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ABSTRACT

An open school alternative educational experience in the Edina Schools has been examined during its first year of operation by means of systematic observation of over 30 variables. During the six month evaluation period each variable was observed at least three times so as to contribute to the formative evaluation of the program. The results indicate that all six of the program goals are being reached during the first year, but some adjustments would be advisable during the second year. (Author)

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EVALUATION REPORT ON AN OPEN SCHOOL EDUCATIONAL ALTERNATIVE

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Coordinator of Educational Research and Program Evaluation

June, 1974

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INTRODUCTION

During the 19/2-73 school year, the Edina Board of Education approved the development and implementation of an open school education Alternative for the 1973-74 school year. The program was approved with the condition that it be rigorously evaluated so as to demonstrate its value as an educational option. That alternative program has been in operation for one year, during which it has been undergoing continuous evaluation and adjustment. This report contains summaries of all of the evaluative data gathered on the program during that first year.

Following a few brief introductory comments regarding program background, the purpose for the evaluation, the evaluation design and a general discussion of procedures, the results of the study will be presented. These will include descriptive data regarding pupil entry characteristics and then data on the record of achievement of Alternative Program goals and objectives. These will then be interpreted with regard to their significance, any suggestions they make for program revision,and suggestions for revisions in second year evaluation procedures. In total, this will provide a very clear picture of an educational alternative emerging through its first year.

Program Background

The Alternative School came into existence through Board action on April 9, 1973,as a result of a series of presentations by a group of interested parents. This community group set forth a philosophy of open education in the form of a series of 46 goals which delineated an educational setting in terms of organization, student opportunities, desirable teacher goals and goals to facilitate parental involvement in education.

As a result of the Board action, an open school was created to be housed at Countryside Elementary School. It was to accept an initial enrollment of about 80 students and was to operate for no less than two years. In order to develop and operate the Alternative School with family and teacher input, a staff-community steering committee was formed.

This committee, working in conjunction with the district evaluation staff, arrived at a series of six general goals toward which the program would strive. These were derivatives of the 46 community objectives, but were cast in terms which give rise to systematic observation. This observation was necessary in order to determine goal achievement.

It was agreed that, during the 1973-74 school year, students, parents and teachers would move toward the achievement of the following goals:

1) Parents and school personnel will demonstrate an accurate perception of the learner so as to assist in intelligent decisions regarding that learner.

2) Student, parents, and teachers will play an active role in decisions regarding how the student will interact with his learning environment.

3) Maintenance of the learning environment will be the responsibility of students, parents, and teachers, each of whom will be resources for learning.

4) All participants in the learning environment will contribute to its effectiveness by helping to create an environment based on interpersonal concern.

5) Students will demonstrate continuing growth in the acquisition of skills and knowledge and a positive attitude toward learning.

6) Teachers will coordinate people, resources and activities in such a way as to create a physical environment and interactions within it which facilitate learning.

From these six goals, fifteen clearly observable process and outcome objectives were delineated. These will be presented, and each will be discussed in detail in the presentations of results to follow.

Purposes for the Evaluation

The development of educational procedures and practices has gone on for decades with little or no serious challenge to their goals or strategies. The faith that education always has been, and always will be, was sufficient to convince tax payers to continue and even increase its support of this public institution. In recent years, however, a more sophisticated public faced with limitations in funds has begun to ask for "scientific" proof of the effectiveness of all of its social institutions, including education. The alternative educational environment at Countryside is an attempt to change and expand the Edina Educational program; and it must, therefore, be subject to the scrutiny of those who support that educational program.

In addition to contributing to the judgment regarding the value of the program, a second purpose for the evaluation was (and will continue to be) to assist the program developers with data related to decisions they face in program development and adjustment.

The Evaluation Strategy

The idea of a systematic and scholarly evaluation of educational program is a relatively new one. Though educational researchers have been practicing their profession for decades, theirs has been an orientation toward "basic" research, not "practical" research which would serve the public educator. For this reason, the most appropriate strategy for carrying out practical research and evaluation is under intense discussion.

Procedures and practices of basic research do not generalize easily to research in a social environment such as the public school, because these practices call for the manipulation of persons and environmental variables in order to measure the impact of those manipulations on learners. The high degree of control required to carry out experimental research is, at best, very difficult to attain and may at the very least be unethical. In fact, in the evaluation of an alternative educational situation, the control needed for a comparative investigation is impossible to achieve.

Rather, the preferred strategy is to determine the goals and objectives of the alternative approach and to use evaluative data to form the learning environment toward the achievement of the desiredgoals. The judgments to be made, then, are: (1) whether or not the stated goals are, in fact, desirable end products, and (2) whether or not progress is being made toward their achievement. If over the short run a particular objective is not being achieved, the environment might be adjusted to show progress. If, however, over the long run of continuous evaluation and feedback, no progress is shown toward the achievement of a given goal, then those responsible for the environment have cause to look very critically at what they are doing.

Evaluation in this sense is the process of determining what the desired occurrences are and then asking if they are being achieved. It is a series of formative judgments being pooled over the long run to result in a summative decision. This is the evaluation process which takes advantage of data to maximimize the quality of our judgments and educational decisions.

General Discussion of Procedures

Because of the ongoing formative nature of the evaluation strategy, it was necessary to create a preplanned evaluation design. This was completed in November of 1973. The design clearly defined each goal and its operational objectives including definitions of terms and measurement procedures, sampling procedures, and analysis and reporting procedures. In addition, it fixed the responsibility for the execution of the tasks of evaluation.

The roles and responsibilities of the evaluation and the program developers as well as several peripheral staff and parents were clearly delineated at the outset. Each shared in the data collection summary and reporting procedures. This maximized the impact of the data by maximizing the clarity and understanding of that data.

Because of the large number of goals and objectives formed, there were a large number of variables observed. In fact, over thirty different qualities of the learning environment and its impact on students were charted. This was made more complex by the statement of the goals in terms of desired ends toward which the program was to progress. This necessitated repeated measures over time so that trends could be described. Consequently, it was necessary to use a sampling procedure whenever possible so as to minimize the interference and disruption of the school due to evaluation data collections. As a general rule most student sampling procedures called for the responses of about 45% of the enrollment (about 35 students) usually stratified by grade level. All such sampling was random. Where time samples were needed, random time blocks were selected to fairly represent the school day or week.

The repeated measurement procedure usually called for the observation of a given variable three times during the evaluation period (December 1 through May 15). Attempts were made to keep the time between observations about equal so as to fairly chart trends.

For further information regarding the evaluation design including a detailed time sequence of events, the reader is referred to an "Evaluation Design for an Educational Alternative at Countryside Elementary School," a Report on Evaluative Research in the Edina Public Schools which completely outlines that design.

Limitations of the Evaluation

Before discussing the results and their implications, it is necessary to state some important limitations of the evalution. The first is related to the inferential decision model used in the statistical analysis of the data, the second relates to the time at which the evaluation data collection was begun, and the third is a limitation placed on the focus of the evaluation.

Because this was not designed as a comparative investigation and because there is little concern for generalizability from the data gathered to other programs or students, the use of statistical inference is limited. In cases where statistical comparisons are made, the comparison is always between a sample value generated from the alternative program data and a knownpopulation value which is an available districtwide or schoolwide figure for the same variable. For example, average achievement status of students in the program is compared with known districtwide achievement parameters.

Another factor limiting the power of the data generated through this evaluation was the starting date of the data collection. The evaluation sequence was not preplanned last year to begin its measurement immediately in the fall of the program's first year. Instead, the planning and development of the design was not begun until fall and was therefore not implemented until December. In a new program such as this one, major revisions might be expected early. Since September, October and November were missed, events early in this program are not able to be charted. Therefore, any movement toward goal achievement made during that period is not contained in this report.

The final limitation of which the reader should be aware is the limitation placed on the scope of this report. The only object of this report is the Alternative Program. In no case is the individual student discussed. Rather, the data are reported so as to reflect the "typical" or "average" student or group response in such a way as to characterize the status of the program with regard to the variables of interest. Any data or information on the individual student should be solicited from the program staff.

RESULTS

The results of the evaluation will be reported in three parts. The first is a statement of the entry characteristics of the students. Secondly, each general goal will be broken down into its subobjectives, the measures used and the outcomes of the measurement. And, finally, there will be a brief presentation of the results of an end of the year parent questionnaire.

Pupil Entry Characteristics

A comprehensive review of the entry characteristics of pupils enrolled in the Alternative Program leadsto the following conclusions:

1. The typical ages of students within each grade level are representative of the ages that might be expected for that level.

TABLE 1: Number of Participants and Their Average Age by Grade Level

Grade	Number of Students	Average Age
K	7	5 yrs. 5 months
1	12	6 yrs. 5 months
2	15	7 yrs. 7 months
3	13	8 yrs. 6 months
4	12	9 yrs. 5 months
5	8	10 yrs. 6 months
6	9	11 yrs. 5 months

2. No single school in the district contributed an inordinate number of students to the program. Morningside was the only school not represented.

TABLE 2: Schools Previously Attended by Participants

School	Number of students	School	Number of students
Cahill	12	Creek Valley	5
Concord	7	Highlands	12
Cornelia	14	Morningside	0
Countryside	14	Wooddale	6
		Other	3

3. Attendance records reveal that the attendance patterns of pupils enrolled in the Alternative Program have been typical of the rest of the district over the past four years.

TABLE 3: Average Number of Days Absent Per Year for the Last 4 Years for Alternative School and District

	1972-73	1971-72	1970-71	1969-70
District	7.7	7.7	7.1	7.3
Alternative	7.0*	6.8*	6.2*	6.8*

*Not statistically different from district population value.

4. Based on limited data, it is apparent that the typical intelligence test score of the Alternative student is the same as other Edina students.

