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ABSTRACT

This report discusses the analysis of program review data obtained through visits to schools identified by an earlier statewide cost-effectiveness study. Primary purpose of this report was to determine the feasibility of conducting program site reviews of selected schools for the purpose of recommending instructional improvements. Site reviews were conducted at eight Florida schools selected from among the 50 most efficient and 50 least efficient schools as identified through analysis of Florida's 1974 Statewide Assessment Test of basic skills. In their site reviews, visitation teams concentrated on five areas: staff development, planning and program evaluation, curriculum, management, and program support services. Results of the program site reviews suggested that (1) the concept of such vistations was feasible, but (2) the survey instruments would have to be greatly improved, and (3) the areas under investigation were too broad. The appendix contains a copy of the program site review instrument, as well as several tables that summarize the observational data gathered through the site reviews. (JG)

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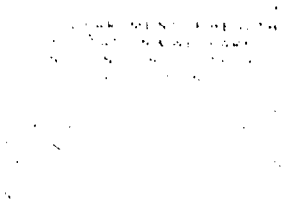

INDICATORS OF EFFECTIVENESS AND EFFICIENCY

PART III

A Report of Program Site Reviews

of K-3 Programs at Selected Schools, 1974-75

State of Florida

Department of Education

Ralph D. Turlington, Commissioner

FOREWORD

This publication is one of three reports anticipated from the management information generated by the Florida Department of Education cost-effectiveness effort. The purpose of these three reports is explained below.

I. Part I is a position paper on the Cost-Effectiveness System and reports the data on cost effectiveness produced by the system. (See Indicators of Effectiveness and Efficiency, Part I, Series 76-07.) This report ranks 1,146 schools with K-3 programs from the least effective to the most effective based on the 1974 Statewide Assessment Test of basic skills.

II. Part II will be a statistical analysis of the data in Part I and information currently available to the Department of Education, such as size of school, pupil-teacher ratio, etc., . . which might relate to cost-effectiveness information. (This will be published soon and should complement the on-site visits explained in Part III.)

III. Part III is an analysis prepared from information obtained from on-site visits to schools that are at the extremes of the ranking report. These program site reviews were made by program consultants and other education professionals. This publication contains the results of these program site reviews.

Because the influences which affect student achievement are subtle, complex and interrelated, it is essential that instructional professionals be involved in the cost-effectiveness process. Quantitative measures of school performance should be tempered by professional judgment. Professional involvement is needed if we are to understand the process of education, and their involvement will facilitate adoption of successful practices when identified. The background, procedures, results and conclusions of this involvement are explained in this report.

The follow-up study was a joint effort of the various bureaus within the Department. The project was coordinated by the Task Force on Cost-Effectiveness Study and Assessment Follow-up, chaired by Dr. J. W. Crenshaw.

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I. INTRODUCTION

Background

In the late 1960's, legislators in several of the individual states became interested in educational accountability. While there were differences in approach to the topic, generally, the developing accountability efforts sought to (1) define what the schools should be accomplishing, and (2) determine if the stated goals are being accomplished.

In Florida, the Legislature initiated the Educational Accountability Act of 1971 which authorized establishment of statewide learner objectives, a statewide assessment program, and certain public reports of results. Additionally, the Statute provided for "accurate analysis of the costs associated with public education programs; and . . . an analysis of the differential effectiveness on instructional programs."[1] Thus, the Florida legislation went a step beyond the pattern established in other states by requiring that an attempt be made to determine effectiveness as related to costs.

The Department of Education responded to these legislative mandates by implementing cost reporting procedures and educational assessment measures. The project described in this report was an attempt to continue this developmental effort leading toward a comprehensive cost effectiveness analysis system.

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[1] Chapter 70-399, Laws of Florida

Statement of Problem

The purpose of this project was to determine the feasibility of conducting program site reviews of selected schools for the purpose of making recommendations for instructional improvements.

Reasons for Making the Study.--As mentioned previously, the Department of Education was mandated by the Educational Accountability Act of 1971 to implement cost-effectiveness studies. This legislative interest was reinforced in 1976 when several related statutes were combined into the 1976 Educational Accountability Act (Section 229.55, Florida Statutes).

The interest of the Legislature is no doubt, related to the rising costs of public education and the dearth of information about the relative effectiveness of various programs.

The Department of Education needed to conduct the present study in order to determine whether or not on-site visitations of certain schools could identify components of effective programs. If successful, Department reviewers could begin a program of on-site visitations to schools considered least cost effective in order to recommend programmatic changes. Likewise, effective school programs could be more accurately described and diffused statewide.

Development of Cost-Effectiveness Project.--The present project developed from two related operations of the Department: the Statewide Assessment Program and the cost-effectiveness and efficiency study project of the District Planning Section, Division of Public Schools.

The Assessment Program, created in 1971, collects information yearly on the basic skills achievement of Florida public school students. At the time the cost-effectiveness studies were being initiated, assessments were conducted in grades three, six, and nine; however, this has since been changed to grades three, five, eight and eleven.

As one of its reporting strategies, the Assessment Program implemented a "predicted" scoring system. Simply stated, this system adjusts each school's average score so that it reflects the average score of other similar schools. Similar schools are those which are alike in terms of five selected non-school factors.

If a school's score is higher than its adjusted (predicted) score, the school is said to be performing better than expected, and vice versa.

The Cost-effectiveness study builds upon the notion of the adjusted (predicted) assessment score, adds a cost factor, and produces a ranking of schools based upon

effectiveness and efficiency.[2]

In April, 1976, after the first cost-effectiveness publication was released, a special Task Force on Cost-Effectiveness Study and Assessment Follow-up was appointed within the Division of Public Schools. This Task Force was charged with various responsibilities which included:

1. identification of school variables (characteristics) to be analyzed and evaluated by on-site teams;
2. development of a process by which these program site reviews could take place;
3. evaluate these procedures for implementation of large-scale visitations in the fall, 1976;
4. conduct program site reviews of a larger sampling of schools in 1976, analyze the data, and prepare a final report of the project.

The Task Force proceeded to conduct program site reviews at eight schools during May 17-26, 1976. The schools were selected from the list of 30 most effective of the 50 most efficient schools and from the 30 least effective of the 50 least efficient schools as identified by the Indicators of Effectiveness and Efficiency, Part I Report.

Visitation teams conducting program site reviews concentrated on five areas: (1) Staff Development, (2) Planning and Program Evaluation, (3) Curriculum, (4) Management, and (5) Program Support Services. Teams were provided survey

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[2]Florida Department of Education, Indicators of Effectiveness and Efficiency, Part I, 1976.

instruments in these five areas produced by Department staff.

The results of the program site reviews suggested three problems: (1) the concept of such visitations was feasible, but (2) the survey instruments would have to be greatly improved, and (3) the areas under investigation were too broad. While the first of these two problems could be easily solved, the latter could not. The Task Force spent considerable time attempting to determine whether or not the research literature consistently specified certain factors to be highly related to school achievement, effectiveness, or efficiency (in a cost sense). Unfortunately, previous research did not provide a simple answer. Apparently, there are many variables which appear to be related to achievement under selected study conditions. Since the number of potential variables is quite endless, it is difficult to select any given set as being the only ones worth consideration.

Therefore, the Task Force took the approach that future program site reviews would not attempt to determine, in a definitive way, which variables conclusively affect cost-effectiveness and efficiency. This would take many more resources than were available. Alternatively, the Task Force would attempt to build into its fall, 1976, program site reviews the best of what was known about school effectiveness variables and assume their validity for purposes of this study. This report documents the Task Force's degree of success with this approach.

Study Objectives

This study proceeded with two general hypotheses:

1. Procedures can be developed to conduct program site reviews of basic education programs.
2. Program site reviews of selected schools can reveal real differences in quality of school programs.

These hypotheses will not be tested in a statistical sense but will be judged by the weight of evidence accumulated.

There are several assumptions being made in this project. It is assumed that:

1. The Statewide Assessment Program is an effective measure of school achievement;
   a. the tests are valid and reliable;
   b. the objectives tested are valid;
   c. the data on school level achievement is accurate;
2. The adjusted or predicted test scores are adequate reflections of desirable output for given schools;
3. The definition of a cost-effective and efficient school is adequate and defensible;
4. The Department staff serving as auditors are professionals capable of objective observations; and
5. The Department professional staff have correctly identified the most salient variables for investigation.

Within the project there are also certain obvious limitations. These are:

1. The project was limited in scope to the K-3 program category.
2. The project utilized only data generated by the 1974-75 educational assessment.
3. The project utilized data limited to reading, writing, and mathematics.
4. The project visited only a very small sample of schools due to limited resources of time and manpower. Conclusions should be extended beyond the sample only with great caution.

This report is an analysis of the procedures of, and the conclusions from the program site reviews conducted to meet the purposes enumerated above. The next chapter explains the methodology and instrumentation used in this process.

II. PROCEDURES OF THE STUDY

General Methodology

The overall objectives of the visitation program were to identify and look for evidence of in-school variables which make a significant difference in the learning environment and can be observed only on site.

In accord with direction contained in a memorandum (see Appendix I), from the Director of the Division of Public Schools, the members of the Task Force identified the specific tasks to be accomplished.

A first step was to undertake a preliminary operation in which pertinent additional data, significant differences in schools, and other observable in-school variables were identified; a process and a strategy were developed, and a pilot project involving a limited number of selected schools was conducted.

The original pilot study was accomplished within the limited time allowed, May 10 - May 16, with as much advance planning as could be accomplished between April 26, 1976, the date of the original assignment, and the first visit on May 10, 1976. The tight time schedule was necessitated by the impending close of the school year.

After a careful evaluation of the process and analysis of the data obtained from the pilot study, a revised and

improved strategy was developed for subsequent visits to a larger sampling of outlier schools (schools at the extremes of the rankings).

As an integral part of the strategy, the Task Force developed a time chart which listed all activities to be accomplished and the dates for beginning and completing them (see Figure 1).

FIGURE 1. - PLAN OF ACTIVITIES

		JULY		AUGUST		SEPTEMBER		OCTOBER	
1	LITERATURE SEARCH	7/14							
2	LITERATURE REVIEW		7/21						
3	SELECT VARIABLES			8/1					
4	DESIGN INSTRUMENT				8/15				
5	SELECT SCHOOLS				8/15				
6	SELECT DUE PERSONNEL				8/15				
7	TRAIN DUE PERSONNEL					9/1			
8	VISIT SCHOOLS							10/1	

The individuals or agencies responsible for accomplishing the specific tasks were then designated. Each task was subsequently accomplished in accord with a plan approved in advance

by the Task Force.

Actual visitation was undertaken by 10 teams, each comprising three professional staff members, chosen insofar as practicable for their expertise in the area to be observed. An orientation class for team captains was held, and each captain was given responsibility for fully briefing each member of his team. Team captains were also involved as reactors in the process of developing the observation instrument.

Five discrete areas -- Curriculum, Staff Development, Management, Support Services, and Planning and Program Evaluation -- were designated for observation. Specialists in these areas were assigned to observe in their areas of specialization to the extent practicable. Teams spent one to two days in each school.

