified by Project League in its third year were attained. In this section, attitudes and opinions of interview respondents are reported in summary form.

Teachers, unit leaders, and principals in each League school were asked to comment freely concerning what they perceived to be major strengths and weaknesses in League operation during the past year. Structure was provided these interviews when needed 1) by the checklist (previously described in Section 1) used to determine the extent to which actions specified in the objectives were carried out, and 2) by an interview guide assembled on the basis of responses given during the interim evaluation school visitations.

Both instruments, the IGE Action Checklist and the Satisfaction With IGE Interview Guide (see attachments 2 and 3) were used largely as supplements to allow the interview sessions to be freewheeling and spontaneous. Where a given topic or area of opinion had not been explored adequately by information volunteered in the course of completing Checklist items, the Interview Guide was employed by the evaluators. As a result, after a short period during which respondents became at ease with the evaluators, they typically became very conversational and animated. IGE is very important to school staff in the League and suspicions about the motives and purposes of the evaluators had to be expected. Once these had been overcome, the interview sessions became very candid and, the evaluators feel, very useful.

What follows are summaries of the opinions expressed most often by teachers, unit leaders, and principals interviewed in League schools.

### Effectiveness of League Staff

Project League has been headquartered at the Merrimack Education Center in Chelmsford, Massachusetts and has drawn heavily on MEC resources these past three years.

Though in places this report contains healthy criticisms of the League offered by teachers and administrators interviewed in the course of the evaluation, it must be pointed out that nearly everyone interviewed spontaneously and frequently praised the efforts made in their behalf by MEC and Project League staff, particularly its Director, Dr. Leslie C. Bernal.

Clearly, the Project staff has done an outstanding job in getting the League organized and making it the effective and enthusiastic group of professionals and laymen that it is today.

### Achievement Testing and Community Support

Several League schools have experienced opposition to IGE within their communities. The difficulties largely stem from the results of standardized testing programs which frequently have shown students in IGE schools to be slightly below their peers in roughly comparable non-IGE schools. School Committee members and some citizens groups have, understandably, become concerned about achievement test results which appear to show IGE in a bad light. To the general public, the issue is a simple one -- if students appear not to be learning, as measured by their standardized testing program, the approach being used to teach them is probably not worthwhile.

Unfortunately, responses to criticisms of this sort are difficult to make because they tend to be involved and often rather technical. As a result, most laymen remain unconvinced by them.

First, the standardized achievement testing programs typically in use in League schools probably are a poor means of assessing growth among IGE students. Certainly teachers and principals feel that they are. Flexibility, which is one of the hallmarks of IGE, necessarily means that children will progress at different rates in different academic areas. Nationally norm-referenced achievement tests presume that the curriculum is a fixed entity for children within a given grade. Since even grades, as such, do not exist within the IGE framework, judgments and comparisons between IGE and non-IGE children should be made very cautiously. Unfortunately, in the view of many respondents, they are made regularly and often with an uninformed vengeance by some members of the community at large.

Second, school committees tend to set great store by year-to-year measurements of achievement as would be expected since it is their responsibility to make policy decisions on an annual basis. But a span of at least three years would yield a more accurate and less misleading method of assessing student progress under IGE since IGE presumes that each student will progress at a different rate in each academic area. Those interviewed felt that after three or four years, the temporary unevenness in level of achievement produced by differences in rate of growth should disappear, and IGE students, as a group, should score about as well as non-IGE students on standardized achievement tests. They felt that somehow a longer period of time has to be arranged in order to fairly assess achievement under IGE.

Third, those interviewed pointed out that IGE presumes several desirable outcomes apart from the achievement levels characteristic of students who have experienced its unique approach. Achievement tests tell nothing at all about how each student feels about school and learning in general. They give no indication of the extent to which a student has become more self-directive, creative, and curious. To a considerable extent, in their view, IGE undertakes to help each student "learn how to learn." Standardized achievement tests give no information whatever about any of these outcomes. Yet they are some of the very outcomes which IGE is intended to produce -- a large part of the reason for the program's existence.

Therefore, looking at short term achievement alone is probably a very unwise approach to judging the overall effectiveness of IGE in their view. Also, they felt that the breadth of outcomes viewed as important

in schools, and particularly IGE schools, must somehow be recognized by the general public, and that IGE should not be evaluated apart from them.