Table 4: Average IQ in Alternative and the District

	IQ
District*	111
Alternative	108**

*Based on Grade 3 and 5 testing from 1961 to 1971.
**Not significantly different from population value.

5. Very general data suggests that the math and reading achievement of the students participating in the innovation program have been very similar to the achievement of the district as a whole.

TABLE 5: Proportions of Students in Levels of Math and Reading Achievement

		Low*	Average*	High*
Reading	Alternative	6%	30%	63%
	District**	2%	40%	58%
Math	Alternative	2%	40%	58%
	District**	3%	47%	50%

*Low = Stanine 1 - 3, Average = 4 - 6, High = 7 - 9
**Based on Metropolitan Achievement Tests, Spring 1973.

Based on these data it must be concluded that the students who enrolled in the open school alternative brought with them characteristics very similar to the typical Edina student, using the common academic indicators as the criteria.

The Achievement of Program Goals

Each of the six major goals is reviewed below by stating the observable subobjectives which, if achieved, would lead to goal achievement. It should be noted at the outset that the goals do not appear in order of their importance. Further, the reader should note that the tables and figures presenting relevant information are included within or immediately following the discussion of the objective to which they relate. This will facilitate observation of the charts while reading the text of the report.

GOAL 1: Parent and school personnel will demonstrate accurate knowledge of the learner so as to assist in making enlightened decisions regarding that learner.

OBJECTIVES

1. There will be a high degree of agreement between the learner's reaction to various elements of his school environment and parents perception of how the child views the learning situation.

2. The same high degree of agreement will exist between the teachers' perceptions of how a child reacts to school elements and the child's actual reactions.

MEASURES

Each child was asked to rate a variety of elements of the learning environment registering whether or not each element was important and fun. At the same time, the child's parents were asked to complete the same rating form as they think their child would. Different rating forms were used for primary and intermediate students because of differences in their ability to respond. Copies of the forms are included in the appendix (pp. v,vi).

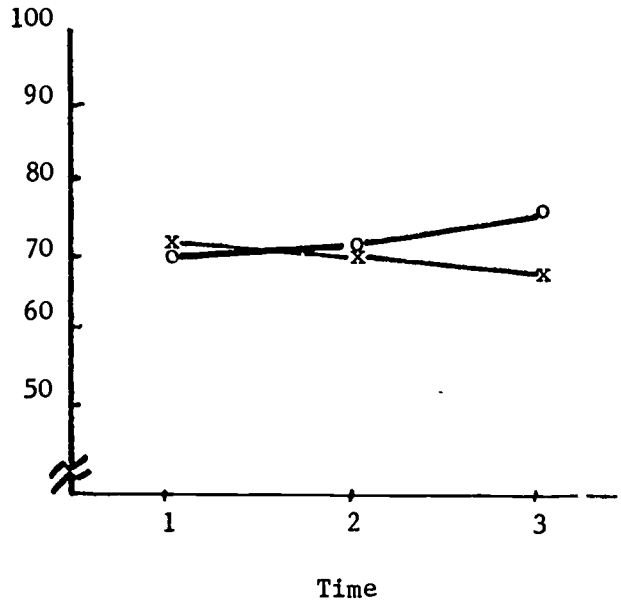
There were two major complications in this procedure. The first was parent participation. At each of the three observation times approximately 35 letters and forms were sent to parents for them to complete. The return rate varied from just over 50% to nearly 75%. This places limitations on the conclusions drawn on the basis of the data.

The second limitation was staff participation. The task of completing rating forms (in a manner consistent with the 35 different pupils would complete the forms) became a very time consuming and difficult task. Due to the fact that it was completed only once, no data will be reported regarding the second subobjective. Procedural revisions will be needed for future data collection.

OUTCOMES

The data on accuracy of parent perception revealed a fairly consistent pattern of fairly accurate perception. The parents were correct in their perceptions of their child's reaction to about three-quarters of the school elements. At the intermediate level, the pattern was a slight increase in accuracy, while the parents of younger pupils became very slightly less accurate.

FIGURE 1: Percent of Agreement between Student Ratings of School Elements and Parent Estimates of Those Ratings



GOAL 2: Students, parents and teachers will play an active role in decisions regarding how the student interacts with the school environment.

OBJECTIVE

There will occur, on a regular basis to be established by the program coordinators, instances when decisions are made regarding student school activities and parents and students will be present at those times.

MEASURES

In order to delineate the presences and frequency of decision making opportunities, the program coordinator recorded and have summarized decision events. These are listed below. In addition, information regarding attendance at these decision events has been recorded and is summarized.

OUTCOME

According to program staff, the opportunities available for parent input into the decision process have taken the form of three regularly scheduled parent/teacher/student conferences during the year, additional conferences if desired, regular participation in the learning environment itself with the child, optional attendance at the staff-community steering committee meetings, and the opportunity to serve on that committee if elected. Program feedback reveals that the typical parent attended more than the minimum of three conferences and actually participated in the learning environment an average of twenty-one days. Major participation in conferences and school was by mothers.

There were also several regular (daily) opportunities for student input into the decision process:

1. A daily schedule is written by each student with consideration given to long and short term planning.
2. The student is given a choice of work areas with continuous freedom of movement.
3. Optional recess.
4. Total choice of participation in the arts within the school and the building.
5. Total choice of activities during "responsibility time" (half hour maximum per day).
6. Choice of group participation in school social structure.
7. Opportunities for input into room design and space utilization.

OBJECTIVE

In addition to having the opportunity to participate in the decision making, parents should perceive their decision making role as an active one.

MEASURE

Parents were asked to characterize their role in the decision process via a survey administered three times during the year.

OUTCOME

That characterization was as follows:

	TIME		
	1	2	3
We always have too much to say in decisions	0%	0%	0%
We some times have too much to say	0	0	6
Decision role about right	71	68	58
Sometimes want more input	29	32	32
Never seem to have a say	0	0	5

When asked what decisions they would like to play more of a role, 60% to 70% of the parents replied none. The remainder suggested general areas such as curriculum, teaching strategies, and staffing. When asked for areas in which they would like to relinquish decision making opportunities, all parents replied none.

The data suggest that a very large majority perceive their role in decision making as an active one.

OBJECTIVE

As a result of participation in decisions, students will see themselves as increasingly more independent and responsible.

MEASURES

In order to judge these factors a random selection of students were asked to rate the performance of their classmates with regard to their self-direction, adaptability, respect and responsibility. This was done by means of the Self Direction and Independence Scale developed in the Roseville, Minnesota, schools.

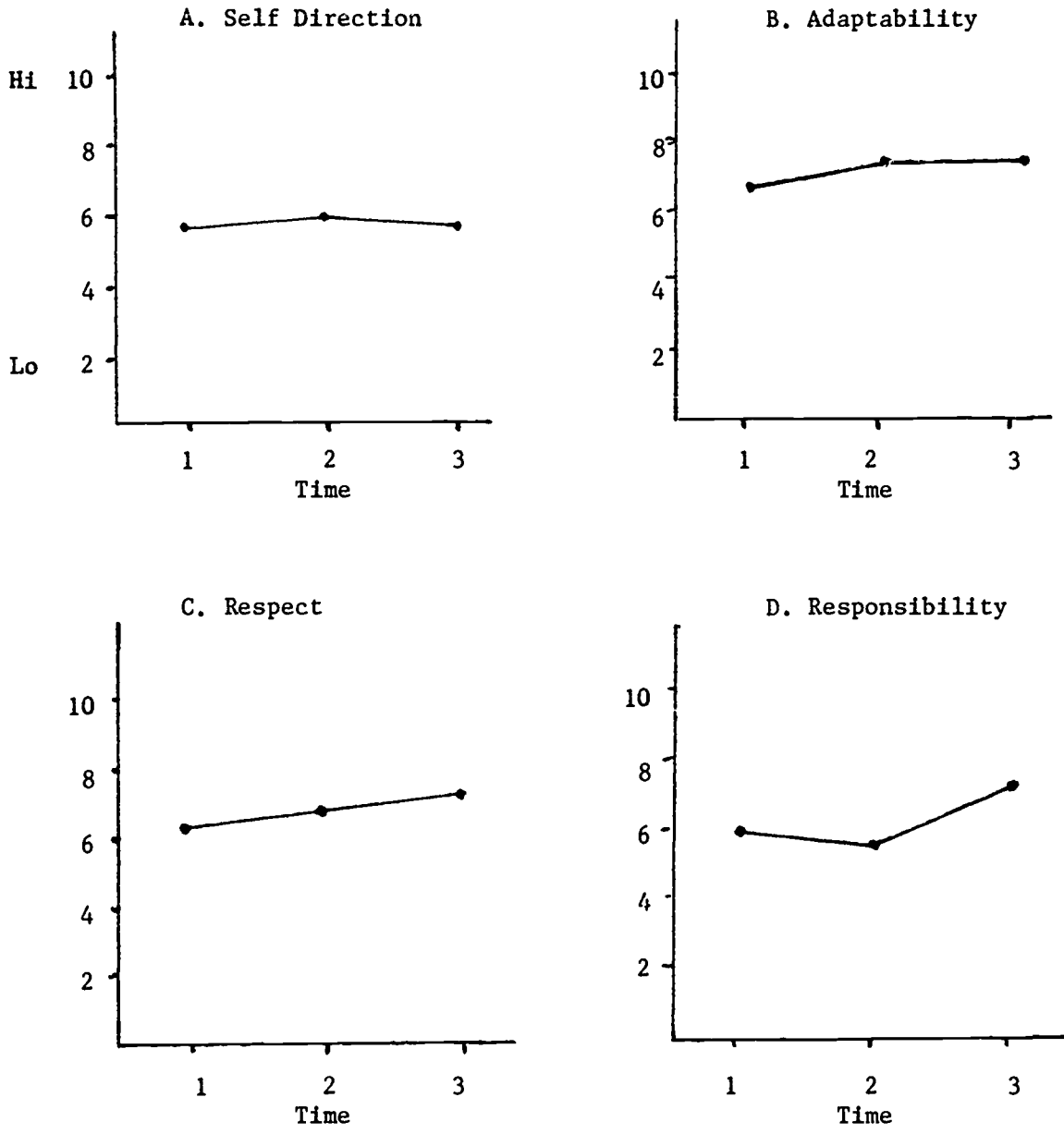
In this Scale, the process of measurement is to list behaviors that characterize each of the subscales and to have class members rate the frequency of their occurrence. For a sample of the Scale and scoring procedure, the reader is referred to the Appendix (p. iv).