Particular attention was given to the full study on "Indicators of Effectiveness and Efficiency, K-3 Programs." The three steps, as reflected in Part I of the study, were reviewed along with the data in Part I.

A close relationship was maintained with the developers of Part II to ensure that the data and characteristics of schools reflected in this part were well known to the developers of Part III.[1]

Attention was focused directly on learning environments and instructional techniques in the specific areas of language

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[1]The Foreword of this report explains the three reports, Part I, Part II and Part III and their relationship.

communication and mathematics because the selection of schools to be visited was based on the published results of the 1974-75 assessment in these areas and the subsequent cost-effectiveness study which utilized the assessment data. It should be further noted that the actual program site reviews took place in the fall of 1976.

Instrumentation

The instruments utilized in this study went through several phases of development. Initially, Department personnel in the various program areas developed a comprehensive list of items pertaining to the operational areas of public schools. This list was reviewed, edited, and revised to eliminate redundant items, clarify intent, and reduce interviewer burden while still providing an adequate rating sheet to determine the absence or level of observed presence of those factors considered essential to the operation of an educational program. Following a final review by the Task Force, the instruments were printed with items grouped by program area and accompanied by a status sheet of demographic data about the school. The complete instrument is provided in Appendix II.

The final instrument, which was given to departmental personnel to assess in-school characteristics, consisted of five general sections: Curriculum, Planning and Program Evaluation, Staff Development, Management, and Support Services.

Except for Support Services, which was composed of three subsections representing the basic support services available to all schools (Library and Media Services, Student Services, and Health Services), each section contained several selected broad questions (items) representing trends, concerns, theories, and assumptions currently believed to be essential to a quality education in that area.

Each item on the instrument represents a single, broad concept with several aspects and with several perspectives from which its quality, uniformity, degree of development, and pervasiveness may be judged. On the survey instrument (see Appendix II) the "evidence" presented for each item represents those minimal perspectives by which a school was to be judged. All items were designed to be interlocking as was the supporting evidence within items and between items. For example, item 1.2 under "Curriculum" is supported by evidence which states, "Criterion-referenced evaluation was utilized." The notion of criterion-referenced test data is modified as to aspect and appears as item 1.3 under "Planning and Program Evaluation" with reference to overall school program planning.

The nature of this study and of the survey instrument required the interviewer to use professional judgement based on observations and conversations, etc., to determine a rating for each item. The use of both hard and soft data were permissible. The instrument provided the interviewer with a modified

five-point scale as follows:

0 Item cannot be rated (for any cause)

1 School performance is not acceptable

2 School performance is inadequate

3 School performance is satisfactory

4 School performance is good

5 School performance is exemplary

The choice of this scale represented a compromise between a more detailed 10 or 11 point scale, whereby the small gradations of quality would make it difficult to identify and define, and a three point scale, which would be able to distinguish little more than the presence or absence of a characteristic.

No aspect of the instrument has been finalized. The nature of the statistical data obtained from the initial use of the instrument and from the debriefing of Department personnel utilized as interviewers have indicated various general and item specific inadequacies (see Table III). In addition, as modifications are made and the instrument is refined, the need for further changes may become evident.

Selection of the K-3 Schools for Visitation

The Department of Education decided to conduct the present study in order to ascertain the feasibility of program site reviews and whether or not such reviews could identify components of effective programs. The ultimate goal is the

recommendation of programmatic changes where needed and more productive dissemination and diffusion efforts. For this reason, schools involved in the program site reviews have come from the upper or lower end of the effectiveness/efficiency ranking.

An effectiveness and efficiency ranking was done for Florida's 1,146 K-3 schools for which program costs and test results of the 1974 Statewide Assessment Test of basic skills were available. Effectiveness was determined by comparing the actual score of a school to a predicted score. This predicted score was calculated using information available in the Department of Education in the following areas:

1. Minority status of students per school;
2. College level of parents of students;
3. Income level of parents;
4. Number of students in families involved in "white collar" occupations; and
5. Percentage of Spanish students per grade.

Efficiency was determined by comparing the effectiveness of programs in basic skills to the per student cost of programs.

A statewide report[2] ranked schools by efficiency. These schools were listed from the most (upper end) to least (lower end) efficient. An indicator of effectiveness index was also

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[2]Florida Department of Education, Indicators of Effectiveness and Efficiency, Part I, 1976.

reported. To determine which 50 schools would be visited, the following steps were executed:

1. Selection of Top 25 Schools to be Visited
   a. Determine 100 most efficient schools on ranking report.
   b. From this 100, select most effective (excluding schools visited on pilot project).
2. Selection of Bottom 25 Schools to be Visited
   a. Determine 100 least efficient schools on ranking report.
   b. From this 100, select 25 least effective (excluding schools visited on pilot project).

It was assumed that the top and bottom schools should display a better picture of apparent differences than would a random sample. In addition, these two extremes will continue to be of prime importance to the Department. For the lower end schools the Department will wish to make programmatic recommendations, and the upper end schools should provide many successful instructional practices for dissemination and diffusion.

Schools which had a change in grade organizational structure between the date for which information for the rankings was gathered and the date of visitations were excluded from the selection procedure. Had this not been done, the visiting teams would not have had like samples nor would they

have seen similar composition as existed when the rankings were done.

The Methodology, Instrumentation, and the Selection of Schools have now been explained. The next section discusses the Analysis Procedures.

Analysis Procedures

The 50 schools in the cost efficiency/effectiveness follow-up study provided 49 sets of data suitable for statistical analysis. These sets of data, each consisting of 41 discrete items, were divided into two groups according to the relative efficiency/effectiveness of the schools they represented: 25 into the most efficient/effective group; 24 into the least efficient/effective group. The remaining set of data represented a school which inadvertently fell into neither group and therefore was not suitable for comparative analysis.

Three statistical analyses were performed. In each, the basic pattern was to compare the most efficient/effective schools with the least efficient/effective schools. The analyses performed were as follows:

1. a frequency count for each item for all schools within each group;
2. computation of mean scores for each item for all schools within each group;
3. analysis of variance.

Item Frequency Analysis.--In each group a frequency count was performed for each of the 41 items. The survey instrument was designed to provide for six possible observed ratings of a number of related characteristics constituting an item. The designed ratings ranged from "5" denoting an exemplary practice to "1" denoting a very substandard practice. "0" denoted the item could not be rated. Two additional designations were added: "NA" meaning no rating was available although the observer had made comments and "M" meaning the observer made no rating and had provided no comments.

Item Mean Score.--In each group the mean score was computed for each item for all schools. Only ratings of "1," "2," "3," "4," and "5" were used in determining each mean. Designations of "0," "NA," and "M" were not found to be suitable for numerical analysis: "0" by design meant that a characteristic could not be rated without regard to the reason. "NA" and "M" were additional designations adopted to explain the causes of ratings which otherwise would have been assigned "0's."

Analysis of Variance.--To determine whether there were significant differences in the mean scores for each item between the two groups of schools (most efficient/effective vs. least efficient/effective) a simple analysis of variance (ANOVA) was employed. The level of significance (α value) was determined by subjecting ANOVA value to a one-tailed Fisher t-test.

This process was repeated for each of the 41 pairs of items in the survey instrument. In this type of analysis the level of significance expresses the probability that the differences calculated occurred by chance. By statistical convention .05 or (1 chance in 20) is accepted as the highest value of α which can be significant. Values greater than .05 mean that the phenomenon occurs too often by chance for the data to be trusted. Other α values and their meaning are as follows:

.01 - 1 chance in 100 that the finding occurred by chance;

.005 - 5 chances in 1000 (½ per 100) that the finding occurred by chance;

.001 - 1 chance in 1000 that the finding occurred by chance; and

.0005 - 5 chances in 10,000 that the finding occurred by chance.

The next chapter explains the results of utilizing these procedures.

III. PRESENTATION OF RESULTS

Results of the Observations

The methods of statistical analysis of data used in this study were designed to (1) look for the presence of significant differences between the most efficient/effective schools and the least efficient/effective schools for any two selected matched pairs of scores, (2) identify weaknesses in any questions in the survey instrument, and (3) formulate recommendations and conclusions.

Each of the three statistical procedures previously described provided meaningful information in the determination of differences between the two groups of schools. The reader may refer to Appendix III for a complete item analysis of the data for each group of schools.

Item Frequency Analysis.--For each item a comparison of the ratings given to schools in each group revealed the most efficient/effective group received more "5" and "4" ratings than the least efficient/effective group on 37 or 41 items (see Table 1). On only 4 items did both groups receive the same number of "high" scores, it was not a matter of the least efficient/effective schools scoring more strongly, but the opposite. The most efficient/effective schools scored weakly on the item. The converse of this situation was not as decisive. The most efficient/effective schools received fewer "low" scores, i.e., ratings of "1" and

TABLE 1

ITEM FREQUENCY ANALYSIS: HIGH RATINGS

Survey Item Number	Description[a]	Number of High Ratings ("5" and "4") Awarded: Most Efficient/Effective Schools	Number of High Ratings ("5" and "4") Awarded: Least Efficient/Effective Schools
CURRICULUM			
1.1	Grouping	14	2
1.2	Instr Prog	13	2
1.3	Diagnosed Needs	12	4
1.4	Rcd of Std Prog	13	6
1.5	Balanced K-3	12	7
1.6	Self Concepts	(11)[b]	(11)[b]
1.7	Lrng Environ	13	11
1.8	Variety of Mats	14	1
1.9	Mult-Cult	7	3
1.10	Home-Sch Commun	(14)	(14)
1.11	Parent Educ	5	2
1.12	K-3 Coord	11	2
PLANNING AND PROG. EVAL.			
1.1	Planning	10	4
1.2	N-R Test Data	9	6
1.3	C-R Test Data	11	4
1.4	Non-Achiev. Data	9	7
STAFF DEVELOPMENT			
1.1	Met Needs	14	9
1.2	Apply Skills	15	8
MANAGEMENT			
1.1	Responsibility	19	10
1.2	Respect	20	15
1.3	Punishment	20	14
1.4	Policies	20	10
1.5	Principal	20	11
1.6	Adequate Res	14	9
1.7	Records	17	11
SUPPORT SERVICES			
Library and Media			
1.1	Simult Activ	(6)	(6)
1.2	Access	12	9
1.3	Input	10	5
1.4	Materials	14	7
1.5	Media Activ	10	8
1.6	A-V Equip	13	8
1.7	Tech Assist	7	5
Student Services			
2.1	Coor Program	10	4
2.2	Refrl & Flw-up	(3)	(3)
2.3	Clsrm Mgmt	7	3
2.4	Staffing	11	4
2.5	Counseling	7	4
2.6	Career Aware	9	4
Health Services			
3.1	Screening	13	6
3.2	Consult	8	6
3.3	Phy & Nutr Assess	6	3

NOTES:

[a] Words and abbreviations listed under "description" and opposite item numbers provide a key to the content of the item. Appendix II gives an exact description of each item.

[b] Figures enclosed in parentheses () denote data for items on which both groups of schools received equal numbers of "high" ratings.