### Education of the Community

According to those interviewed, an issue closely related to the problems surrounding achievement testing results has to do with information dissemination to the communities served by schools in the League. They feel that the League needs to make an even more extensive effort than has been made to date to educate the public it serves with respect to principles and practices of IGE.

Several programs have been aimed at educating teachers and parents concerning IGE and have had good effect, but apparently many school committee members, central office personnel, and parents whose children are not in IGE schools remain relatively uninformed. To many of these people, IGE is regarded as "experimental," "radical," and only one more example of what they consider to be a general decline in "discipline" and decreased emphasis on "fundamentals" in the schools.

In the view of the respondents none of these notions is true, but in the absence of information to the contrary, they feel that much of the public will continue to view IGE with a jaundiced eye.

A major effort at providing the community with information was what has come to be called "Shawsheen Night." All persons interviewed agreed that the series of presentations for parents, teachers, school committee members and the general public held at the Shawsheen School, Andover, was well attended and largely successful. However, many respondents doubted the effectiveness of "Shawsheen Night" for the general public, suggesting that it was probably most useful for teachers. Nevertheless, they were in overwhelming agreement that presentations of this sort need to be repeated, if possible on a regular and prolonged



basis in order to achieve the desired level of information among the public served by schools in the League.

Many of those interviewed felt that crisis situations within specific communities could be minimized by nipping them in the bud. They urged that the League develop better mechanisms to anticipate information problems in the community in order to be able to deal with them quickly and effectively. The local press should be cultivated, they felt, by making a greater effort to inform it and keep it informed. To date, this has been carried out largely on a community basis. In their view, it should be coordinated League-wide.

Since desirable outcomes apart from achievement are presumed to result from IGE, respondents stated that the League needs to develop methods of measuring them and reporting them to the community. Information concerning attitudes toward school, learning styles, creativity, curiosity, self-direction, etc., needs to be gathered and summarized for the public. Most important, it needs to be presented to the public in a form which the average person can understand.

Along the same lines, they felt some sort of longitudinal study of the full range of outcome variables for IGE students needs to be made. They suggested that a period of at least 3 to 4 years be determined, with data gathered each year and summarized in a form which will be meaningful to the public served by League schools.

The evaluators suggest that the In-School Evaluation Design, or a League modification of it, could serve these ends. It is described in Section 2 of this report.

Teachers and principals also felt that information gathering and dissemination needs to be more extensive than in the past in any community which is considering a change to IGE. They suggested that a study be made to determine the conditions and resources in a community which favor the implementation of IGE. Initial enthusiasm among the staff within a given school, they felt, may not be sufficient to carry the school and its public through the rough spots that can and have developed in some schools and communities. They also said that the study proposed should attempt to determine how long it takes in an average community for IGE to become viable within a given school, and identify the necessary conditions for a League to "make it on its own" without outside financial and administrative assistance.

### Principal Exchanges and "Peer Process" Evaluation

"Peer process" evaluation was to have been carried out among principals in conjunction with an exchange program, and among teachers within their schools. School personnel interviewed stated that they felt such evaluations were a delicate matter to carry out successfully. Variation in level of "maturity" among those attempting evaluation by their peers was cited as perhaps the greatest barrier to success of the evaluation technique.

Nevertheless, few failed to see potential benefits in peer evaluation, to whatever extent it could be implemented. This reaction was prompted by the experiences many have had with informal evaluation by their peers occurring more or less naturally within the school context typically created by IGE. Most teachers interviewed stated that peer evaluation was continuously taking place within their units, and therefore, their schools. They seemed to feel too, that its lack of prescription and formality was at once a great source of strength to their school, and the means by which it can actually work -- that to formalize it might destroy its worth.

Exchanges of principals between League schools, apart from any attempt at "peer process" evaluation, proved difficult to carry out. Administrative, and very possibly some legal problems, seemed to militate against the proposed exchanges. Reactions to the idea were mixed. On balance, most principals interviewed appeared unenthusiastic about either formalizing principal exchanges, or coupling such exchanges with peer evaluation techniques. They, as the teachers, felt that existing mechanisms in the League were probably sufficient to achieve the desired outcomes.