OUTCOME

The four graphs in Figure 2 represent the measurement over time of each of the subscales. It is apparent that, while self-direction is rather constant, adaptability, responsibility and respect all show a trend upward. These are very slight trends, however, and these should be observed continuously during year 2.

These data hint of a more appropriate decision process and decision role.

FIGURE 2: Response Patterns to the Self Direction and Independence Scale Over Time



GOAL 3: Maintenance of the learning environment will be the joint responsibility of the students, parents and teachers, each of whom will be resources for learning.

OBJECTIVE

Students will be physically present in the learning environment at a rate consistent with their previous attendance record and attendance records in comparable settings.

MEASURE:

Data used to judge achievement of this objective is provided by historical attendance figures, attendance figures for the Alternative Program this year and records of attendance from the building in which the alternative school is located.

OUTCOME:

It is apparent from Figure 3 that the attendance of students participating in the Open School was consistently better than it had been previously, Countryside School, and the District over the past four years. Overall, the typical Alternative student could have been expected to miss 7½ days if he continued the previous pattern. In fact, the average student missed slightly less than six days while his building counterparts missed an average of 8½ days of school. This is broken down by grade level in Table 6 on the next page.

FIGURE 3: Average Number of Days Absent Per Year for Alternative Student, Countryside and District

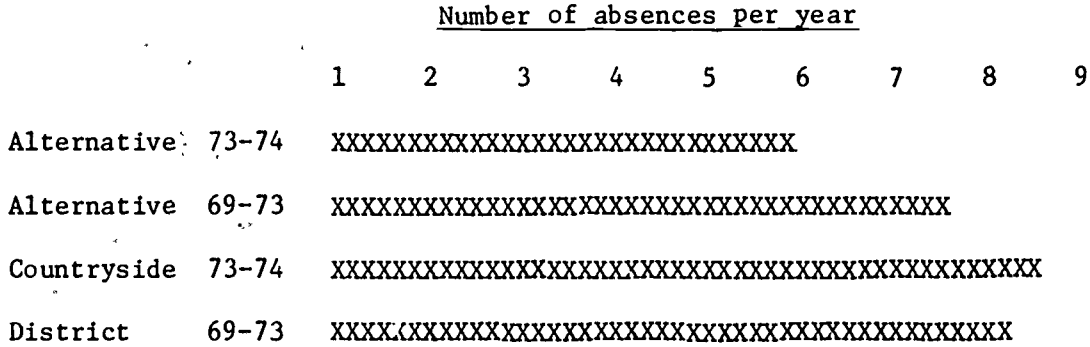


TABLE 6: Attendance Records of Alternative Students in Relation to Their Countryside Age Mates

Grade		Mean Number of Absences per year: Alternative	Countryside
1	Ave	7.73	8.46
	S.D.	6.01	5.76
	N	11	107
2	Ave.	4.71*	8.42
	S.D.	3.51	4.99
	N	16	1.08
3	Ave.	5.26*	8.17
	S.D.	3.41	5.41
	N	13	99
4	Ave.	5.50	7.08
	S.D.	4.33	5.03
	N	15	118
5	Ave.	4.22*	9.55
	S.D.	3.77	7.23
	N	9	123
6	Ave.	6.88	8.72
	S.D.	3.87	12.0
	N	9	134
Total	Ave.	5.98*	8.42
	S.D.	4.71	6.49
	N	81	689

* Assuming that the Countryside average is the population value, these averages are significantly lower in a statistical sense ($p < .01$)

OBJECTIVE:

The physical presence of parents in the learning environment will exceed the presence in other learning environments.

MEASURE:

A combination of classroom observation and parent self-report data was used to determine the nature of parent presence in the learning environment. Comparative data on other learning environments was not available.

OUTCOME:

As reported earlier, there were a number of opportunities for parental presence and parents seemed to have taken advantage of these. The average mother was an active participant in the environment on twenty-two different occasions and attended more than three conferences regarding school. A procedure was established which managed parent volunteer assistance in the school so that it would be evenly distributed. Systematic observation of the classroom at 30 different times during the evaluation period revealed that two parents could be expected to be present in the learning environment at any given time.

It should be noted that the average father participated in the school less than one time during the year.

OBJECTIVE:

In addition to being physically present in the environment parents and students will serve as resources for learning.

MEASURE:

In order to document the degree to which students and parents were acting as resources, it was necessary to establish a systematic observation scheme which would allow for a charting of the nature of the instructional interaction in the school. A system was formulated on which a trained observer could chart instructional groupings within the classrooms of the school noting the number of students, staff and parents in the group, the dominant person in the group and the topic of the group interaction. All participants would be acting as resources for learning if there were a large number of groups of various sizes dealing with a variety of topics and being directed by students and adults.

The classroom observation procedure called for two observations per day for one week or ten observations randomly spaced through a given week. This procedure was repeated three times during the evaluation period resulting in a total of thirty such observations.

OUTCOME:

The results reported in Table 7 indicate that 90% of the instructional grouping are made up of seven or fewer students, though at times there are some larger groups. These groupings might be expected to be dealing with any one of a large number of subjects. However, note that over three quarters are dealing with some specific content. The majority of the groups were dealing with math, reading, or art.

It was also apparent that a great many of these groups were not being dominated by anyone. Consequently, in those groups where no adult was present, students could very well have been serving as resources for each other's learning. In those groups where there was some domination, a majority were being directed by students. There is also some evidence of parental direction in the observational data.

An interesting aspect of this data is revealed when one reviews the proportion of adult to child domination of groups in relation to the proportion of adult to child presence in the learning environment. With two teachers, two assistants,and two parents, adults could be expected to comprise 7% of the population of the school. They dominate an average of 25% of the groups. Students comprise 93% of the population and direct only an average of 14% of the instruction. This might suggest additional student resources to be tapped.

TABLE 7: Results of Classroom Observation of the Instructional Environment

	Time 1	Time 2	Time 3
Group Size			
2-4	74%	76%	68%
5-7	17%	14%	23%
8-10	4%	4%	5%
11 and up	4%	7%	4%
Dominance			
Student	23%	7%	12%
Parent	7%	5%	2%
Teacher	9%	5%	5%
Assistant	11%	7%	9%
None	50%	76%	72%
Subject			
Reading	24%	23%	28%
Math	20%	17%	21%
Science	3%	6%	4%
Art	9%	12%	14%
Social Studies	2%	13%	3%
Spelling	5%	1%	2%
Daily Schedule	15%	5%	3%
Story	2%	0%	0%
Total Content	81%	73%	74%
Other	19%	27%	26%

GOAL 4: All participants in the learning environment will contribute to its effectiveness by helping to create a learning environment characterized by interpersonal concern.

OBJECTIVE:

The learning environment will be characterized by participating students as informal, satisfying, enthusiastic, democratic, and lacking friction and favoritism.

MEASURE:

Data relating to students' perceptions of these aspects of the learning environment were gathered by administering a selected set of items from the Learning Environment Inventory to a randomly selected group of students three times during the six month observation period. These items were selected so as to reflect aspects of each characteristic. For example, items which characterize the friction subscales are: "Some students don't like each other," and "There is a lot of complaining among the students." Each statement calls for a yes or no answer from the respondent. The sum of the item responses comprise the scale score and there were five items per scale. A copy of the entire form and scoring procedure has been included in the appendix (p.p.iii).

OUTCOME:

The six graphs in Figure 4 reveal the patterns in responses to each subscale over time. Note that friction and favoritism are appropriately and consistently low, while the remaining four scales are high. The formality scale rating suggests that there are definite rules to be followed in the environment. Statisfaction, enthusiasm and democracy seemed to fall off toward the end of the year, though each remained on the plus side.

The conclusion must be that the interpersonal aspects of the environment appear roughly as they should, but change patterns should be followed up on into year 2.

OBJECTIVE:

The actual interpersonal interaction in the learning environment will be characterized by a predominance of constructive interpersonal interaction relative to destructive interaction.