"2" on only 32 of 41 items (see Table 2). On six items the two groups received the same number of low scores and on three others, the least efficient/effective schools received fewer ratings of "1" or "2" than the most efficient/effective schools.

Interestingly, the explanation for the aggregate numbers of low scores ("1" and "2") between the two groups of schools in these six instances tends to be the opposite of that for high scores ("5" and "4"). In only two instances was the damping or juxtaposition of scores of the two groups caused by the most efficient/effective schools scoring weakly; while in the five other instances, the least efficient/effective scored very strongly. The inconsistency in scores attained by the most efficient/effective schools is highlighted by the fact that on five items the group received no low scores. The least efficient/effective group had at least one low score on all 41 items.

Item Mean Scores.--A comparison of the mean scores or ratings for each item for all schools within the two groups revealed decisive differences. The most efficient/effective schools had a higher mean score than the least efficient/effective schools on 30 of the 41 items. On only one item having to do with health services (item 3.2) did the least efficient/effective schools have a higher mean score than the most efficient/effective schools. Figure 2 compares the mean scores for the two groups while Appendix III-3 pro-

TABLE 2

ITEM FREQUENCY ANALYSIS: LOW RATINGS

Item Number	Description[a]	Number of Low Ratings ("2" and "1") Awarded: Most Efficient/Effective Schools	Number of Low Ratings ("2" and "1") Awarded: Least Efficient/Effective Schools
CURRICULUM			
1.1	Grouping	2	5
1.2	Instr Prog	3	11
1.3	Diagnosed Needs	5	11
1.4	Rcd of Std Prog	2	10
1.5	Balanced K-3	1	5
1.6	Self Concepts	1	2
1.7	Lrng Environ	2	3
1.8	Variety of Mats	2	7
1.9	Mult-Cult	6	11
1.10	Home-Sch Commun	(1)[b]	(1)[b]
1.11	Parent Educ	(9)	(9)
1.12	K-3 Coord	2*	12
PLANNING AND PROG. EVAL.			
1.1	Planning	2	6
1.2	N-R Test Data	1	8
1.3	C-R Test Data	0	5
1.4	Non-Achiev. Data	2	5
STAFF DEVELOPMENT			
1.1	Met Needs	2*	1*
1.2	Apply Skills	0	2
MANAGEMENT			
1.1	Responsibility	0	2
1.2	Respect	(1)	(1)
1.3	Punishment	(1)	(1)
1.4	Policies	0	2
1.5	Principal	1	5
1.6	Adequate Res	2	6
1.7	Records	0	2
SUPPORT SERVICES			
Library and Media			
1.1	Simult Activ	(7)	(7)
1.2	Access	2	4
1.3	Input	1	2
1.4	Materials	1	4
1.5	Media Activ	2	3
1.6	A-V Equip	1	3
1.7	Tech Assist	5	10
Student Services			
2.1	Coor Program	2	9
2.2	Refrl & Flw-up	3	7
2.3	Clsrm Mgmt	3	12
2.4	Staffing	3	5
2.5	Counseling	4	10
2.6	Career Aware	6	7
Health Services			
3.1	Screening	3*	2*
3.2	Consult	5*	2*
3.3	Phy & Nutr Assess	(4)	(4)

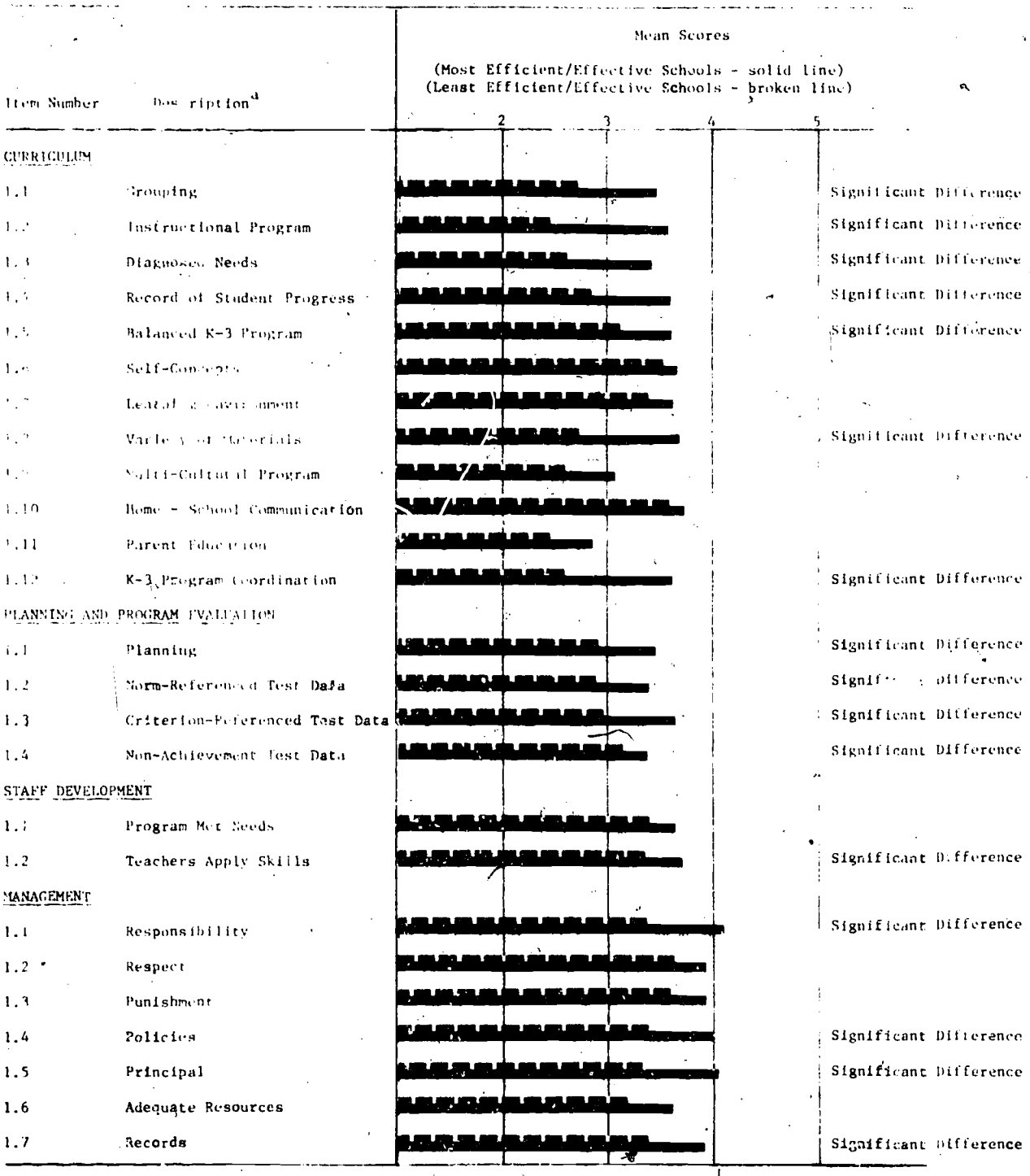
NOTES:

[a] Words and abbreviations listed under "description" and oposite items numbers provide a key to the content of the item. Appendix II gives an exact description of each item.

[b] Figures enclosed in parentheses () denote data for items on which both groups of schools received equal numbers of "low" ratings. Figures marked with an asterisk * denote items for which the least efficient/effective schools received fewer numbers of "low" ratings.

FIGURE 2 - MEAN SCORES

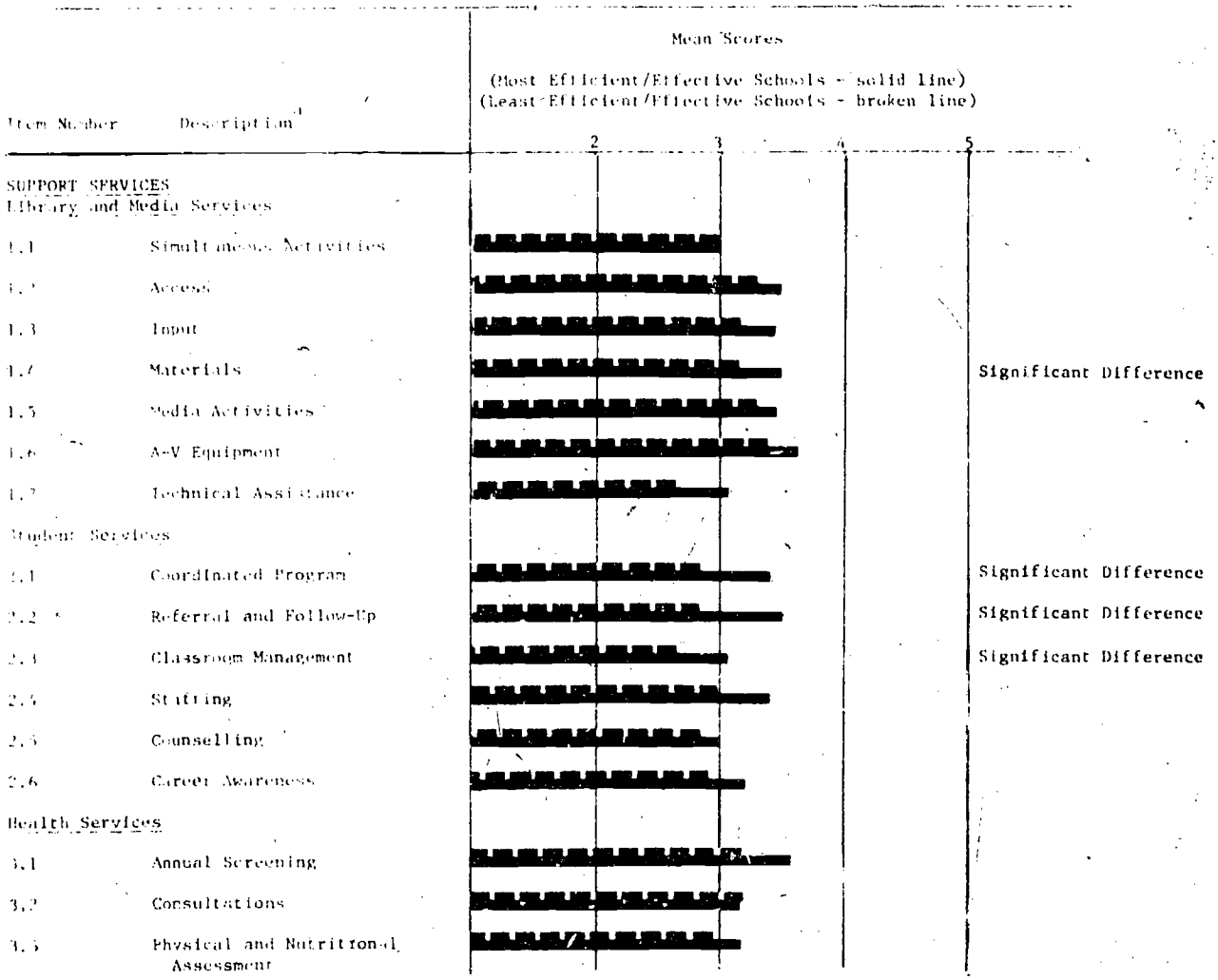
MOST EFFICIENT/EFFECTIVE SCHOOLS
VS
LEAST EFFICIENT/EFFECTIVE SCHOOLS



NOTES:

[a] Words and abbreviations listed under "description" and opposite item numbers provide a key to the content of the item. Appendix III provides an exact description of each item.