### Job Satisfaction

Teachers interviewed felt that since IGE had been initiated at their schools they have been able to do a better job as teachers because they had become more effective teachers. For the most part they felt that the fruits of their labors as teachers were much more visible in their students' growth than had been true prior to IGE. They also felt that IGE's emphasis on unit organization had caused them to accept more responsibility, and the emphasis on cooperation in making a unit work effectively had improved their relationships generally with other staff members in their schools.

When asked whether they would prefer to teach in a non-IGE school, all interviewed stated that they would not, that their experience with IGE had been significant, positive, and consistent with the achievement of their career goals.

In short, while they readily pointed out that problems remain to be solved, teachers were overwhelmingly enthusiastic about the impact that IGE has had on their schools, their students, and as a result, their jobs.

### Transition to IGE

Nearly all teachers interviewed indicated that they had had little difficulty in making the transition from conventional to IGE techniques. When asked how difficult it had been for their school to make the transition, some teachers stated that there had been problems, that in a few cases teachers had even left the school because IGE was going to be implemented. In most cases, though, the transition period was regarded as relatively smooth, particularly where adequate preparation had taken place beforehand. The comment was made repeatedly that it was necessary to have all or nearly all teachers in a school solidly behind the idea of implementing IGE for it to be effectively undertaken. A simple majority of teachers voting for IGE would not be sufficient to make it work since the implementation of IGE is so heavily dependent on cooperative efforts among staff -- and efforts which must be made over a protracted period. In their view, schools contemplating the change to IGE ought to be encouraged to do so, but not to the point of rushing into it. All staff need to back such a change from the start in order for it to work.

Teachers were also asked about their satisfaction with the rate at which their school was progressing in completing the transition to IGE. Most said they felt they were progressing at about the right speed. However, some felt that their rate of progress was hampered somewhat by what was perceived as a shortage of manpower at League headquarters which reduced the amount of expert outside assistance available to their schools. This comment was made most often by teachers at IGE schools which were well along in accomplishing their goals. They frequently felt

adrift in their effort to push ahead due to perceived emphasis by the League on assisting beginning schools.

### Instructional Materials and Training

Teachers interviewed had only positive comments concerning the quality and availability of instructional materials. They made a variety of comments concerning training as to how the materials could best be utilized in accordance with IGE principles.

Respondents were asked whether they felt that the training they received was, 1) of good quality; 2) relevant to their needs; and, 3) available when they needed it.

Teachers had high regard for the efforts the Project staff made to provide them with information and services in spite of the fact that many felt that the Project staff was overburdened due to understaffing. Some suggested that League staff were not "visible" enough in their schools, that staff response to their needs was occasionally frustratingly slow, that emphasis and preference for service and training was placed on schools less far along in implementing IGE, leaving more advanced schools to fend for themselves.

The workshops that were organized were well-received among those interviewed, but many teachers felt that: 1) more workshops are needed, 2) they should somehow be graded so that all are not aimed at beginners and some could attack problems facing staff in more advanced schools, and 3) workshops should be held for new teachers entering an IGE school setting for the first time. The "awareness sessions" that were held were described as being very interesting and useful. Some teachers felt that more sessions should be held and that they should attempt to deal with problems in greater depth.

Reactions were mixed with respect to in-service courses. Some of those interviewed said that they were excellent, others described them as being "all alike" and "very general in their approach." The latter view tended to be the criticism of personnel at schools which are more advanced at implementing IGE principles and practices.

The desire was also expressed to have courses focus more on the rationale behind each of the 35 IGE process outcomes. Some teachers said that while they backed the idea of "multi-aging" for example, they would like to know what gave rise to the idea, its psychological rationale, and results of its implementation elsewhere.

Interest was also expressed in having more meetings for which there was no specific agenda, where teachers could simply converse with other teachers from other schools.



### Student Outcomes

All school staff interviewed seemed convinced that IGE has been remarkably effective with students -- not as much in regard to gains in achievement as in other ways which they felt are important in education.

In their view, achievement gains have been about the same under IGE as they were before IGE was begun. But they also commented that achievement measures in use in their schools probably revealed only a small part of the learning that was taking place in their students.