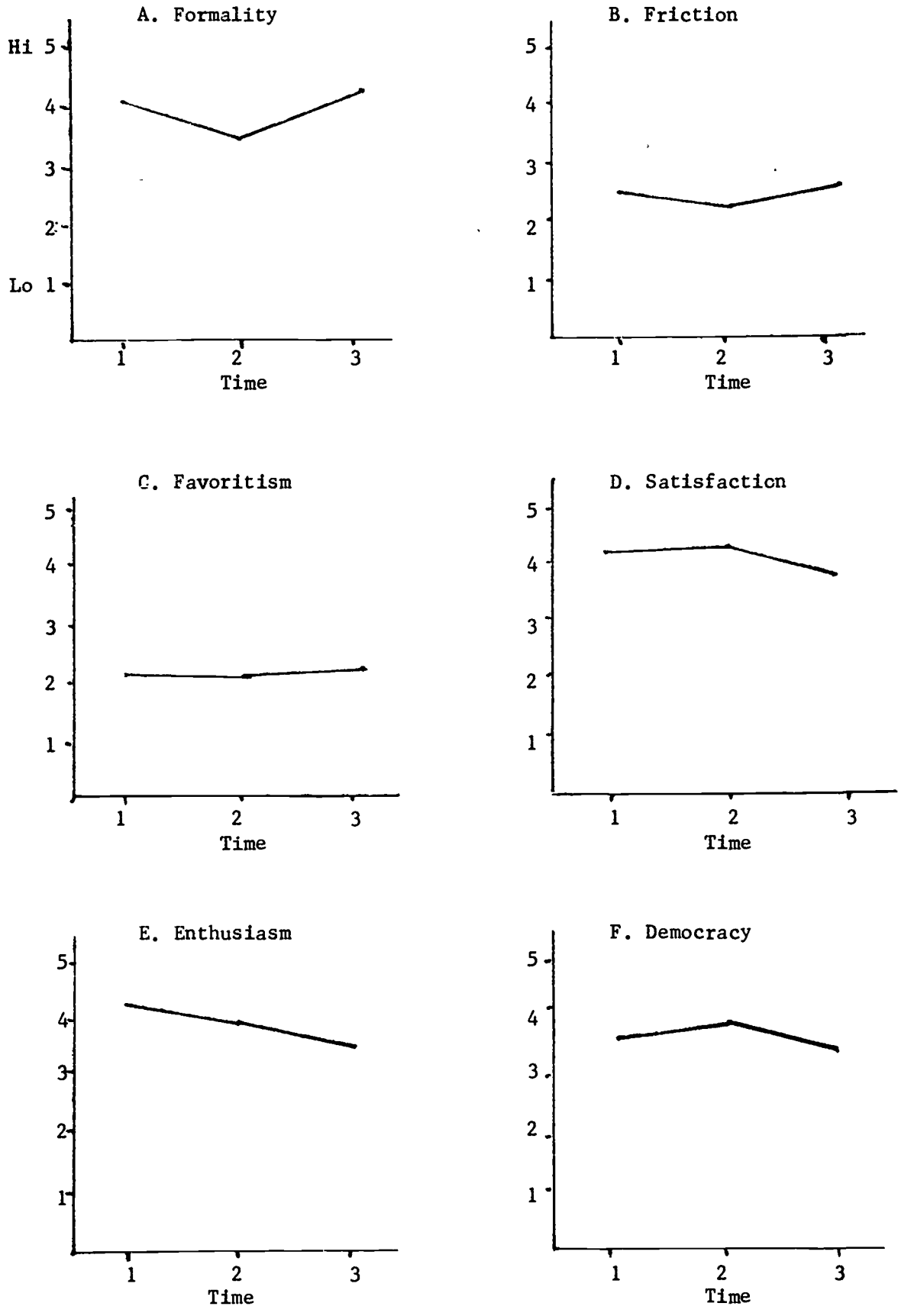
MEASURE:

In order to supplement the student perceptions described above with behavioral data reflecting the nature of the social interaction, the direct classroom observations of instructional groupings (Goal 3) was designed to include notation regarding constructive and destructive interaction. Constructive interaction was defined as feedback supporting or not supporting some behavior, but which was given in such a way as to not damage the receiver by being inappropriately timed or worded. A major criterion for constructiveness was concern for the short and long range consequences of the interaction. If the observer could have expected them to be positive, the interaction was deemed constructive. If they were obviously negative, then destructive interaction had occurred. Because of the relatively new and unfamiliar nature of this type of observation, only the extreme instances were recorded by the trained observers.

OUTCOME:

During the series of thirty classroom observations (2 per day for three weeks) a total of 130 extreme interactions were noted. Of these 80% were constructive and this figure was stable over time.

FIGURE 4: Response Patterns to Learning Environment Inventory (interpersonal environment) Over Time



GOAL 5: Students will demonstrate the continuing acquisition of skills and knowledge and a positive attitude toward learning.

OBJECTIVE:

The students will demonstrate the acquisition of new skills and knowledge on an ongoing basis throughout the year.

MEASURE:

The measure of achievement in the areas of math and reading was to have been Edina objectives and the accompanying criterion referenced testing system. However, all attempts to implement this system failed due to the cumbersome nature of the record keeping system required and the time required to coordinate such a management system. A very primitive form of this objectives based achievement monitoring system was able to yield some information, but it contributed little to the decision process. Each student participated in a detailed math skill assessment to determine the skills needed. However, after the preassessment no follow up record system was implemented. Instead, a post test three months later revealed that the typical student had acquired two to three new math skills (based on Edina objectives).

However, as a backup system in the achievement area the Metropolitan Achievement Test Battery was administered to the students at the end of the year. The scores were then compared with the achievement patterns of the entire Edina elementary student body.

OUTCOME:

The results of the Metropolitan Achievement Test administration are reported in Table 8. Note that raw score and grade equivalents are reported for both the Alternative program and the District by subject matter area tested and grade level. The basis for the comparison of the sample data (Alternatives) to the population data (District) was the average raw score. Grade equivalents are reported merely to facilitate understanding.

It is immediately apparent that scores in the language arts areas (word knowledge, word analysis, reading, total reading, language and spelling) are virtually identical. That is, any differences that exist are likely to exist merely on a chance basis. The same is generally true of science and social studies.

In mathematics, however, there would appear to be some deficiencies. The reader will recall that, in the description of the entry characteristics, the math performance of Alternative students was representative of the entire student population. In the Spring 74 administration, this was not the case on some math subtests at some grade levels. In particular, grades 3, 4, and 6 were low on computation compared to the district.

TABLE 8: Metropolitan Achievement Tests

SUBJECT	GRADE	ALTERNATIVE				DISTRICTWIDE		
		$\bar{X}$	G.E.	S.D.	N	$\bar{X}$	G.E.	S.D.
Word Knowledge	1	28	(2.0)	10.85	9	32	(2.5)	4.76
	2	34	(3.3)	7.77	16	36	(3.5)	4.61
	3	40	(4.8)	7.79	13	40	(4.8)	7.84
	4	32	(6.1)	8.59	13	31	(6.0)	7.95
	5	34	(6.5)	6.12	8	37	(7.1)	6.78
	6	32	(8.1)	8.27	7	33	(8.4)	8.35
Word Analysis	1	33	(2.0)	10.51	9	36	(2.2)	4.59
	2	32	(3.8)	3.66	16	31	(3.6)	3.91
Reading	1	31	(2.1)	13.86	10	35	(2.3)	8.32
	2	39	(2.3)	7.00	16	39	(2.3)	5.77
	3	32	(4.9)	8.16	13	32	(4.9)	8.02
	4	29	(6.5)	9.04	13	29	(6.5)	8.88
	5	32	(6.9)	8.9	8	34	(7.3)	7.7
	6	28	(8.0)	11.07	7	28	(8.0)	7.86
Total Reading	1	58	(2.1)	24.92	9	67	(2.3)	11.4
	2	73	(3.3)	14.26	16	75	(3.5)	8.23
	3	72	(4.8)	14.75	13	72	(4.8)	15.05
	4	61	(6.2)	16.68	13	60	(6.2)	15.83
	5	65	(6.6)	14.3	8	71	(7.1)	13.64
	6	60	(8.2)	18.5	7	61	(8.2)	15.46
Language	3	33	(5.0)	8.14	13	33	(5.0)	9.00
	4	51	(5.9)	21.85	13	59	(6.7)	16.3
	5	61	(6.7)	23.5	8	71	(7.8)	15.81
	6	56	(8.7)	13.01	7	61	(9.6)	13.94
Spelling	2	25	(3.0)	6.27	16	27	(3.4)	4.00
	3	30	(4.3)	8.88	13	30	(4.3)	8.42
	4	23	(5.2)	10.84	13	27	(6.0)	9.04
	5	31	(6.5)	10.5	8	32	(6.7)	8.47
	*6	22	(6.5)	7.24	7	30	(8.1)	7.65
Math: Computation	2	22	(3.0)	7.9	16	24	(3.2)	5.59
	*3	22	(3.8)	6.45	13	27	(4.3)	6.7
	*4	13	(4.7)	6.6	13	20	(5.6)	6.81
	5	23	(6.0)	6.28	8	25	(6.3)	6.91
	*6	13	(5.5)	5.39	7	23	(7.7)	6.88

X = Average Raw Score
G.E.= Grade Equivalent Average
S.D.= Standard Deviation of the Distribution
N = Number of Students Tested

SUBJECT	GRADE	ALTERNATIVE $\bar{X}$	G.E.	S.D.	N	DISTRICTWIDE $\bar{X}$	G.E.	S.D.
Math Concepts	2	32	(3.8)	5.14	16	31	(3.6)	5.24
	3	29	(5.1)	5.7	13	29	(5.1)	6.13
	*4	18	(4.9)	7.35	13	24	(6.3)	6.36
	5	25	(6.7)	7.58	8	26	(6.9)	6.90
	*6	15	(5.1)	6.58	7	22	(7.3)	6.65
Math: Problem Solving	2	27	(3.4)	6.26	16	26	(3.3)	6.33
	3	22	(4.1)	7.31	22	26	(4.9)	6.3
	4	17	(5.5)	7.6	13	21	(6.3)	7.09
	5	23	(6.8)	23.12	8	23	(6.8)	7.16
	*6	14	(6.3)	6.58	7	21	(8.1)	6.44
Total Math	1	45	(2.1)	11.22	10	46	(2.2)	11.65
	2	81	(3.3)	17.83	16	82	(3.3)	13.68
	3	73	(4.2)	17.97	13	81	(4.7)	16.19
	*4	49	(5.5)	20.38	13	65	(5.9)	15.68
	5	71	(6.4)	19.75	8	76	(6.7)	15.76
	*6	43	(5.7)	16.89	9	66	(7.6)	16.28
Science	*4	37	(5.0)	16.37	13	49	(6.2)	10.56
	5	42	(5.4)	14.32	8	54	(6.8)	12.3
	6	50	(7.8)	12.85	7	51	(8.0)	12.17
Social Studies	4	42	(5.1)	13.6	13	50	(5.7)	14.67
	5	49	(5.6)	16.07	8	60	(6.6)	13.3
	6	48	(7.1)	16.43	7	55	(7.9)	15.10

* Assuming that the district average is the population value, these alternative averages are significantly lower in a statistical sense. ($p < .01$)

The same was true of grades 4 and 6 in math concepts and grade 6 in problem solving. These led to overall math descrepancies in grades 4 and 6.