FIGURE 2--continued



NOTES:

[a]Words and abbreviations listed under "description" and opposite item numbers provide a key to the content of the item. Appendix III provides an exact description of each item.

vid:s complete data for each item.

The survey instrument assigned specific meanings to the various ratings as follows:

1 - not acceptable

2 - inadequate (needs improvement)

3 - satisfactory

4 - good (above average)

5 - exemplary

With this terminology in mind the most efficient/effective schools were cumulatively rated as above average (mean item score 4.0 or better) on only three items, all dealing with school management. This same group, however, received only one mean item rating below 3.0 (i.e., "needs improvement") on an item related to parent education, a concept not well understood in 1974-75. By contrast, the least efficient/effective group received no mean item scores of 4.0 or better and accumulated 19 mean item scores less than 3.0 ("needs improvement").

Analysis of Variance.--The analysis of variance was the most revealing method used. Of the 41 pairs of mean scores on items compared between the two groups of schools, 20 were found to be statistically significant (see Appendix III-4). Each of the five major areas of concern on the survey instrument contained one or more individual items shown to be significant. The differences in the mean scores for all

items in the Planning and Program Evaluation Section were significant; in Curriculum 58% (7 survey items out of 12) were significant; in Management 59% (4 survey items out of 7); in Staff Development 50% (1 survey item out of 2); and in Support Services 25% (4 survey items out of 16), although in this category 75% or 3 out of 4 survey items related to direct student services were significant. Although survey items whose mean scores were significant were scattered, the items exhibiting the greatest levels of significance ($\alpha = .0005$) were all in the area of Curriculum. In fact, all 7 survey items achieving levels of significance in Curriculum did so strongly ($\alpha < .005$). Although other areas had a greater percentage of significant items than Curriculum, the levels of significance attained by individual items were weaker.

Survey Instrument Analysis.--Close scrutiny of the types of ratings awarded schools on each item was the basis of an analysis of "weak" questions. Five criteria were used in determining which need further refinement. These were: (1) number of "O's" awarded for an item; (2) number of "NA's" assigned; (3) number of "M's" assigned; (4) number of "half-points" awarded (e.g., scores of 3.5, 4.5, etc.); and (5) no central point of tendency in the ratings awarded for schools within each group. According to these criteria only two questions were found to be uniformly weak in both groups: one Curriculum item dealing with the relatively

new concept of parent education and one Planning and Program Evaluation item dealing with the use of criterion-referenced tests in schools. (See item 1.11 in Curriculum and item 1.3 in Planning and Program Evaluation, Appendix III-4).

Both groups of schools provided the survey instrument with about an equally stern test. Usir the five criteria set forth above, only 110 item-responses of a possible 2009 or 5.47% presented problems. Of the 110 problem responses, the most efficient/effective schools contributed 54 and the least efficient/effective schools, 56.

The data is far from conclusive. However, it is invaluable as a base for improving the process of program site reviews and contributes toward the next step in our search for those factors which make a difference in the instructional process.

Results of Process Investigation

As stated in the Introduction, the two general hypotheses for this study were: (1) procedures can be developed to conduct program site reviews of basic educational programs; (2) on-site visitations to selected schools can reveal real differences in quality of school programs. However, the Cost-Effectiveness Study and Assessment Follow-up Task Force decided to evaluate the program site review process and instrumentation in order to facilitate improvement.

Therefore, three committees were developed to design a debriefing procedure for those persons who participated in the program site reviews. This process was to serve as an evaluation of the on-site visitation procedure used by the Department.

Debriefing Design.--A sub-committee of the Task Force developed two instruments geared toward the investigation process conducted by visiting teams. One instrument was designed to query all fifty team members about the program site review process. The other instrument centered around reactions of ten team captains to the visits. The survey instrument for team members included 30 questions listed among the following categories: team organizational training, the visitations, the survey instrument, the exit interviews, and the timelines of data. The questions for team captains were centered around team leadership functions. The instruments were given to a Debriefing Process Sub-Committee. Appendix IV displays the questions developed and used to evaluate the program site review procedures, as well as the responses to those questions by team members and team captains.

Debriefing Process.--A second sub-committee distributed the two instruments to program site review team members and team captains then collected the results of their responses. A summary of the affirmative and negative responses was provided for each question. The debriefing process sub-committee

invited all team members to participate in group interviews. Sessions were scheduled in 1½ hour blocks. Each session focused around team member responsibilities during program site reviews. A session was also scheduled for team captains. Reactions and responses to each question were then given to a Debriefing Synthesis Sub-Committee.

Debriefing Synthesis.--The results of the debriefing were summarized and reduced to a manageable form. Steps used in the synthesis procedure are outlined below:

1. The percentage of positive and negative responses for each question was provided.
2. The summary of responses of team captains and team members was prepared in chart form.
3. Recommendations based on percentage of affirmative responses were categorized as:
   a. general agreement - at least 84% affirmative responses
   b. factors to strengthen - 60% to 84% affirmative responses
   c. consideration for redesign - less than 60% affirmative responses.

Table III provides results of the debriefing synthesis. As the program site review is continued as an on-going function of the Department of Education, the results of this evaluation will contribute to the improvement of the process.

This chapter has reported the results of the various program site reviews and the critique of the process conducted by Department personnel. The next chapter will report the major conclusions and recommendations.

TABLE 3

PROCESS EVALUATION RESULTS SUMMARY

The following information represents a synthesized report from team members and team captains concerning the program site reviews conducted in the Fall of 1976. Survey results related to the visits have been organized as follows:

General Agreement - at least 85% affirmative responses.
Factors to Strengthen - 60% to 84% affirmative responses.
Consideration for Redesign - less than 60% affirmative responses.

I. SUMMARY OF RESPONSES BY TEAM CAPTAINS AND TEAM MEMBERS

General Agreement	Factors to Strengthen	Considerations for Redesign
1.1 Three members to a team[a]	1.3 Review in area of expertise[a]	3.4 Item statement from broad to specific[a]
1.2 Sufficient expertise	1.4 Training of team	3.12 Clarify rating of zero
2.1 Realistic visitation schedule	1.5 Use of survey instrument	5.2 Problems caused in securing 1974-75 data
2.4 Adequate access to all school individuals	2.2 Understanding of mission by school staff	
2.5 Timing of visit appropriate from standpoint of schools	2.3 Preparation of school personnel to respond to questions	
2.7 School staff helpful	3.1 School status data	
2.8 Environment of school supportive	3.3 Item statements self explanatory	
3.2 Written instructions clear on survey instrument	3.5 Nature and scope of time statements	
3.8 Evidence indicators used in a consistent manner	3.6 Prioritize evidence items according to importance -- attitudinal aspects of school personnel should be reflected	
3.11 Rating scale adequate	3.7 "Other" evidence indicators be elicited from school personnel	
4.1 Constructive exit interview experienced	3.9 Information available to document evidence indicators	
	3.10 Definition of rating scale levels to identify qualitative differences	
	3.13 Way to assess qualitative differences	
	4.2 Exit interviews	

II. SUMMARY OF INFORMATION BY TEAM CAPTAINS ONLY

General Agreement	Factors to Strengthen	Considerations for Redesign
2. Adequate information to answer questions of team members	1. Administration of survey	6. Timing for organization of report
3. Adequate information to answer questions of school personnel	5. Guidelines to team captains	
4. Adequate information to answer team's questions concerning the visit	8. Format of report	
7. Format of report adequate for initial attempt	9. Accuracy of school status data	

a. Appendix IV contains the questions from which the synthesized answers were derived.

IV. CONCLUSIONS AND RECOMMENDATIONS

A major study was undertaken by the Cost-Effectiveness Study and Assessment Follow-up Task Force that utilized data from the 1974 statewide assessment program and the 1976 cost-effectiveness and efficiency study. Through this process, called program site review, new procedures were explored for determining the efficiency and effectiveness of selected K-3 programs in Florida public schools with relation to a variety of variables. The major purpose of the study was to determine the feasibility of conducting program site reviews of selected schools in order to make recommendations for instructional improvement. However, the ultimate goal is to provide information that will have impact on state and district policies, resource allocation, and strategies for improving public schools.

Primary Conclusions.--Significant conclusions from the analysis of 1976 program site review data indicated that:

1. The observations revealed that the more efficient/effective schools generally tended to score higher than the less efficient/effective schools on the items contained in the survey instrument.
2. Both high and low ranking schools had identifiable areas of strength and weakness.
3. The survey instruments designed and utilized for this task were relevant to the purposes of this

study and can with modification and refinement be useful to the Department in improvement of the process.

4. Procedures can be developed to conduct on-site evaluations of basic education programs.
5. The possibility of revealing real differences in the quality of school programs does exist and the process of this study should facilitate the search for these distinguishing factors.
6. Areas investigated were too broad and should be delimited in order to improve this process.
7. Additional resources will be required to implement this evaluating and monitoring function.

Secondary Conclusions.--Secondary findings significant enough to report are:

1. The rankings of schools were based on assessment scores in reading, writing, and arithmetic at the beginning of third grade and the relationship to cost effectiveness while the evaluation instrument was concerned with broader indicators of effectiveness. Future efforts should, therefore, be concerned with integrating the two methods of evaluation.
2. The interaction effects of conditional variables are more significant and meaningful than individual variables taken alone. Future research might be greatly enhanced if corresponding conditional variables and school learning are studied not only

as the summation of discretely defined skills, abilities, and systems but also in terms of the interrelationship between these factors.

3. The unavoidable two-year lag time in this study between the collection and analysis of the 1974 data and the 1976 program site reviews caused considerable problems in collecting and interpreting data in 1976. This time lag should be shortened to the greatest possible degree.
4. Rankings of schools should be interpreted as rankings based on assessment of selected K-3 reading, writing, and arithmetic objectives rather than rankings of all grades and all programs offered by the schools studied.

Recommendations.--This initial study has received careful review resulting in recommendations essential to the improvement of the overall evaluation and monitoring endeavor. The most cogent recommendations are:

1. Although initial efforts were and should have been directed at grades K-3, program evaluation and monitoring must continue at this level until the objectives of the K-3 study are obtained. Ultimately, however, evaluation and monitoring should occur on a systematic basis for all instructional levels and all instructional programs.

2. The evaluating and reporting instruments should be revised according to the recommendations from the visitation and analysis teams reported in Chapter III of this study.
3. Although the training sessions for the 1976 on-site visits were valuable, the training of each team captain and team member for future visits should be improved in order to better meet the identified individual needs of each captain or team member. The system requires properly trained and competent evaluation.
4. Prior to future training and on-site visits, detailed guidelines should be published. These guidelines should address the areas of preparation, execution and follow-up and should be based on analysis of 1976 reports.
5. Closer integration between assessment results and program site review instruments should be sought to provide for greater congruency of findings.
6. This study should be continued and expanded by spring of 1977 utilizing 1976 cost-effectiveness data. This would reduce the time lag between the effectiveness data collection and analysis and the school visitations.