They said that students seem to enjoy school more, and behavior problems seem to be fewer in number and severity. Several stories were told of children who were anxious to cut short their home recovery from colds and the like in order to get back to school.

Generally speaking, the principles and practices of IGE appear to have succeeded in making children enjoy school much more than was the case before IGE was instituted. At least, that was the opinion consistently expressed by teachers and administrators interviewed.

Though they admitted that its firm documentation would be difficult, most were convinced as well that children were constantly "learning how to learn" as a result of IGE. Children seem more curious, possibly more creative, and definitely more self-directed in the ways in which they go about learning since IGE has been initiated.

Respondents also remarked that the flexibility inherent in IGE makes it equally effective for fast and slow learners since children learn at their own rate. Also, since children are not grouped according to ability, a child who is advanced in one area is not and need not necessarily be advanced in all.

Clearly, teachers and administrators interviewed were solidly in support of what they perceived as extremely good results on the part of their students -- and they attributed these results to IGE.

### Parental Involvement

Respondents stated that involvement of parents in League school activities has been extensive and valuable. Communities and the schools which serve them vary in "style" so that not all League schools have had identical home-school relationships. However, all were described as good or adequate by those interviewed.

Parent satisfaction with IGE seemed to be a function of their degree of involvement. Involved parents were more informed about and therefore more pleased with IGE. Lack of involvement, it seemed, often lead to misunderstanding of the principles, practices, and results of IGE and in some cases has resulted in opposition to the program.

In the view of those interviewed, parents of children in IGE schools tend to be well informed, involved, and supportive, but other parents and citizens without school-age children often are not. As described earlier, some means needs to be found which will serve better to inform citizens who do not have children in IGE schools about what is going on in IGE schools. It was felt that this would serve to dispel many of the misconceptions which have resulted in opposition to IGE in some communities.

### Teacher Involvement

Teachers expressed the feeling that they should be more directly involved in League actions, discussions, and decision making. Many expressed feelings of isolation from important roles and said they would like to have wider involvement as do unit leaders and principals in determining policies to be pursued in their schools.

Teachers interviewed did not appear to be bidding for more power, nor were they implying that they were somehow in opposition to their unit leaders or principals. Rather, their bid for wider involvement appeared to stem from a feeling that they were in a better position to bring about solutions to problems since they know them at the grass roots and are the people who would be called upon to implement changes again at the grass roots level.

Also, the evaluators came away with the impression that teachers felt that unit leaders were occasionally a bit cowed in meetings held jointly with their principals, that principals inadvertently dominated decision making processes which occurred in those meetings.

However well founded the perceptions of teachers interviewed were, they admitted that they were already overburdened with time commitments and have had difficulty attending meetings specifically designed to increase their involvement. League staff have commented on the number of "no-shows" that have resulted at meetings which have been scheduled.

One suggestion, made repeatedly by teachers interviewed, was that meetings be held for teachers for which there would be no specific agenda, which would be designed to foster inter school communication.

Clearly, teachers are tugged both ways. They feel that wider involvement would be helpful to the League and satisfying to themselves, but are already heavily committed.

A moderate and systematic increase in teacher involvement is desired by them, and does appear to be warranted.

### Teacher Exchanges

According to those interviewed, the exchange of teachers between League schools has been attempted to varying degrees and has met with different levels of success. In those schools where the idea of exchanges has been backed and carried out, it has generally been regarded as successful and useful by teachers and administrators. In other schools, where there has been less involvement in exchanges there has been less enthusiasm about its benefits. Apparently, a few good initial experiences with exchanges serve to foster an expanded program. Also, making clear to teachers what they are to do during an exchange is important. Most teachers felt that simply going to another school to look around for a while was a poor use of time.

IGE schools have in some instances had a problem with staff from non-IGE schools coming to visit. While welcome, such visits can and have been burdensome to staff in some IGE schools. The fact that there is substantial interest on the part of non-IGE school staff in IGE schools suggests that some additional effort be made by the League to provide information to non-IGE schools. Since League schools have in some cases experienced difficulties in their respective communities due to misinformation about IGE as previously described, those interviewed expressed the opinion that expanding information distribution would probably help to alleviate several problems.