It is important to note that the decision as to which areas of performance are deficient is based on a probability distribution decision model alone. Further, that decision model employed only the raw score averages. Other decision processes regarding transformed scores (grade equivalents) should be done very cautiously as they will have a very high probability of leading to erroneous conclusions.

OBJECTIVE:

The students will demonstrate a positive attitude toward learning in the areas of math and reading specifically and learning in general.

MEASURE:

Different measures of pupil attitudes were used at the primary and at the intermediate levels. Primary students rated six aspects of school on a simple three point scale based on three faces, one smiling, one expressionless and one frowning. The aspects rated were arithmetic, reading, school, myself, my teachers and my classmates. Each was related by a random selection of students three times.

Intermediate students (4, 5, and 6) rated the same elements, but reacted to each twice. The first was a five point important to unimportant scale and the second was a similar fun to not fun scale. Once again students were randomly selected three times during the year.

OUTCOME:

Figure 5 reports the ratings of the primary student. All six elements are rated high and the ratings are very stable. Figure 6 contains the more detailed information generated at the intermediate level. Here, again, the ratings are high and quite stable. Each element is seen as more important than it is fun, with math showing the greatest discrepancy. When math and reading are seen as fun and important a totally positive attitude toward learning will exist. These data suggest a very positive attitude characterizes the school.

It is interesting to note the discrepancy between the importance of math and how much fun it is in the light of the findings under the previous objective that math performance was inappropriately low. This suggests a relationship between affect (attitude) and achievement which will bear close watching as attempts are made to accelerate math development during the second year.

FIGURE 5: Attitudinal Reactions to Elements of the School Environment by Primary Students

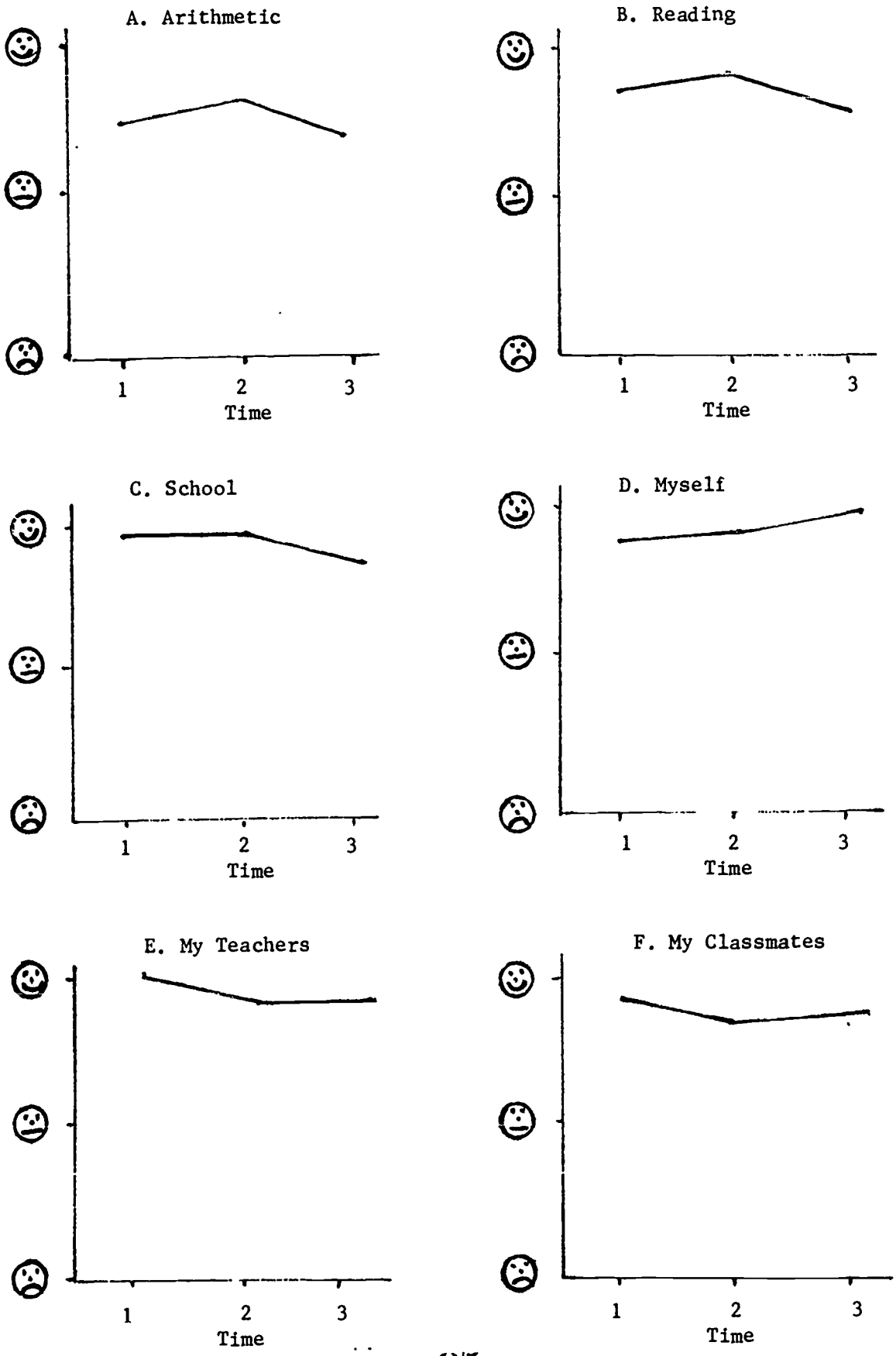
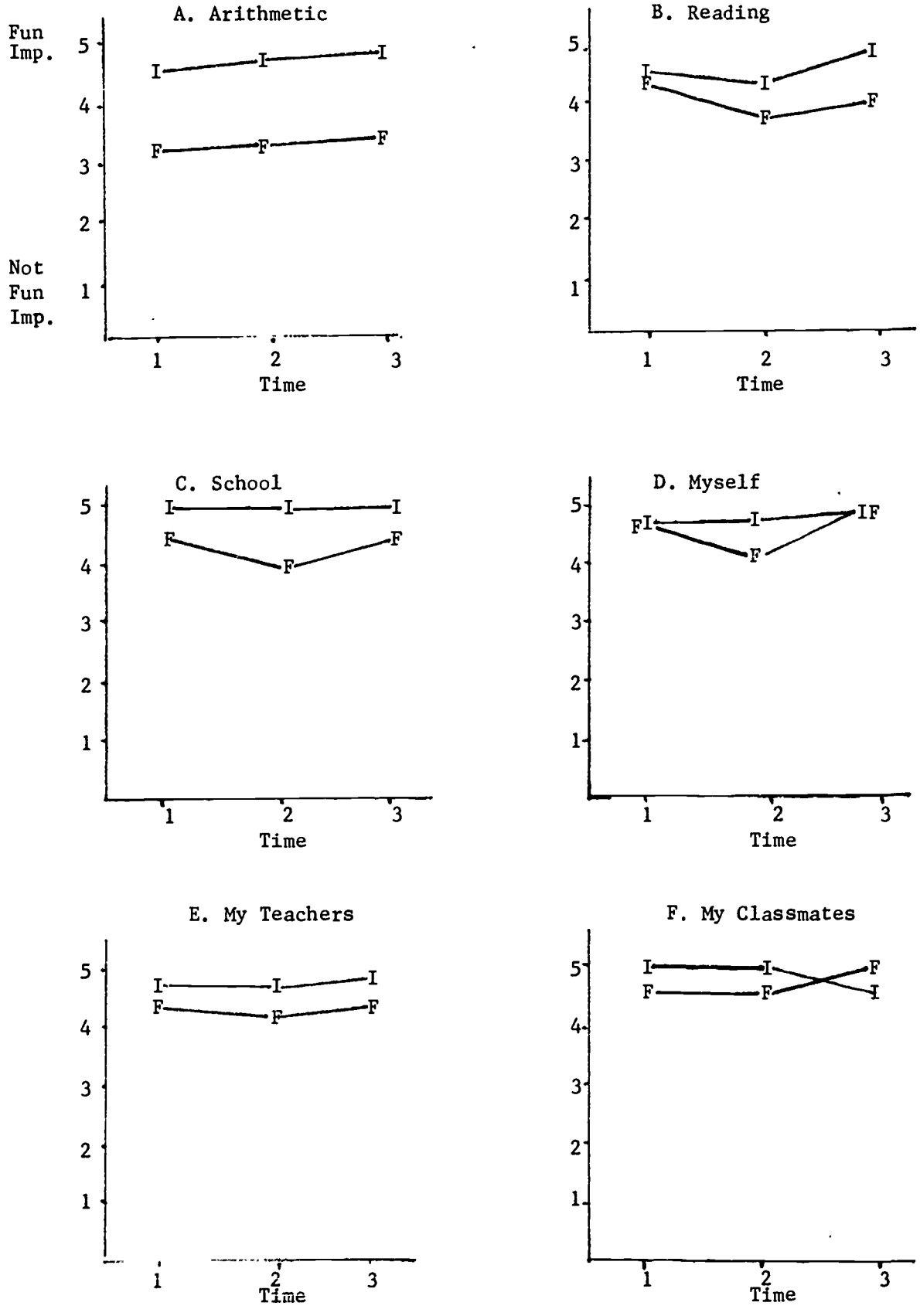


FIGURE 6: Attitudinal Reactions to Elements of the School Environment by Intermediate Students (I=important, F=fun)



GOAL 6: Teachers will coordinate people, resources,and activities in such a way as to create a physical environment and interactions within it which facilitate learning.