Considerations for Future Study.--As a result of this study, some important items that need future consideration are:

1. The number of schools visited should be substantially increased and the quantity of factors studied should be markedly reduced. Incorporation of these two considerations would enhance and increase the possibility of revealing specific conditional variables which distinguish high and low ranking schools.
2. Additional input from public school students at all instructional levels, lay citizens, professionals outside the Department, and representatives of minority concerns should be provided to aid the Task Force in its deliberations.
3. Longitudinal evaluations are needed to determine the effects of categorical school programs on different kinds of students.
4. Objective measures should be developed to assess conditions which adversely affect the education of high risk and minority learners and other non-achievers in basic school programs.
5. Controlled alternative public schools should be established and funded as models for validating the effect of conditional variables identified as this study is expanded.
6. Evaluation should be made of factors which inhibit attainment of school objectives and utilization of potential solutions to attain these objectives. Constant changes in school staff and

student populations are among the factors which hold potential as significant factors.

7. Delivery systems must be developed that utilize systematic approaches to provide technical assistance to meet identified needs as this study is expanded.

Both the cost-effectiveness and assessment concepts and the follow-up efforts reported in this study are evolutionary. The results must be seen as tentative and as a first step toward providing improved data relating to the effectiveness of instruction and the efficiency of school operations.

Moreover, it is anticipated that continued development of dependable cost-effectiveness and assessment data and the follow-up by professional educators will lead the Department to more definitive results and the concomitant ability to provide specific remedial suggestions to local school districts when indicated. In addition, this process should help to more clearly delineate which indicators facilitate successful school programs. This will greatly speed up the dissemination, diffusion, and replication of successful educational practices.

V. SUMMARY

The Department of Education, like the Legislature, is concerned about the rising costs of public education and the sparsity of information about educational effectiveness and its relationship to costs. The purpose of this project was to determine the feasibility of conducting program site reviews of selected schools in order to make recommendations for instructional improvements, specifically, in the basic skills areas of reading, writing and mathematics. The two general hypotheses for this study were: (1) Procedures can be developed to conduct program site reviews of basic education programs. (2) Program site reviews at selected schools can reveal real differences in quality of school programs.

Another goal of this cost-effectiveness inquiry was to identify and discern evidence of the in-school variables (indicators) which made a significant difference in the learning process. Selection of the K-3 schools for visitation was accomplished by this design: 25 of the most effective schools of the upper end of the ranking as reported by the Department,[1] and 25 of the least effective of the lower end of the ranking.

The reader should note that 1146 schools with K-3 programs have been properly assessed and ranked. Therefore,

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[1]Florida Department of Education, Indicators of Effectiveness and Efficiency, Part I, 1976.

some feel that a larger sample is needed before meaningful conclusions could be drawn.

The follow-up study, especially the collection of data, was a joint effort of the various bureaus within the Department. The interviewers were trained and then subdivided into teams composed of a captain and two team members. Teams visited up to five schools for the purpose of collecting the data. The project was coordinated by the Task Force on Cost-Effectiveness Study and Assessment Follow-up, chaired by Dr. J. W. Crenshaw.

The methods of statistical analysis of data used in this study was designed to: (1) look for the presence of significant differences between the most efficient/effective schools and the least efficient/effective schools for any two selected matched pairs of scores; (2) identify weakness in any questions in the survey instrument; and (3) formulate recommendations and conclusions.

The three statistical procedures provided meaningful information in the determination of differences between the two groups of schools. A comparison of the mean scores or ratings for each item for all schools within the two groups revealed decisive differences. The most efficient/effective schools had a higher mean score than the least efficient/effective schools on 39 of the 41 survey items.

However, the analysis of variance was the most revealing method used. Although areas of significance scattered,

the areas of greatest significance were all in the area of Curriculum. In fact, all seven items achieving levels of significance in Curriculum did so strongly (α +.0005). Although other areas had a greater percentage of significant items, levels of significance were weaker.

Apparently, indicators evaluated in the areas of Curriculum, Program Planning and Evaluation do have a positive impact on instruction at the level and subject areas studied. Please see Figure 2 in Chapter III to see which indicators within these areas made a significant difference and which ones apparently have negligible impact on teaching the 3 R's.

It must be remembered that correlation may not mean causation. At this point there can be no absolute certainty that we have identified the factors which influence student achievement.

The results of the study indicate that it is feasible to conduct program site reviews of schools for the purpose of making recommendations for instructional improvement. Both hypotheses were answered positively: (1) procedures were developed to conduct program site reviews of basic educational programs; (2) program site reviews at selected schools can reveal real differences in quality of school programs. After reviewing the process it has been concluded that the survey instruments will have to be improved and the areas under investigation were too broad. In addi-

tion, only one person rated each indicator at each school. The state of the art and the small number of schools visited make it mandatory that this study not be considered definitive. With greater experience at more schools, the development of refined instruments and procedures, and by having a group of people evaluate each indicator instead of one person, more concrete conclusions will be possible. As the relationship between program indicators and student achievement become more obvious, the Department will be better equipped to evaluate and recommend corrective action to local schools.

APPENDIX I

MEMORANDUM OF COMMISSION

State of Florida
Department of Education
OFFICE MEMORANDUM

CAPITOL ☐ ROOM NO.
KNOTT ☐
OTHER

to: Dr. Joe Crenshaw

from: Woodrow J. Darden **date:** April 26, 1976

SUBJECT: K-3 Program Evaluation

In order to fulfill the strategy on completing the study on "Indicators of Effectiveness and Efficiency K-3 Program," I am appointing you as chairman of a task force of DOE staff members to implement the following by May 7:

1. Review the three step process as identified in Part I[1] of the study.
2. Review the data in Part I.
3. Review items of data and characteristics of schools that will be analyzed in Part II.
4. Complete strategy for development of Part III of the study and monitor implementation by
   a) Identify additional data or characteristics of schools that will be collected or observed by members of the DOE staff through an on-sight visit to determine significant differences in the schools identified in the top and bottom 10%.
   b) Develop a process and strategy whereby two (2) teams could visit four to six schools over a period of time between May 10 and May 26, 1976, as a pilot project for future on-sight visits on a larger sample of schools in the fall of '76.
   c) Evaluate pilot study process and data collected and revised strategy, etc. appropriately for fall visits on larger sample of schools.

It is important that both teams be given instructions on the process and the data to be collected and characteristics to be observed in the limited time available.

The overall goal of analyzing the effectiveness and efficiency data is to provide input to plans that would have an impact on state and district policy and resource allocation and the strategy for improving the schools effectiveness and efficiency.

It is recommended that task force members survey on-sight visitation team members for ideas and suggestions as the overall plan is developed.

The task force members assigned to the above task and their primary responsibility are as follows:

J. Crenshaw - Chairman of task force & staff development indicators
J. Roberts - Part I and II analysis and development of ultimate plan for improvement
J. Swanson - Additional data needs in MIS system and data collection
T. Fisher - School program evaluation system indicators
E. Allen - Format of Part III report and data control
A. Puryear - Curriculum indicators (elementary)

[1]The Foreword of this report explains the three reports, Part I, Part II and Part III and their relationship.

R. Bazzell - Management indicators
E. Groover - Program Support Service indicators
J. Patrick - Curriculum indicators (secondary)

Anticipated on-sight visitation teams will be made up of DOE staff members from the following sections where appropriate based on strategy developed:

R & D	-	2*
Staff Development Programs	-	2
Early Childhood & Elementary Education	-	7
Exceptional Child - Program Development & Evaluation	-	2
Student Services	-	2
School Library Media Services	-	2
Compensatory & Migrant Education	-	4
Human Resource Services	-	2
Assessment & Planning Services	-	4
District Management	-	4
Food & Nutrition Management	-	2
Total		33

*Members to be included from each section

cc: Julian Roberts
Jim Swanson
Tom Fisher
Ed Allen
Ada Puryear
Ray Bazzell
Eloise Groover
Lee Poberts
Landis Stetler
Gilbert Gentry
Carey Ferrell

R/b

APPENDIX II

PROGRAM SITE REVIEW INSTRUMENT

GENERAL SCHOOL INFORMATION

1974-1975

DISTRICT NO. _____ SCHOOL NO. _____

1. The advisory council at this school met regularly. ___YES ___NO

2. The advisory council at this school participated in identifying needs, goals, and priorities. ___YES ___NO

3. Parents of children in this school participated in identifying needs, goals, and priorities. ___YES ___NO

4. This school had a planning committee. ___YES ___NO
(If yes, list the number and types of members, e.g. 2 teachers, etc.)

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

5. There was an orientation program for all new students at each grade level. ___YES ___NO

6. Inservice participation was mandatory at this school. ___YES ___NO

7. Estimate the percentage of teachers who participated in at least 15 hours of Inservice Training. _____

8. Did your district office employ and make available to this school:

a. a research and evaluation specialist? ___YES ___NO

b. curriculum specialists? ___YES ___NO

9. Did the principal have final authority in employing staff for this school? ___YES ___NO

10. Was there office space set aside for the exclusive use of student service personnel? ___YES ___NO

11. Was the library used as a classroom for basic instruction? ___YES ___NO

12. Estimate the number of student disciplinary actions necessary by principal or assistant principal. _____

13. How would you describe the location of this school?

___ Urban - Inner City ___ Urban - Not Inner City ___ Suburban ___ Rural

14. Estimate the percentage of staff whose ages in 1974-1975 were:

a. less than 40 (years) _____

b. 41 - 60 (years) _____

c. over 60 (years) _____

Comments, if any:

SCHOOL STATUS DATA
1974-75

District Name

School Name

STAFF DATA	
Administrative Aides	
Guidance Aides	
Media Aides	
Teacher Aides	
Volunteer Aides	
Instructional Staff (FTE)	
Teachers - 4 yrs. Experience	
Number Student Teachers	
Student/Teacher Ratio	
% With Rank II or Higher	
Teachers - White	
Teachers - Non-white	
New Hires - Professional Staff	

SCHOOL DATA	
Grades in School	
Population Area Served	
School Location	
% White Collar	
% Families With Income Less Than $3000	
Average Annual A-V Expenditures	
Number Library Books	
Ratio Printed Material per Student	
A-V Equipment per 100 Students	

STUDENT DATA	White	Non-white
Total Membership		
3rd Grade		
6th Grade		
Suspensions		

District Name _____ District No. _____ School Address _____

School Name _____ School No. _____

SCHOOL STATUS SURVEY: 1974-1975 SCHOOL YEAR

Rater Instructions:

A. Item and Evidence

(1) Rate the overall quality of each item observed in the school using the evidence indicators as the basis for forming your professional judgement. Your rating should be based on the overall interplay of all evidence indicators. The absence of any one indicator should not be considered sufficient to give a school a low rating on the item. The evidence indicators provided for each item are not exhaustive and you may wish to use other indicators as well. (Please record additional indicators used in the "Evidence" column.)

(2) Remember you will be using 1974-1975 data. Examine or spot check the evidence or other specific documentation, and conduct interviews wherever possible with the appropriate school staff member or parent identified in the item.