### Differential Progress in Implementing IGE

Some schools have embarked upon IGE with a headstart, either in terms of when they began, or due to their organization and practices prior to implementing IGE. Also, schools have progressed at different rates in the implementation of IGE. These facts have, in some cases, created problems in the view of those interviewed. Staff at the more advanced schools tend to feel that they have outrun both relevant research and available leadership. They said that they have needed direction and assistance but have found such hard to come by. In their view most League activities have been directed at assistance to beginning schools, rather than to those which are well along in the implementation of IGE. While the staff at League headquarters has been praised for its efforts to serve schools at all stages in implementing IGE, it was clear from the interviews that many persons felt the League staff was simply overburdened. As mentioned previously, most persons interviewed feel that the League staff needs to be expanded in order to better serve the evolving needs of its member schools.

### Three Day Workshop

One of the most popular functions the League has held this past year was the three day workshop for principals and unit leaders. The techniques used for identifying problems were found to be very useful to all those interviewed who attended. However, most felt that they would like to go on from problem identification to an attempt at solving the problems identified. It appeared from the interviews that another session, similar to the first, but focusing on problem solving would be well received.



## SECTION 5

### Recommendations

1. A longitudinal approach to assessing achievement should be instituted along side the current year-to-year approach. Short term evaluation of student growth under IGE will frequently show unevenness in learning when that learning is measured by standardized achievement tests not normed on IGE schools and the tests are administered and interpreted annually.
2. Achievement instruments more appropriate to evaluating IGE need to be found or developed. Commercially available achievement tests could be made more adequate by developing local norms for them or by using the local norms provided by most test publishers.
3. Achievement on standardized tests is not the only outcome of importance in schools. Instruments must be found or developed which assess growth in non-cognitive areas as well, e.g., self-awareness, creativity, curiosity, attitudes toward learning and schools, learning styles, self-direction or autonomy in learning, problem solving, interpersonal relations, etc.
4. The general public needs to be made aware that system-wide achievement testing programs which IGE schools currently must use are not, by themselves, adequate to assess outcomes under IGE.

5. A greater effort is needed to provide the community which each IGE school serves with information about the purposes, practices and results of IGE. Parents of children at non-IGE schools and other citizens within the school district not knowledgeable about IGE need particularly to be informed.
6. The League must make a greater effort to anticipate problems that can arise from insufficient or incorrect information about IGE and design appropriate public relations actions to deal with them in their early stages.
7. A study should be made to determine: 1) the conditions and resources within a community which favor the development of IGE once it has been started, and 2) how long it takes in an average community for IGE to become viable within a given school.
8. More staff are needed to respond adequately to the needs of League schools, particularly as the period of outside funding comes to a close. Schools more advanced in implementing IGE are particularly hard-pressed for advice and assistance in moving ahead.
9. If "peer-process" type evaluations are to be useful generally for teachers and for principals, a program is needed which gradually and carefully introduces the practice in each League school.

10. Some in-service courses should focus more clearly on the needs which are specific to those schools farther along in implementing IGE.
11. Some in-service course or workshop should be designed to explain the rationale behind each of the 35 IGE process outcomes.
12. Some type of informal meeting should be established at which teachers from different IGE schools could converse and exchange experiences without a fixed agenda.
13. Teachers feel they should have more involvement in decision-making and problem solving sessions than they now do. They said that since they have the best opportunity to identify problems at the grass roots level, they feel they would be effective in determining ways to solve them as well. The evaluators received the impression that principals may inadvertently dominate decision-making sessions as now constituted making unit leaders less able to represent their fellow teachers' positions. Some means needs to be found by which teachers will have a greater voice in decision-making than has been the case to date.
14. A major thrust of IGE is to increase the responsibility each student exercises in the creation and maintenance of his learning program. Judging from the ratings of those responding to the instrument measuring achievement of IGE outcomes, this

has been an area of minimal progress within League schools. Apparently, students have little responsibility for selecting their learning objectives, cannot state them with respect to given learning activities, and are not much involved in selecting learning activities for objectives which have been stated. To the extent that League schools feel these outcomes to be important, a greater effort should be made to increase student areas of responsibility in determining what they are to learn, and how they are to learn.