OBJECTIVE:

The teachers will present information regarding their coordination activities and the frequency of their occurrence in such a way as to show fulfillment of the coordinator role.

OUTCOME:

On the basis of self report data by the staff prepared at the end of the year, the following coordination tasks activities were carried out:

1. Time utilization - daily schedule options
2. Space utilization - avoiding conflicts in groups and noise that would detract from positive learning environment.
3. Materials - ordering and utilizing appropriate audio-visual materials, utilization of building materials, maximizing implementation of classroom meterials.
4. Volunteers - effective use of volunteers with regard to expertise, activities coordination according to need priorities.
5. Paraprofessionals - making them aware of responsibilities and opportunities.
6. Instruction - organizing and coordinating the wide variety of small groups that characterize the class.
7. Community - interact with and respond to parent perceptions for the school and individual pupils.

OBJECTIVE:

As a result of coordination activities of staff, students will perceive the learning environment as goal directed, organized, diverse and interesting.

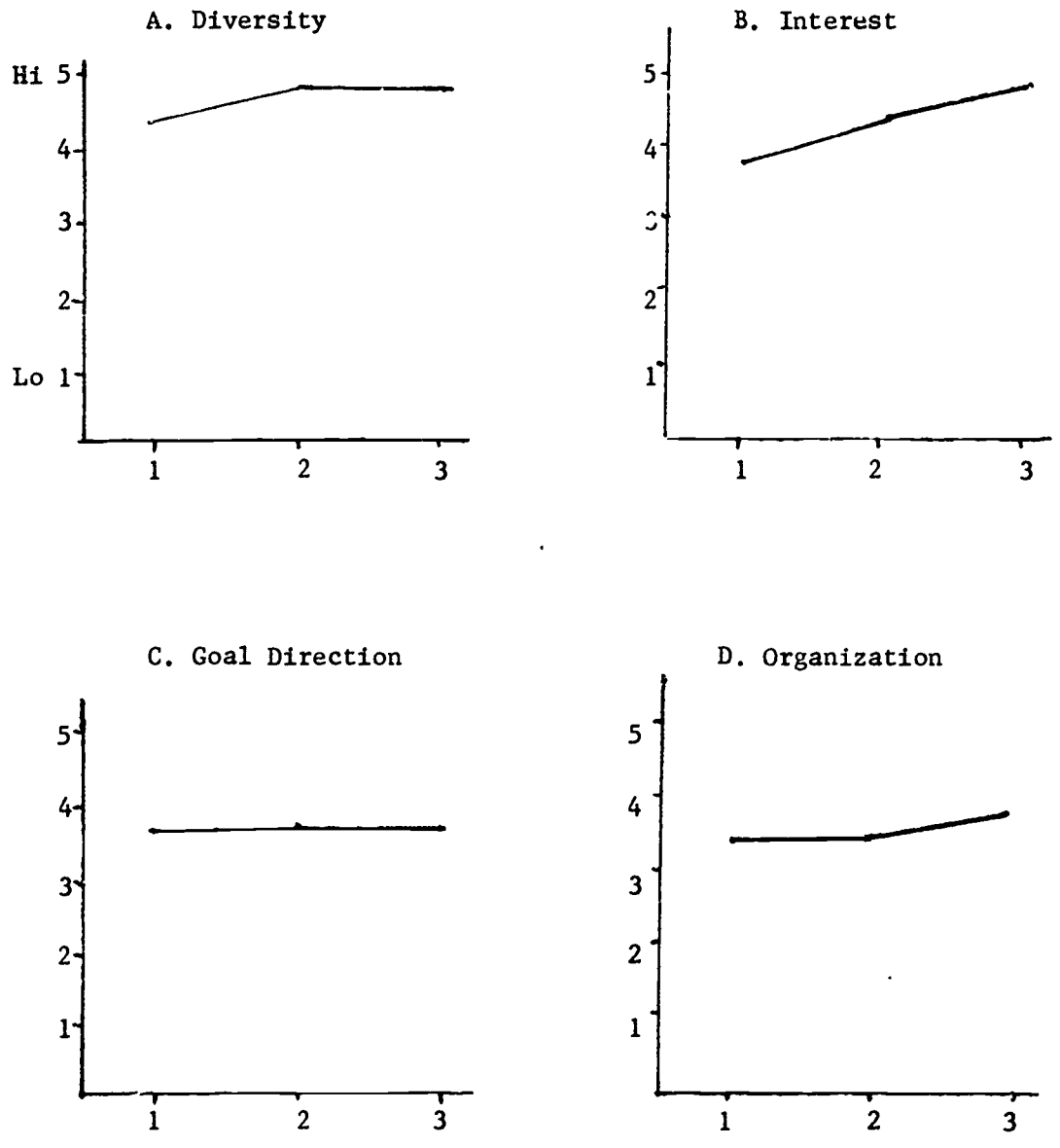
MEASURE:

Additional subscales of the Learning Environment Inventory (Goal 4) were assembled in order to measure pupil perceptions of these aspects of the school. Once again five items per scale were used, and these were yes or no statements. They were administered to a random selection of students three times during the evaluation period.

OUTCOME:

Graphs A and B in Figure 7 reveal very high levels of diversity and interest in the students' perceptions of the environment. Goal direction and organization are not at the same high levels, but are typically on the positive side of neutral. Each shows some degree of stability. Consequently, student reactions to these aspects of the school are appropriate with some room for future development.

FIGURE 7: Response Patterns to Learning Environment Inventory (organizational environment) Over Time



END OF THE YEAR PARENT'S QUESTIONNAIRE

As a final step in the evaluation of the first year of the program a survey was sent to the homes of the 81 participants. The purpose of the instrument was to assess parental reaction to their experience with the Alternative School. Of the 81 forms sent out, 66 (or 81%) were returned.

The returned forms reveal that the first year was perceived as a good to excellent experience for 78% of the respondents. Another 17% were undecided, and 5% termed the first year an unpleasant experience.

The respondents felt that they were familiar with the learning environment and typically rated it as healthy (93% vs. 7% unhealthy), stimulating (80% vs. 20% boring), challenging (74% vs. 26% unchallenging), and active (93% vs. 7% passive).

When asked to report the status of their child with regard to enthusiasm, independence, and interpersonal skill, the parents responded as follows:

	Less	Same	More
Enthusiasm	12%	48%	39%
Independence	17%	42%	41%
Interpersonal Skill	2%	33%	64%

On an excellent to poor rating scale (1 = excellent, 5 = poor), the instructional materials were rated good (2.16), the instructional strategies were rated good (2.24), and the instructional staff was rated good to excellent (1.9).

Each of these points contributes to the conclusion that the parents report favorable reactions to the first year of the program.

Of those eligible to return next year, 87% are returning. Those opting out of the program typically list the following reasons:

"Child needs more direction"
"Too much concern for happiness . . . too much freedom . .. not enough teaching and drill. . ."
"Friends in the traditional school."
"Child needs more discipline, direction, guidance"
"Learning experience excessively fragmented"
"Too much workbook work"

DISCUSSION OF RESULTS

Significance of the Findings

A total of nearly 40 qualities of the Alternative learning environment, students, staff and parents has been charted and reported here. A large majority of these reflect in an interesting manner on the program, and few warrant further comment.

First, some of these variables were measured to show trends and changes over time. Examples of these measures are the Learning Environment Inventory Scales and the Self Direction and Independence Scale. It was apparent upon charting these variables that few changes occurred over time. The LEI and SDIS scales, as well as pupil attitudes, remained at appropriately high levels and were very stable. This lack of change might have occurred for any one of a large number of reasons, but three are worth mentioning. First, it is possible that the changes occurred in those crucial early months of the program where no measures were taken. It is also possible that changes were impossible to chart because the responses were so close to the end of the scale. Since the upper end of the scale is so saturated and since the average response is so close to the top, there would be no more room for change. The third and final reason for no change might be the simple fact that perceptions of the learning environment and pupil attitudes remain very positive. This would be the best explanation from the program developers point of view. However, the others are offered as reasons to temper the optimism.

Perhaps the most positive data from a program development viewpoint is the attendance data. The students enrolled in the program missed fewer days of school than they had in previous years, their attendance record

far surpassed their age mates in the building in which they were located, and it surpassed attendance records for the district as a whole. Attendance is one of the strongest unobtrusive indicators of pupil attitude and involvement available for evaluation. In this program, attitude is obviously very favorable,and there is a very high degree of involvement.

Looking at the other end of the scale, the data which reflect least favorably on the program are the math achievement figures. It is quite obvious that little progress has been made during the year in that area. Reading, language arts, science and social studies all appear to be sound. Math does not appear to be so sound. In terms of program development, attention might be focused on creating a more efficient and thorough process of instructional management. As reported in the presentation of Goal 5 results, there was little or no progress made in charting the continuous acquisition of math and reading skills. This should not be interpreted to mean that such systems cannot be achieved, however. They can and should be used here and in similar programs. This effort must be renewed in the second year.

The final area which deserves comment is the area of measuring the qualities of learning environments. The data reported here reflect only one environment, and, from a goal achievement point of view, these data are sufficient. However, in order to be most useful, such learning environment qualities should be used to chart multiple learning settings. In those cases where these are classroom or school organizational manipulations underway, the LEI could serve the valuable function of charting

the impact of those manipulations. Such comparisons will be possible for this program during the second year because of Title III funds granted to Edina for the purpose of exploring alternative learning environments.