B. Scale

(1) The rating scale score which you will assign should represent your professional judgement about how well the school or staff accomplished or performed the item during the school year 1974-1975.

(2) Scale definitions to indicate how well the item was performed are as follows:

0 - Can't Rate	Item cannot be evaluated. Explain in "Item Evaluation" column.
1 - Not Acceptable	School staff performance was far below what professional standards indicate should be accomplished in this area.
2 - Inadequate	School/staff performance was poor, but acceptable, in relation to what professional standards indicate should be accomplished in this area.
3 - Satisfactory	School/staff performance was average to what professional standards indicate should be accomplished in this area.
4 - Good	School/staff performance exceeded what professional standards indicate should be accomplished in this area.
5 - Exemplary	School/staff performance was superior to what professional standards indicate should be accomplished in this area and serves as a model of practice.

C. Item Evaluation

(1) Indicate the strengths and/or weaknesses of each survey item which does not derive primarily from using 1974-1975 data.

(2) Be specific about difficulties resulting from item content, documenting the evidence indicators, or from applying the scale as defined.

ESE 330
EXP. 4/30/77

Rater Name _____ Date _____

District No.____ School No.____

Using your professional judgment, rate the quality of work from learned in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the evidence provided by circling the appropriate scale number. Please explain any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
1.1 Classroom grouping(s) accommodated unique student needs.	1. Tasks and areas of responsibility for each staff member (i.e. teachers, volunteers, aides, tutors) were described and understood - policy book etc. 2. Provision was made for large group, small group and individual instruction. 3. Classroom grouping reflected varying student interests and progress. 4. Feedback from parents, students, teachers, etc., about classroom grouping resulted in change. 5. Flexible scheduling used where appropriate.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.2 The instructional program provided for continuous student progress.	1. Sequence of instructional objectives established emphasizing cognitive, affective and psychomotor knowledge and skills. 2. Criterion-reference evaluation was utilized. 3. Individual student evaluations were used to develop instructional programs. 4. Systematic observation was used.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.3 Prescriptive tasks, materials and methods were made use of to meet the diagnosed needs of students.	1. The variety of materials, methods and tasks used was wide enough to provide for the diverse abilities and learning rate of the students. 2. Alternative instructional tasks were available to students for specific skill mastery. 3. A developmental textbook series or produced instructional materials (contracts, prescriptions, etc.) appropriate to the reading level and instructional needs of the students were utilized.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

District No.___ School No.___

Using your professional judgment, rate the quality of each item observed in this school from "Not Acceptable" (1) to "Exemplary" (5) based on evidence provided by circling the appropriate scale number. Please explain any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
1.4 A record-keeping system existed which documented continuous student progress.	1. Staff members were designated to develop and maintain individual student records. 2. Records were kept current, systematized, organized and readily accessible. 3. Teachers regularly reviewed recorded data for each student making necessary prescriptive adjustments. 4. Records providing understandable information to the teacher were used in planning, development and evaluation.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.5 The instructional program provided a comprehensive and balanced K-3 curriculum.	1. Basic skills (i.e. reading, communication writing and arithmetic) were emphasized throughout. 2. Adequate attention was given language arts, music, art, social studies, science, health and physical education. 3. Cognitive, affective and psychomotor knowledge and skills were integrated into the instructional program.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.6 The instructional program provided opportunities for students to develop positive self-concepts.	1. Positive reinforcement of learner success was frequent. 2. Opportunities were provided for students to develop attitudes of self-discipline. 3. Opportunities were provided for dealings with the feelings of others and the development of trust in peers and adults. 4. A supportive classroom environment emphasized mutual respect.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

District No.____ School No.____

Using your professional judgement, rate the quality of each item observed in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the evidence given by circling the appropriate scale value. Please explain any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
1.7 The classroom learning environment was a pleasant and safe facility.	1. Pleasant colors 2. Good lighting 3. Reasonable noise level 4. Comfortable working stations 5. Classroom clean, neat and properly ventilated	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.8 A variety of methods and materials were utilized in learning activities.	1. Methods and materials were designed to teach the instructional objective or goal. 2. Method and material variation was utilized based on instructional need, pacing, student interest, time and availability.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.9 The instructional program promoted multi-cultural understanding among students of different racial, cultural, and socio-economic backgrounds.	1. Activities included ethnic studies and history of contributions and events. 2. Program provided for multi-cultural events and activities. 3. Multi-cultural instruction was incorporated into subject matter other than social sciences.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.10 Home-school communication by school staff was appropriate to parents.	Contact parents to determine that: 1. Parents could easily contact school staff. 2. Bilingual written communications were utilized where necessary. 3. Communications were kept in a direct easily readable format as often as appropriate.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

CURRICULUM: 1974-1975

District No.____ School No.____

Using your professional judgement, rate the quality of each item observed in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the evidence provided by circling the appropriate scale number. Please explain any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
1.11 The parent education program met the needs of the parent.	Contact parents to determine that: 1. Program activity was designed in conjunction with parents or by parents. 2. Program was based on parent needs and interests. 3. Program was evaluated by parents. 4. Program was offered at a time and at locations convenient for their participation 5. Program was offered free-of-charge.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.12 The K-3 instructional program emphasized articulation and coordination.	1. Preschool and child care staff members were included in planning the K-3 inservice program. 2. Joint planning for the use of community resources, field trips, etc., was encouraged. 3. Student records at each level were communicated. 4. Provision was made for the involvement of all levels (Pre-K - 6) in program planning, implementation, modification.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

PLANNING AND PROGRAM EVALUATION : 1974-1975

District No. ____ School No. ____

Using your professional judgment, rate the quality of each item observed in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the evidence provided by circling the appropriate scale number. Please exclude any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
1.1 The instructional program was a direct outgrowth of the school's planning process.	1. Assessment of educational needs of students was conducted. 2. Resources and constraints were identified (i.e. cost, time, talent, etc.). 3. Priorities were established for the instructional program as a result of 1 and 2 above. 4. Written goals and objectives with alternative strategies were formulated for the instructional program. 5. Total faculty was involved in process. 6. Implementation schedule was set.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.2 Norm-referenced test data were utilized in program development and evaluation.	1. Test data were used to make instructional decisions about students concerning promotion, retention, acceleration and remediation. 2. Goals and objectives were formulated based on needs identified from test results. 3. Test data were used to evaluate attainment of goals and objectives. 4. Program modification resulted from test data analysis. 5. Program priorities were re-examined based on test data analysis (i.e. fiscal, personnel, material resources).	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

PLANNING AND PROGRAM EVALUATION: 1974-1975

District No. _____ School No. _____

ng your professional judgment, rate the quality of each item observed in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the idence provided by circling the appropriate scale number. Please explain any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
1.3 Criterion-referenced test data were utilized in program development and evaluation.	1. Test data were used to make instructional decisions about students concerning promotion, retention, acceleration and remediation. 2. Goals and objectives were formulated based on needs identified from test results. 3. Test data were used to evaluate attainment of goals and objectives 4. Program modification resulted from test data analysis. 5. Program priorities were re-examined based on test data analysis (i.e. fiscal, personnel, material resources).	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.4 Non-achievement data from tests and observations were utilized in program development and evaluation.	1. Observational techniques, and testing of student attitudes, motivation and career awareness were used to identify student needs and formulate programs. 2. Test data were used to evaluate and modify programs.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

STAFF DEVELOPMENT: 1974-1975

District No.____ School No.____

Using your professional judgment, rate the quality of each item assessed in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the evidence provided by circling the appropriate scale number. Please explain any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
1.1 The inservice education program met the needs of the school staff.	1. School staff were involved in needs assessment to determine which activities to offer. 2. A varied selection of activities was offered. 3. Activities offered were appropriate to the instructional or service delivery problems of the school staff. 4. Inservice activities were convenient to participate in. 5. School staff were given the opportunity to evaluate inservice programs.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.2 Skills and knowledge obtained in inservice programs were applied in classroom situations.	Conferences were held with principal and other school personnel. (Include inservice staff members' recollections.)	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

MANAGEMENT: 1974-1975

District No. ____ School No. ____

Using your professional judgement, rate the quality of each item listed in this section from "Unacceptable" (1) to "Exemplary" (5) based on the evidence provided by circling the appropriate scale number. Please explain why item cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
1.1 The principal delegated responsibility for the operation of the school program to the staff.	1. Grade level chairman, lead teachers etc. were appointed. 2. Staff felt that when they were given responsibilities they were also given the necessary authority to make decisions. 3. Staff were given release time to attend subject area meetings. 4. Administrative assignments were distributed equitably.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.2 The classroom environment reflected mutual respect between teachers and students.	1. Disciplinary referrals to the office were not excessive. 2. Classroom tasks were carried out in an orderly manner. 3. Students worked independently of teachers. 4. Students showed a willingness to assist the teacher in the maintenance of the classroom and related facilities. 5. Teachers reflected individual concern for their students.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

MANAGEMENT: 1974-1975

District No. ____ School No. ____

Using your professional judgement, rate the quality of each item observed in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the evidence provided by circling the appropriate scale number. Please explain any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
1.3 The school staff employed various techniques in addition to corporal punishment, in order to maintain discipline.	1. School policy or directive governing disciplinary action emphasized alternatives. 2. Staff used alternative measures to discipline students. 3. Parents were involved in school discipline problems.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.4 School policies and procedures were clearly explained to the staff.	1. Written policy statement was available. 2. Staff felt they clearly understood policy and procedure pertaining to personnel, discipline, etc.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.5 Principal's understanding and support of staff problems and needs.	1. Staff felt principal stood behind them on discipline, promotion or instructional problems. 2. Staff felt principal was readily available to see them when necessary. 3. Staff felt principal continuously monitored and was sensitive to school social climate.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

MANAGEMENT: 1974-1975

District No. ____ School No. ___

Using your professional judgement, rate the quality of each item observed in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the evidence provided by circling the appropriate scale number. Please explain any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUAT
1.6 Fiscal resources allocated to the school were adequate.	1. Budget requests were filled based on the original recommendations from the staff. 2. Classroom equipment, supplies and materials, etc., were sufficient. 3. Facility upkeep was adequate.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.7 School records were useful in managing the operation of the school.	1. What was the extent of record-keeping that the principal required of teachers? 2. Were students' cumulative folders current and in compliance with regulation, etc.? (Spot check) 3. How often were student test results consulted? 4. Were personnel records organized, current and utilized? 5. Were school financial records organized, current, posted and utilized? 6. Were property records maintained? 7. Were written records utilized in making curriculum decisions and changes?	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

SUPPORT SERVICES: 1974-1975

District No. ____ School No. ____

Using your professional judgement, rate the quality of each item observed in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the evidence provided by circling the appropriate scale number. Please explain any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
1.0 LIBRARY AND MEDIA			
1.1 The school library media center provided facilities for a variety of simultaneous activities.	1. Facilities were arranged so as to allow structured and unstructured groups, and individual activities simultaneously. 2. Facilities included: a. Table and chair seating b. Individual study carrels c. Conference room or rooms available for small groups (4-10) of students. d. Large group (12-35) activity area for instruction, storytelling, film viewing, etc. e. Individual and group listening and viewing facilities f. Browsing area with displays, magazine racks, informal seating g. Media production area	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.2 Students and staff had ready access to the library-media center, materials and equipment.	1. Media center location was convenient to classrooms. 2. Students were allowed access to the media center individually or in groups at any time during the school day, according to need, regardless of any class scheduling. 3. The media center was accessible to students at least 1/2 hour before and after school hours. 4. Students and staff had information and access to all types of media (print and non-print) available in the school or in other location.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