15. A greater effort at communication with parents and the community is needed apart from efforts by the League as a whole to increase communication with its several communities.
16. Advisor-advisee relationships within units apparently need to be re-examined and altered so that students have a greater role in determining their learning programs.
17. Teacher exchanges have not been carried out extensively within the League to date though they have taken place. If the League wishes to implement exchanges, greater stress will have to be placed on planning them in order for them to be favorably received and useful.

**Attachment 1**  
**IGE Process Outcomes**

## IGE OUTCOMES

1. All staff members have had an opportunity to examine their own goals and the IGE outcomes before a decision is made to participate in the program.
2. The school district has approved the school staff's decision to implement the IDEA Change Program for Individually Guided Education.
3. The entire school is organized into Learning Communities with each Learning Community composed of students, teachers, aides, and a Learning Community Leader.
- 4a. Each Learning Community is comprised of approximately equal numbers of two or more student age groups. (Ages 5-11)  
or
- 4b. Each Learning Community is comprised of approximately equal numbers of all student age groups in the school. (Ages 10-19)
5. Each Learning Community contains a cross section of staff.
6. Sufficient time is provided for Learning Community staff members to meet.
7. Learning Community members select broad educational goals to be emphasized by the Learning Community.
8. Role specialization and a division of labor among teachers are characteristics of the Learning Community activities of planning, implementing and assessing.
9. Each student learning program is based on specified learning objectives.
10. A variety of learning activities using different media and modes are used when building learning programs.
11. Students pursue their learning programs within their own Learning Communities except on those occasions when their unique learning needs can only be met in another setting using special human or physical resources.
12. The staff and students use special resources from the local community in learning programs.
13. Learning Community members make decisions regarding the arrangements of time, facilities, materials, staff, and students within the Learning Community.

14. A variety of data sources is used when learning is assessed by teachers and students, with students becoming increasingly more responsible for self-assessment.
15. Both student and teacher consider the following when a student's learning activities are selected:
  - Peer relationships
  - Achievement
  - Learning styles
  - Interest in subject areas
  - Self-concept
16. Each student has an advisor whom he or she views as a warm supportive person concerned with enhancing the student's self concept; the advisor shares accountability with the student for the student's learning program.
17. Each student (individually, with other student, with staff members, and with his or her parents) plans and evaluates his or her own progress toward educational goals.
18. Each student accepts increasing responsibility for selecting his or her learning objectives.
19. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives.
20. Each student can state learning objectives for the learning activities in which she or he is engaged.
21. Each student demonstrates increasing responsibility for pursuing her or his learning program.
22. Teachers and students have a systematic method of gathering and using information about each student which affects his or her learning.
23. The school is a member of a League of schools implementing IGE processes and participating in an interchange of personnel to identify and alleviate problems within the League schools.
24. The school as a member of a League of IGE schools stimulates an interchange of solutions to existing educational problems plus serving as a source of ideas for new development.
25. Learning Community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication.

26. The Program Improvement Council analyzes and improves its operations as a functioning group.
27. The Program Improvement Council assures continuity of educational goals and learning objectives throughout the school and assures that they are consistent with the broad goals of the school system.
28. The Program Improvement Council formulates school-wide policies and operational procedures and resolves problems referred to it involving two or more Learning Communities.
29. Students are involved in decision-making regarding school-wide activities and policies.
30. The Program Improvement Council coordinates school-wide inservice programs for the total staff.
31. The Learning Community maintains open communication with parents and the community at large.
32. The Learning Community analyzes and improves its operations as a functioning group.
33. Teacher performance in the learning environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods.
34. Learning program plans for the Learning Community and for individual students are constructively critiqued by members of the Learning Community.
35. Personalized inservice programs are developed and implemented by each Learning Community staff as a whole as well as by individual teachers.