Revisions Needed in the Evaluation Procedures

With the State support for the study of educational alternatives, the evaluation will be able to take on new dimensions. The information gathered during year one also suggests that some precision can be dropped from some measures with little loss in the utility of the data.

For example, the data generated with regard to Goal 1, which stipulated that accuracy of perception of the learner was important, contributed little or nothing to any decision process. Consideration is being given to deleting these observations.

Areas where new dimensions can be added include the addition of new subscales of the learning environment inventory. It might also be instructive to have students from other environments rate the Alternative program as they see it. An area of difficulty for the staff in preparing the evaluation data was a clear and comprehensive delineation of the teacher/coordinator role. Data of greater value might be generated by closer observation of the teacher, paraprofessional and parent roles, rather than having role statements written at year's end.

Each of these areas would add new variables and new detail to the evaluation. When combined with data from other learning environments, the true nature of alternatives and their impact will be made clearer.

SUMMARY AND CONCLUSIONS

The open school educational Alternative Program at Countryside Elementary School has been in operation for one year. During the last six months of that period a vigorous formative evaluation has been underway in order to assist the developers of the program in their decision making and in order to chart the progress of that development. The course of development has been guided by six general goals. These also guided the gathering of evaluation data.

These goals call for accurate perceptions of learners, parent student and teacher decision making, an atmosphere of interpersonal concern, the continued acquisition of skills and knowledge, and overall staff coordination in order to facilitate learning.

The evidence gathered with regard to the accuracy of perceptions of learners by their parents and teachers revealed that parents were quite accurate in their perceptions from the outset of the program, and they remained accurate. Data on teacher accuracy were not attained as the staff was unable to complete the data collection tasks.

Students, parents and teachers were, in fact, given numerous opportunities to participate in decision making and each appears to have taken advantage of the opportunities. Further, students tended to be slightly more adaptable and responsible as these opportunities continued.

Responsibility for maintenance of the learning environment was assumed by student, parents and staff, each of whom appears to have been a resource for learning. Student attendance records reveal a very high rate of presence in school, and records of parental participation reveal

that mothers were present at a rate of at least two per day each day. There was very little father participation. Further classroom interaction data reveals that student to student and parent to student interactions for learning occurred continuously.

An environment of interpersonal concern was attained, and it remained constant over the period of evaluation. The environment was seen by students as enthusiastic, democratic and satisfying. Further there was an absence of friction and favoritism. Observation of classroom behavior revealed a large predominance of constructive interpersonal interaction and 64% of the parents reported that their child was more skilled in interpersonal areas than prior to the program.

In the cognitive areas of reading, language arts, spelling, science, and social studies the students continued to gain skills and knowledge. However, progress in t' e area of mathematics was much slower. Suggestions have been made as to how to revise the program tc implement needed changes in this area.

The coordinator role of the teacher in the program can be used to advantage in making those needed adjustments. That role was outlined during the evaluation. But the teacher role as well as those of the paraprofessional and parent in the classroom must be given more focus in future evaluation.

The general goals of the program have been reached during the first year. During the second year, they must be retained and enriched. The evaluation will continue to assist in this enrichment and refinement.

APPENDIX

SCORING FORMULAS

LEARNING ENVIRONMENT INVENTORY

PART I

SCALE	ITEMS					
Diversity	1	5	9	13	17	Yes = 1, No = 0
Interest	2	6	10*	14	18	Max = 5, Min = 0
Goal Direction	3	7	11*	15	19	*No = 1 (Reverse)
Organization	4	8	12	16*	20*	

LEARNING ENVIRONMENT INVENTORY

PART II

Formality	1	7	13	19	25*	Yes = 1, No = 0
Friction	2	8*	14	20*	26	Max = 5, Min = 0
Favoritism	3*	9	15	21	27*	*No = 1 (Reversed)
Satisfaction	4	10	16*	22	28	
Enthusiasm	5	11	17	23*	29*	
Democracy	6	12	18*	24	30	

SELF DIRECTION AND INDEPENDENCE SCALE

SCALE	ITEMS				
Self-Direction	1	2	6	11	14
Respect	3*	10*	13*	17*	20
Adaptability	4	8	9	18	19
Responsibility	5	7	12	15*	16

Few = 0
Some = 1
Must = 2

Max = 10
Min = 0

*Reverse: Few = 2
Some = 1
Most = 0

LEI I

NAME _____

GRADE LEVEL _____

Instructions: Read each sentence and tell if you think it is true in your school. If it is circle YES. If it is not truecircle NO. This is not a test so tell us what you really think. Be honest. There are no wrong answers.

		CIRCLE YOUR ANSWER	
1.	Students like to solve different kinds of problems.	YES	NO
2.	The rooms are bright and comfortable.	YES	NO
3.	Each student in class knows what he wants to learn.	YES	NO
4.	The school is set up well.	YES	NO
5.	The school has students with many different interests.	YES	NO
6.	Students are proud to show their classroom to visitors.	YES	NO
7.	The goals of the school are clear.	YES	NO
8.	I know exactly what I'm supposed to do during the day.	YES	NO
9.	Students in this school are trying to learn many different things.	YES	NO
10.	The classroom is too crowded.	YES	NO
11.	Some kids spend a lot of time doing nothing.	YES	NO
12.	Students know exactly how much work they should do.	YES	NO
13.	In this school, I can study many different subjects.	YES	NO
14.	There is enough room for me to work alone and in groups.	YES	NO
15.	I know what I need to learn in reading.	YES	NO
16.	Many kids don't know what to do with their time.	YES	NO
17.	There are lots of books and materials in the class.	YES	NO
18.	The books I want are easy to find.	YES	NO
19.	Each student knows what math he is trying to lea .	YES	NO
20.	The school is not organized.	YES	NO

NAME _____
GRADE _____

FO _____ SA _____
FR _____ EN _____
FA _____ DE _____

INSTRUCTIONS: Read each sentence and tell if you think it is true of your class. If it is, circle YES. If it is not true, circle NO. This is not a test. There are no wrong answers, so you can say what you really think. Be honet.

	Circle Your Answer
1. There are many rules which every student must obey.	YES NO
2. Some students don't like other students.	YES NO
3. The teachers treat all kids the same.	YES NO
4. Students like to come to school.	YES NO
5. The kids really care what happens in our school.	YES NO
6. Group decisions are made by all the kids in the group.	YES NO
7. Students who break the rules are punished.	YES NO
8. Older students help younger students.	YES NO
9. Better students get to do more things.	YES NO
10. Students in other classes would like to be in our school.	YES NO
11. Most students want the school to work out.	YES NO
12. When we vote on things, all the kids get to vote.	YES NO
13. The kids know what is expected of them.	YES NO
14. Some students just never go along with what we're doing.	YES NO
15. Some students are always favored.	YES NO
16. Many students are not happy with the school.	YES NO
17. I want the school to work out.	YES NO
18. Some students try to make the other kids do what they want them to do.	YES NO
19. Students are asked to follow rules	YES NO
20. Students in the class like to help each other.	YES NO
21. The teachers like some students more than others.	YES NO
22. I feel good about what I have learned so far this year.	YES NO
23. Failure of our school doesn't mean anything to anyone.	YES NO
24. When we have to decide something in a group, we often take a vote.	YES NO
25. The school has few rules.	YES NO
26. There is a lot of complaining among the kids.	YES NO
27. Younger and older students are treated the same.	YES NO
28. Students feel good about their work in school.	YES NO
29. The success of the school is not very important to students.	YES NO
30. Each student in the school has one vote when we are making decisions.	Yes NO

NAME_____

GRADE LEVEL _____

Instructions: Please put an X in the space that tells how many of your classmates do each of the things listed. Use just one (X) for each task and don't skip any tasks. This is not a test, so be honest. There are no wrong answers.

Few of my classmates do	Some of my classmates do	Most of my classmates do	
( )	( )	( )	1. Go ahead with the work in math without being told to do so.
( )	( )	( )	2. Finish their work without being reminded by the teacher.
( )	( )	( )	3. Push or shove when moving from one place to another.
( )	( )	( )	4. Leave work when asked to do so and return to it later without getting mixed up.
( )	( )	( )	5. Remember to bring library books, recorders, and lunch money to school.
Few do	Some do	Most do	
( )	( )	( )	6. Find other work to do, such as reading a library book, after their work is done. .
( )	( )	( )	7. Keeps paper, pencils, and books neatly in tote tray.
( )	( )	( )	8. Work well in large or small groups.
( )	( )	( )	9. Like to take part in new games, projects or other things.
Few do	Some do	Most do	
( )	( )	( )	10. Steal other people's things.

Few do	Some do	Most do		
( )	( )	( )	11.	Look for and find needed material such as books without asking the teacher.
( )	( )	( )	12.	Remember to take home things such as notes, lunch pails, boots, mittens, at the end of the day.
( )	( )	( )	13.	Cause trouble in the lunchroom.
( )	( )	( )	14.	Try to answer questions by themselves before asking the teacher.
( )	( )	( )	15.	Have to be reminded to go outside at recess.
Few do	Some do	Most do		
( )	( )	( )	16.	Clean up a mess and put things away when finished.
( )	( )	( )	17.	Cheat when correcting their work.
( )	( )	( )	18.	Behave and work just as well with a volunteer, substitute teacher, as with the regular teacher.
( )	( )	( )	19.	Talk and play with more than just one or two friends.
( )	( )	( )	20.	Speak nicely to and about other classmates and adults.