SUPPORT SERVICES: 1974-1975

District No. ____ School No. ____

Using your professional judgement, rate the quality of each item observed in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the evidence provided by circling the appropriate scale number. Please explain any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
1.3 Media center personnel made acquisitions based on input from teachers, students and parents.	1. The media specialist was able to describe and document systematic efforts to solicit recommendations for materials to be acquired. 2. Teachers, administrators, students and parents were able to describe efforts made by the media specialist to solicit recommendations and be able to describe instances in which recommended materials were acquired.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.4 Media center materials were appropriate to learning needs.	I. The media collection: a. Included a variety of types of audiovisual materials as well as books, magazines, newspapers and pamphlets. b. Included materials whose range of difficulty was appropriate to the ability range of the students in the school. c. Included materials whose subject matter was appropriate to the interests of the students in the school. d. Included materials appropriate to the curricular needs of the instructional program of the school. e. Was being continually evaluated, updated and enlarged to provide for changing needs and interests.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.5 Media center activities were appropriate to learning needs.	1. Pupils were provided with a planned program of instruction in study skills. 2. The media center initiated activities designed to motivate readings (i.e. storytelling, individual reading guidance etc).	0 - Can't Read 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

District No. ____ School No. ____

Using your professional judgment, rate the quality of each item [illegible] in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the evidence provided by circling the appropriate scale number. [illegible] any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
1.6 Audiovisual equipment was adequate to support the instructional program.	1. Audiovisual equipment was available in sufficient quantities to meet instructional needs in classrooms and and in the media center. 2. Types of audiovisual equipment available were appropriate to the types and quantities of audiovisual materials available in the school. 3. Types of audiovisual equipment available were appropriate for both group and individual use.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
1.7 The library-media specialist provided teachers with technical assistance in the planning of instructional activities and the production of media used in instruction.	1. Planning activities included determining why, what and how media was used in instruction. 2. Library-media specialist was a member of curriculum committees. 3. Production of at least slides, transparencies, audio-tapes, etc. was evidenced. (Some production took place in the district center). 4. Production services were available to both teachers and students, with students given opportunities to create their own media.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

SUPPORT SERVICES: 1974-1975

District No. ____ School No. ____

Using your professional judgment, rate the quality of each item observed in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the evidence provided by circling the appropriate scale number. Please explain any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
2.0 STUDENT SERVICES (Guidance Counselors, School Psychologists, School Social Workers and Occupational Specialists), 2.1 The student service program was coordinated and its functions clearly delineated.	1. Faculty and students can name 3-4 functions of student services personnel. 2. School personnel can identify who is responsible for school coordination of services. 3. Team procedures were used in student services. 4. Brochures and role descriptions of services were provided for students, staff and parents. 5. Special meetings were held to explain student personnel services to students, staff and parents.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
2.2 A written referral and follow-up system provided meaningful feedback and increased services to staff and students.	1. Written referrals and reports were found which included practical recommendations to staff. 2. Follow-up services for students were documented.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
2.3 Student services personnel consulted with teachers in classroom management and early identification of learner needs.	1. Elementary school guidance counselor supervised the standardized testing program and interpreted test results to faculty. 2. Student service personnel consulted with teachers and conducted in-service activities concerning child growth and development problems.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

SUPPORT SERVICES: 1974-1975

District No. _____ School No. _____

Using your professional judgment, rate the quality of each item observed in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the evidence provided by circling the appropriate scale number. Please explain any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
2.4 Case conferences (staffing) met the needs of students.	1. Case references with students, parents and staff were regular (i.e. appropriate to meet the need of the individual). 2. Case conferences (staffing) were held at least once a month. 3. Responsibilities were assigned to implement recommendations. 4. Recommendations of case conferences were implemented.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
2.5 Counselling with students by student services personnel was adequate and referrals were made to community agencies where necessary.	1. Logs were kept which documented that individual and/or small group counseling sessions are held daily. 2. Student records include notations of community or extra-school agencies that have worked with referred students. 3. Joint workshops were held with school and community personnel to assist in their cooperative working. 4. A directory of community services was kept.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
2.6 The school student service program was effective in developing, conducting and participating in career awareness activities.	1. Student service workers participated with teachers in developing career awareness learning activities. 2. Product units and/or materials to document this are present.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

SUPPORT SERVICES: 1974-1975

District No. _____ School No. _____

Using your professional judgement, rate the quality of each item observed in this school from "Not Acceptable" (1) to "Exemplary" (5) based on the evidence provided by circling the appropriate scale number. Please explain any item which cannot be rated.

ITEM	EVIDENCE	SCALE	ITEM EVALUATION
3.0 HEALTH SERVICES 3.1 Health screening was completed early enough in the school year so that each student's needs were treated or compensated for.	1. Early identification system was organized and systematic. 2. Documented results were present in student folders.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
3.2 Health personnel consulted continuously with teachers in the early identification of nutritional or physical deficiencies affecting learning performance.	1. Health histories for each student were current, complete and easily accessible to teachers.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	
3.3 Evaluations of physical and nutritional assessments were referred to parents or appropriate authorities for remediation.	1. Referrals/references were documented in student records.	0 - Can't Rate 1 - Not Acceptable 2 - Inadequate 3 - Satisfactory 4 - Good 5 - Exemplary	

APPENDIX III

RESULTS OF THE OBSERVATIONS

APPENDIX III-1

ITEM FREQUENCY ANALYSIS
MOST EFFICIENT/EFFECTIVE SCHOOLS

Survey Item Number	Description[a]	Frequency Count[b] 5	4	3	2	1	0	NA	M
CURRICULUM									
1.1	Grouping	0	14	9	2	0	0	0	0
1.2	Instr Prog	4	9	9	3	0	0	0	0
1.3	Diagnosed Needs	2	10	8	5	0	0	0	0
1.4	Red of Std Prog	3	10	10	2	0	0	0	0
1.5	Balanced K-3	3	9	12	1	0	0	0	0
1.6	Self Concepts	5	6	12	1	0	0	1	0
1.7	Lrng Environ	3	10	9	2	0	0	1	0
1.8	Variety of Mats	5	9	8	2	0	0	1	0
1.9	Mult-Cult	1	6	10	5	1	1	1	0
1.10	Home-Sch Commun	5	9	9	1	0	0	1	0
1.11	Parent Educ	2	3	7	7	2	4	0	0
1.12	K-3 Coord	5	6	12	2	0	0	0	0
PLANNING AND PROG. EVAL.									
1.1	Planning	3	7	11	2	0	0	2	0
1.2	N-S Test Data	2	7	13	1	0	0	2	0
1.3	C-R Test Data	2	9	9	0	0	3	2	0
1.4	Non-Achiev. Data	1	8	11	2	0	1	2	0
STAFF DEVELOPMENT									
1.1	Met Needs	3	11	8	2	0	0	0	1
1.2	Apply Skills	3	12	9	0	0	0	0	1
MANAGEMENT									
1.1	Responsibility	7	12	5	0	0	1	0	0
1.2	Respect	4	16	4	1	0	0	0	0
1.3	Punishment	4	16	4	1	0	0	0	0
1.4	Policies	5	15	5	0	0	0	0	0
1.5	Principal	8	12	4	0	1	0	0	0
1.6	Adequate Res	3	11	8	2	0	1	0	0
1.7	Records	4	13	7	0	0	0	1	0
SUPPORT SERVICES									
Library and Media									
1.1	Consult Activ	3	3	11	5	2	0	0	1
1.2	Access	2	10	10	2	0	0	0	1
1.3	Input	2	8	13	1	0	0	0	1
1.4	Materials	2	12	8	1	0	0	0	1
1.5	Media Activ	3	7	12	2	0	0	0	1
1.6	A-V Equip	3	10	10	1	0	0	0	1
1.7	Tech Assist	1	6	11	5	1	0	0	1
Student Services									
2.1	Coor Program	2	8	11	1	1	0	2	0
2.2	Refrl & Flw-up	1	12	6	3	0	1	2	0
2.3	Clsrm Mgmt	2	5	14	3	0	0	1	0
2.4	Staffing	2	9	10	2	1	0	1	0
2.5	Counseling	1	6	12	3	1	0	1	0
2.6	Career Aware	1	8	7	6	0	2	1	0
Health Services									
3.1	Screening	3	10	7	2	1	0	2	0
3.2	Consult	2	6	9	3	2	0	3	0
3.3	Phy & Nutr Assess	2	4	11	3	1	1	3	0

NOTES:

[a] Words and abbreviations listed under "description" and opposite item numbers provide a key to the content of the item. Appendix II provides a complete description of each item.

[b] Data in columns opposite each item represent the total number of ratings of each type by all schools in each group.

APPENDIX III-2

ITEM FREQUENCY ANALYSIS
LEAST EFFICIENT/EFFECTIVE SCHOOLS

Survey Item Number	Description[a]	Frequency Count[b] 5	4	3	2	1	0	NA	M
CURRICULUM									
1.1	Grouping	0	2	17	5	0	0	0	0
1.2	Instr Prog	0	2	7	8	3	0	1	0
1.3	Diagnosed Needs	0	4	7	10	1	0	1	0
1.4	Red of Std Prog	0	6	8	10	0	0	0	0
1.5	Balanced K-3	1	6	12	4	1	0	0	0
1.6	Self Concepts	1	10	10	2	0	0	1	0
1.7	Lrng Environ	2	9	10	3	0	0	0	0
1.8	Variety of Mats	0	1	15	7	0	0	1	0
1.9	Mult-Cult	1	2	7	10	1	2	1	0
1.10	Home-Sch Commun	0	14	9	1	0	0	0	0
1.11	Parent Educ	0	2	6	7	2	7	0	0
1.12	K-3 Coord	0	2	9	12	0	0	1	0
PLANNING AND PROG. EVAL.									
1.1	Planning	0	4	12	5	1	1	1	0
1.2	N-R Test Data	0	6	8	7	1	1	1	0
1.3	C-R Test Data	0	4	11	5	0	3	1	0
1.4	Non-Achiev. Data	0	7	9	5	0	2	1	0
STAFF DEVELOPMENT									
1.1	Met Needs	0	9	11	1	0	0	0	3
1.2	Apply Skills	1	7	11	2	0	0	0	3
MANAGEMENT									
1.1	Responsibility	2	8	11	2	0	0	1	0
1.2	Respect	1	14	7	1	0	0	1	0
1.3	Punishment	2	12	9	1	0	0	0	0
1.4	Policies	2	8	12	2	0	0	0	0
1.5	Principal	3	8	8	4	1	0	0	0
1.6	Adequate Res	3	6	9	5	1	0	0	0
1.7	Records	0	11	11	2	0	0	0	
SUPPORT SERVICES									
Library and Media									
1.1	Simult Activ	1	5	10	7	0	0	1	0
1.2	Access	1	8	10	4	0	0	1	0
1.3	Input	0	5	16	2	0	1	0	0
1.4	Materials	0	7	13	4	0	0	0	0
1.5	Media Activ	1	7	12	3	0	1	0	0
1.6	A-V Equip	4	4	13	3	0	0	0	0
1.7	Tech Assist	0	5	7	7	3	1	1	0
Student Services									
2.1	Coor Program	1	3	11	8	1	0	0	0
2.2	Refrl & Flw-up	0	3	13	6	1	1	0	0
2.3	Clsrm Mgmt	0	3	9	11	1	0	0	0
2.4	Staffing	1	3	14	4	1	0	1	0
2.5	Counseling	0	4	10	10	0	0	0	0
2.6	Career Aware	0	4	12	7	0	0	1	0
Health Services									
3.1	Screening	0	6	16	2	0	0	0	0
3.2	Consult	0	6	15	2	0	0	1	0
3.3	Phy & Nutr Assess	0	3	15	4	0	0	2	0

NOTES:

[a]Words and abbreviations listed under "description" and opposite item numbers provide a key to the content of the item. Appendix II provides a complete description of each item.