**Attachment 2**  
**IGE Action Checklist**

## IGE ACTION CHECKLIST

Objectives/ Actions	Ach	N/Ach	Comments
<b>1: To determine needs of IGE schools and organize programs to meet those needs.</b>			
1. Hold monthly HUB meetings	---	---	
2. Hold monthly principal's meetings	---	---	
3. Hold on-site visitations by project staff	---	---	
4. Monitor in-service program at unit level	---	---	
5. Conduct three to four peer evaluations (principals and unit leaders) of League schools	---	---	
6. Conduct school inter-visitations -- each school would visit at least one other school during the year	---	---	
7. Hold a faculty meeting in the fall of 1973 at each school	---	---	
8. Monitor and record requests for information and services from the Merrimack Education Center by project schools	---	---	
<b>2: To strengthen the home-school communication program in each of the fourteen schools.</b>			
1. Develop slide/tape presentation on parent volunteer programs	---	---	
2. Develop guidelines and procedures to be used for volunteer programs	---	---	
3. Share successful parent volunteer programs	---	---	

Objectives/ Actions	Ach	N/Ach	Comments
4. Develop sample agendas for PAC meetings	_____	_____	-
5. Assist PAC in publishing newsletters and meeting operation	_____	_____	
6. Assist school in publishing school handbook	_____	_____	
7. Assist school in development of slide/tape program	_____	_____	
8. Assist school in local P/R program	_____	_____	
9. Assist PIC with personal touches i.e., bulletin boards, pictures and pamphlets	_____	_____	
10. Publish two new parent pamphlets: "What Happens When My Child Leaves the School" and "IGE Vocabulary"	_____	_____	
11. Help maintain PIC in individual schools	_____	_____	
12. Help organize evening programs in individual schools	_____	_____	
13. Have principals complete home-school information questionnaire	_____	_____	
14. Maintain regular communication between schools with a monthly newsletter	_____	_____	
15. Organize 3 to 4 meetings per year of League PAC to share and discuss relevant topics	_____	_____	
16. Develop a parent handbook on "Parent Power"	_____	_____	

Objectives/ Actions	No.	N/Ach	Comments
<u>3: To provide a center for communication between schools, including the maintenance of a clearinghouse for sharing of ideas, educational practices and instructional programs related to IGE.</u>			
1. Service ERIC field centers in each IGE school	_____	_____	
2. Develop information packages in high need areas for use by project participants	_____	_____	
3. Identify and disseminate successful educational practices	_____	_____	
4. Build resource file	_____	_____	
5. Hold faculty meeting in each school explaining information/clearinghouse services	_____	_____	
<u>4: To train principals and unit leaders to develop and/or strengthen management skills necessary to achieve IGE outcomes.</u>			
1. Hold an eight to ten session management training program for principals dealing with problem solving techniques and processes, including communication skills, small group management, record keeping, goal setting, evaluation, etc.	_____	_____	
2. Hold a three-day workshop for instructional improvement committees in each of the fourteen elementary schools. The workshop will deal primarily with the development and refinement of skills necessary to manage small groups in task accomplishment	_____	_____	

Objectives/ Actions	Ach	N/Ach	Comments
3. Implement a principal exchange program to gain peer support through sharing of successes and identification of problem areas	_____	_____	
4. Use peer process evaluation in a minimum of three League schools. The evaluation team will be composed of three principals	_____	_____	
<hr/>			
5: To increase the awareness of unit teachers to IGE processes and practices.			
<hr/>			
1. Eight to ten workshops will be offered on such topics as learning styles, grouping and scheduling, management systems, multiaging and curriculum programs	_____	_____	
2. On-site visitations on a monthly basis will be made by the project staff	_____	_____	
3. Visitation by teachers on an inter-school basis will be encouraged	_____	_____	
4. A "carnival" of IGE materials and practices will be held in November, 1973.	_____	_____	
5. Faculty meetings will be scheduled in each of the League schools	_____	_____	
<hr/>			
6: To develop an appropriate evaluation design that may be used at school building levels to determine the effect of IGE on teacher and student behaviors as well as the organization as a whole.			
<hr/>			
1. Working with an evaluation consultant, an ad hoc committee of principals will design an evaluative scheme that will produce data on accomplishment of objectives	_____	_____	