NAME _____

GRADE _____

ARITHMETIC

IMPORTANT ____ ____ ____ ____ ____ NOT IMPORTANT

FUN ____ ____ ____ ____ ____ NOT FUN

READING

IMPORTANT ____ ____ ____ ____ ____ NOT IMPORTANT

FUN ____ ____ ____ ____ ____ NOT FUN

SCHOOL

IMPORTANT ____ ____ ____ ____ ____ NOT IMPORTANT

FUN ____ ____ ____ ____ ____ NOT FUN

MYSELF

IMPORTANT ____ ____ ____ ____ ____ NOT IMPORTANT

FUN ____ ____ ____ ____ ____ NOT FUN

MY TEACHERS

IMPORTANT ____ ____ ____ ____ ____ NOT IMPORTANT

FUN ____ ____ ____ ____ ____ NOT FUN

MY CLASSMATES

IMPORTANT ____ ____ ____ ____ ____ NOT IMPORTANT

FUN ____ ____ ____ ____ ____ NOT FUN

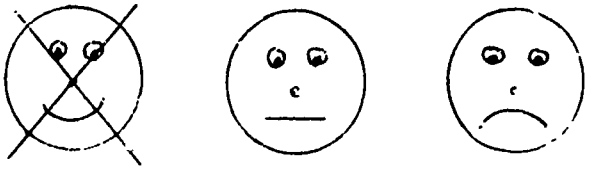
NAME _____

GRADE _____

PLEASE PLACE AN "X" OVER THE FACE THAT BEST SHOWS HOW YOU FEEL ABOUT EACH THING:

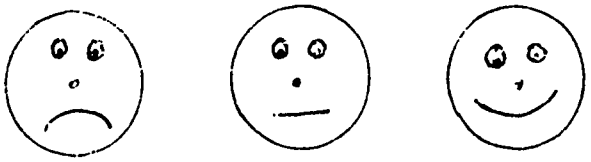
EXAMPLE

SUMMER VACATION

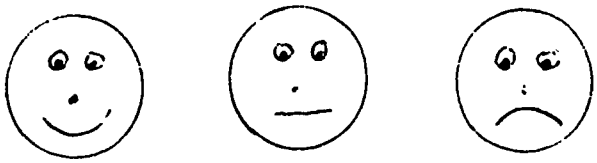


NOW DO THESE:

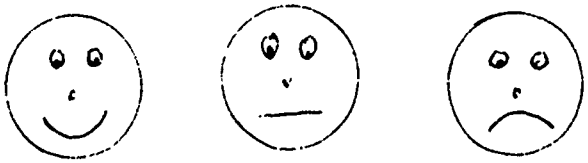
ARITHMETIC



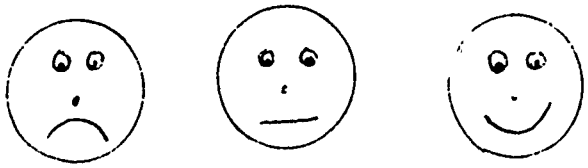
READING



SCHOOL



MYSELF

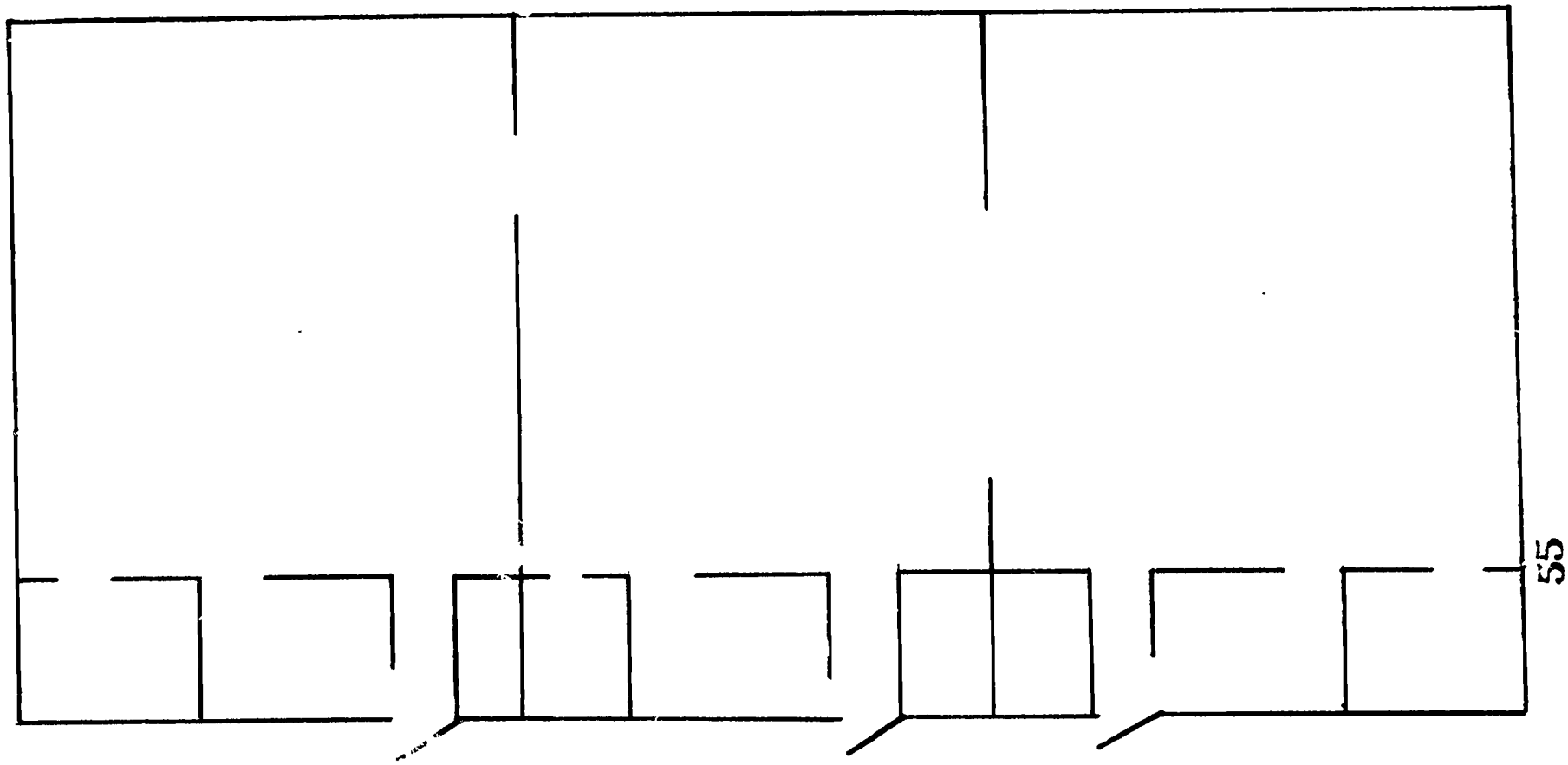


MY TEACHERS

MY CLASSMATES

INTERACTION CHART
COUNTRYSIDE ALTERNATIVE

OBSERVERS _____ DAY _____
_____ TIME _____



1. Enter person ' ıtions

   P = Parent
   S = Student
   O = Older Student
   T = Teacher
   TA = Teacher Aide

2. Indicate dominance

   (S) = Dominant person

3. Note Topic

4. Indicate movement while charting grouping
   → S = Joiner
   T → = Departure

5. Note nature of interaction:

   DI = Destructive
   CI = Constructive

Comments:

END OF YEAR PARENT SURVEY
COUNTRYSIDE ALTERNATIVE

INSTRUCTIONS: Please respond in the prescribed manner to each of the questions listed below. Parents should try to agree on one best answer to each question. But, where a difference in opinion exists, please so indicate.

1. Please rate the experience that you, your child and your family have had this year with the Countryside Alternative school:

_____ Very Bad Experience
_____ Unpleasant Experience
_____ Undecided
_____ Good Experience
_____ Excellent Experience

2. Please estimate the number of times you have visited the Alternative School for each of the two reasons listed:

	For Conferences	For Participation in the School	Total
Mother			
Father			
Total			

3. Please rate your familiarity with the environment which has been created in the Alternative School:

_____ Very Unfamiliar
_____ Unfamiliar
_____ Undecided
_____ Familiar
_____ Very Familiar

4. Would you say that the learning environment was:
(Choose one from each pair)

_____ Healthy ..... _____ Unhealthy
_____ Stimulating ..... _____ Boring
_____ Challenging ..... _____ Unchallenging
_____ Active ..... _____ Passive

5. During your child's first year in the Alternative School, would you say that she or he is:

(Choose one from each group, a,b, and c)

a. _____ less enthusiastic about school
_____ about the same
_____ more enthusiastic about school

In one sentence, tell why you think this:

b. _____ less independent
_____ about the same
_____ more independent

Please give one bit of evidence for your contention:

c. _____ less skilled in interpersonal relations
_____ about the same
_____ more skilled in interpersonal relations

Please give one bit of evidence for your contention:

6. Please rate your impression of the quality of each of the components of the Alternative School listed below, using this rating scale:

1 = Excellent
2 = Good
3 = Average
4 = Fair
5 = Poor

	RATING
A. Instructional Materials	___
B. Instructional Strategies	___
C. Instructional Staff Overall	___
Bonnie Flom	___
Bob Frisell	___
Paraprofessionals	___

If you have any comments to make regarding any of these items, please make them here and on the back of this page.

7. In your opinion, which phrase below best characterizes your involvement in decisions related to your child's school experience. (Please check one)

_____ I always feel that I have too much of a say in school decisions.
_____ Sometimes I feel that I have too much of a say in some decisions.
_____ I feel very comfortable with the active role I play in decisions.
_____ Sometimes I wish I had more to say about what happens.
_____ I don't feel that I have any say in what happens.

8. Are there any specific decisions in which you would like more of a role? If so, please list them.

9. Are there any specific decisions in which you would like to play a less important role? If so, please list them.

10. Are your desires being adequately represented in decisions made by the staff-steering committee team?

_____ Yes
_____ No
_____ Don't know

11. Do you plan to enroll your child next year?

_____ Yes
_____ No

If not, why not?