Objectives/ Actions	Ach	N/Ach	Comments
2. Teams of principals will evaluate, on a peer level, the implementation of IGE program variables	_____	_____	
<hr/>			
8: To continue peer evaluation programs in League schools and involve principals and unit leaders in the process.			
<hr/>			
1. A minimum of three schools will be identified to participate in an evaluation process involving principals and <u>ad hoc</u> committees	_____	_____	
2. Utilizing the peer process, unit leaders will evaluate a reasonable number of IGE schools. A minimum of two such evaluations will be attempted	_____	_____	
<hr/>			
9: To develop the ability on the part of the League participants to operate the League.			
<hr/>			
1. An executive committee will be formed, composed of the chairpersons of the HUB and Principal's Committee, two central office representatives chosen from among the nine communities involved and the League facilitator. This executive committee will coordinate League activities	_____	_____	
2. Meet regularly (monthly) with HUB and Principal Committees	_____	_____	
<hr/>			
10: To identify and disseminate successful educational practices (i.e., home-school programs).			
<hr/>			
1. A resource file will be built and maintained at the Center	_____	_____	

Objectives/ Actions	Ach	N/Ach	Comments
2. Information services will be provided at the school level through microfiche stations and subscription services	---	---	
3. Home-school program development services will be provided by the League	---	---	
4. A state network committee will be formed to provide services to other areas of Massachusetts	---	---	
5. Innovative incentive grants will be available to League schools. Schools will be encouraged to improve their instructional programs by developing mini-proposals for funding	---	---	
<hr/> <b>11: To link the IGE middle school developments with Project League.</b>			
1. An appropriate number of "awareness" conferences on the IGE middle school program will be provided to interested groups by the Merrimack Education Center staff	---	---	
2. Information on IGE middle school developments will be maintained and requests serviced by MEC staff	---	---	
3. MEC staff will participate in national IGE middle school programs and in addition will direct a League of middle schools in Massachusetts	---	---	

Objectives/ Actions	Ach	N/Ach	Comments
<u>12: To work toward total support of the League of IGE schools by member communities.</u>			
1. Member school systems will for the third year be charged a League fee determined by the number of schools participating. In addition, in-kind support will be increased during the third year	---	---	
2. Information and problem solving meetings with superintendents and school committees will be held during the year	---	---	

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Additional Comments or Observations:



**Attachment 3**  
**Satisfaction With IGE Interview Guide**

SATISFACTION WITH IGE IMPLEMENTATION  
INTERVIEW GUIDE

Question	Comments
1. Has IGE allowed you to do a better job?	
2. Has IGE made teachers more effective?	
3. Are you satisfied with your progress towards your professional goals under IGE?	
4. Has IGE given you new opportunities to accept responsibility?	
5. Has IGE allowed you to see more positive results from your work?	
6. Have your personal relationships with other school staff members improved under IGE?	
7. Are you satisfied with your present job in light of your career objectives?	
8. Was changing to IGE relatively easy for you?	
9. Was changing to IGE relatively easy for your school?	
10. Have IGE instructional materials been of good quality?	
11. Have IGE instructional materials and aids been made available in adequate supply?	
12. Has IGE training been of good quality?	
13. Has IGE training been relevant to your needs?	
14. Has IGE training been available when you needed it?	

## Question

## Comments

- 
15. Has the rate of speed in adopting IGE been about right in your school?
  16. Was your staff in agreement about starting IGE?
  17. Has your staff been in agreement about the ways in which IGE has been implemented?
  18. Is student academic performance better under IGE?
  19. Do students enjoy school more under IGE?
  20. Have student behavior problems declined under IGE?
  21. Is student attendance better under IGE?
  22. Does IGE work equally well for fast and slow learners?
  23. Does IGE work equally well for culturally advantaged and culturally different students?
  24. Do students seem to like school staff more under IGE?
  25. Do students seem more interested in school under IGE?
  26. Do students have better study habits under IGE?
  27. Has student creativity been developed more under IGE?
  28. Do students show more self-direction in their approaches to learning under IGE?
  29. Has communication with parents been more frequent under IGE?
  30. Do parents seem happy with their childrens' progress under IGE?

## Question

## Comments

- 
31. Are parents more involved in school matters under IGE?
32. Do you feel your school is better than other schools in your area?
33. Is there opposition to IGE in your community?
34. Should your school increase its level of IGE implementation?
- What other observations or comments would you like to make concerning IGE in your school and/or the League?