[b]Data in columns opposite each item represent the total number of ratings of each type by all schools in each group.

APPENDIX III-3

ITEM MEAN SCORES

Item Number	Description[a]	Most Efficient/Effective Schools N[b]	Most Efficient/Effective Schools Mean	Least Efficient/Effective Schools N[b]	Least Efficient/Effective Schools Mean
CURRICULUM					
1.1	Grouping	25	3.48	24	2.75
1.2	Instr Prog	25	3.56	23	2.48
1.3	Diagnosed Needs	25	3.36	23	2.65
1.4	Rcd of Std Prog	25	3.56	24	2.83
1.5	Balanced K-3	25	3.56	24	3.08
1.6	Self Concepts	24	3.63	23	3.52
1.7	Lrng Environ	24	3.58	24	3.42
1.8	Variety of Mats	24	3.71	23	2.74
1.9	Mult-Cult	23	3.04	21	2.62
1.10	Home-Sch Commun	24	3.75	24	3.56
1.11	Parent Educ	21	2.81	17	2.47
1.12	K-3 Coord	25	3.56	23	2.57
PLANNING AND PROG. EVAL.					
1.1	Planning	23	3.48	22	2.89
1.2	N-R Test Data	23	3.43	22	2.89
1.3	C-R Test Data	20	3.65	20	2.95
1.4	Non-Achiev. Data	22	3.36	21	3.09
STAFF DEVELOPMENT					
1.1	Met Needs	24	3.63	21	3.38
1.2	Apply Skills	24	3.75	21	3.33
MANAGEMENT					
1.1	Responsibility	24	4.08	23	3.43
1.2	Respect	25	3.92	23	3.65
1.3	Punishment	25	3.92	24	3.63
1.4	Policies	25	4.00	24	3.42
1.5	Principal	25	4.04	24	3.33
1.6	Adequate Res	24	3.63	24	3.21
1.7	Records	24	3.88	24	3.38
SUPPORT SERVICES					
Library and Media					
1.1	Simult Activ	24	3.00	23	3.00
1.2	Access	24	3.50	23	3.28
1.3	Input	24	3.46	23	3.15
1.4	Materials	24	3.50	24	3.15
1.5	Media Activ	24	3.46	23	3.28
1.6	A-V Equip	24	3.63	24	3.38
1.7	Tech Assist	24	3.04	22	2.64
Student Services					
2.1	Coor Program	23	3.39	24	2.79
2.2	Refrl & Flw-up	22	3.50	23	2.78
2.3	Clsrm Mgmt	24	3.04	24	2.60
2.4	Staffing	24	3.38	23	2.98
2.5	Counseling	24	3.00	24	2.77
2.6	Career Aware	22	3.18	23	2.87
Health Services					
3.1	Screening	23	3.52	24	3.19
3.2	Consult	22	3.14	23	3.20
3.3	Phy & Nutr Assess	21	3.14	22	2.95

NOTES:

[a] Words and abbreviations listed under "description" and opposite item numbers provide a key to the content of the item. Appendix II provides a complete description of each item.

[b] "N" denotes the number of scores used in deriving the mean score (rating) in each group.

APPENDIX III-4

ANALYSIS OF VARIANCE

Survey Item Number	Description[a]	Sample Means: Most E/E $\bar{X}_1$	Sample Means: Least E/E $\bar{X}_2$	Sample Size: Most E/E N_1	Sample Size: Least E/E N_2	Population Variance S^2	Standard Error $S_{\bar{x}-\bar{x}}$	t-Test t	Level of Significance
CURRICULUM									
1.1	Grouping	3.48	2.75	25	24	.36681	.17306	4.21817	.0005
1.2	Instr Prog	3.56	2.48	25	23	.78042	.25525	4.23115	.0005
1.3	Diagnosed Needs	3.36	2.65	25	23	.76038	.25189	2 31869	.005
1.4	Rcd of Std Prog	3.56	2.83	25	24	.67008	.23392	3.12073	.005
1.5	Balanced K-3	3.56	3.08	25	24	.68071	.23580	3.09584	.005
1.6	Self Concepts	3.63	3.52	24	23	.65433	.23603	.46604	
1.7	Lrng Environ	3.58	3.42	24	24	.68842	.23950	.66806	
1.8	Variety of Mats	3.71	2.74	24	23	.59629	.22535	4.30441	.0005
1.9	Mult-Cult	3.04	2.62	23	21	.85498	.27907	1.50500	
1.10	Home-Sch Commun	3.75	3.56	24	24	.53188	.21029	.90351	
1.11	Parent Educ	2.81	2.47	21	17	1.04093	.33287	1.02142	
1.12	K-3 Coord	3.56	2.57	25	23	.64810	.23259	4.25642	.0005
PLANNING AND PROG. EVAL.									
1.1	Planning	3.48	2.89	23	22	.64245	.23902	2.44063	.01
1.2	N-R Test Data	3.43	2.89	23	22	.65718	.24174	2.23380	.025
1.3	C-R Test Data	3.65	2.95	20	20	.46053	.21462	3.26158	.005
1.4	Non-Achiev. Data	3.36	3.09	22	21	.55857	.22801	1.18416	.05
STAFF DEVELOPMENT									
1.1	Met Needs	3.63	3.38	24	21	.52507	.21652	1.15463	
1.2	Apply Skills	3.75	3.33	24	22	.48129	.20477	2.05108	.025
MANAGEMENT									
1.1	Responsibility	4.08	3.43	24	23	.56636	.21959	2.29006	.025
1.2	Respect	3.92	3.65	25	23	.45777	.19547	1.38129	
1.3	Punishment	3.92	3.63	25	24	.49926	.20192	1.43621	
1.4	Policies	4.00	3.42	25	24	.50710	.20350	2.85012	.005
1.5	Principal	4.04	3.33	25	24	.98497	.28362	2.50334	.01
1.6	Adequate Res	3.63	3.21	24	24	.89979	.27393	1.53380	
1.7	Records	3.88	3.38	24	24	.44024	.19152	2.61070	.01
SUPPORT SERVICES									
Library and Media									
1.1	Simult Activ	3.00	3.00	24	23	.97778	.28853	0	
1.2	Access	3.50	3.28	24	23	.63207	.23199	.94832	
1.3	Input	3.46	3.15	24	23	.44572	.19481	1.59131	
1.4	Materials	3.50	3.15	24	24	.48674	.20140	1.73784	.05
1.5	Media Activities	3.46	3.28	24	23	.63115	.23182	.77647	
1.6	A-V Equip	3.63	3.38	24	24	.72285	.24544	1.01858	
1.7	Tech Assistance	3.04	2.64	24	22	.90758	.26135	1.42172	
Student Services									
2.1	Coord Program	3.39	2.79	23	24	.78748	.25894	2.31714	.025
2.2	Refrl & Flw-up	3.50	2.78	22	23	.59100	.22917	3.14177	.005
2.3	Classroom Mgmt.	3.04	2.60	24	24	.63910	.23078	1.90658	.05
2.4	Staffing	3.38	2.98	24	23	.76877	.25583	1.56354	
2.5	Counseling	3.00	2.77	24	24	.64151	.23122	.99472	
2.6	Career Awareness	3.18	2.87	22	23	.64417	.23935	1.29517	
Health Services									
3.1	Screening	3.52	3.19	23	24	.64635	.23459	1.40671	
3.2	Consult	3.14	3.20	22	23	.74212	.25691	.23354	
3.3	Phy & Nutr Assess	3.14	2.95	21	22	.59457	.23525	.81357	

NOTES:

[a]Words and abbreviations listed under "description" and opposite item numbers provide a key to the content of the item. Appendix II provides a complete description of each item.

APPENDIX IV

DEBRIEFING QUESTIONNAIRES

APPENDIX IV-1

1. Team Organizational Training

Questions	Responses: Yes	Responses: No	Responses: Pct. Yes	Reactions
1.1 Was the number of members on the team adequate for the task?	33	3	92	1.1 92% agreed that the number of team members was adequate.
1.2 Did you have sufficient expertise in the area(s) that you evaluated?	38	4	91	1.2 91% agreed that their expertise was sufficient.
1.3 Do you feel that team members evaluating programs outside their field of expertise was detrimental to the study?	9	28	24	1.3 24% of the respondents indicated that reviewing outside of their field to be detrimental. Interviews with team members indicated that it is more desirable to have personnel review in the area of their expertise. Perhaps additional criteria could be provided to assist those reviewing outside their area.
1.4 Did the training provided to you prepare you sufficiently enough to accomplish?	24	12	67	1.4 67% of respondents felt that the training was sufficient for the time available. More time for training should be considered for future visiting teams. Public relations aspects could have been emphasized more strongly as part of the training and before going out to schools. Meeting with faculty was considered important as part of orientation.

Questions	Responses Yes	No	Pct. Yes	Reactions
1.5 Were you given adequate preparation in how to use the survey instrument?	27	10	73	1.5 73% of the respondents indicated that adequate preparation was provided on how to use the survey instrument. Indicators used in the study should be part of the training. The validity of data should be understood. Some schools provided wrong data.

2. VISITATION

2.1 Was the visitation schedule realistic?	33	6	85	2.1 85% of the respondents indicated a realistic visitation schedule.
2.2 Did the school staff have an adequate understanding of your mission? (threat level)	28	12	70	2.2 70% of the team members responding indicated that the school staff had adequate understanding of the mission. It was suggested by some team members that a printed pamphlet be sent in advance to the schools being visited regarding the mission of the visit. Advance communications to schools were not uniform.
2.3 Were school personnel adequately prepared to respond to your questions?	29	8	78	2.3 78% of the team members responding expressed that the school personnel were adequately prepared to respond to questions. Overall it was thought that personnel did a good job although not all prepared.

Questions	Responses			Reactions
	Yes	No	Pct. Yes	
2.4 Did you have adequate access to all individuals needed to answer your questions (i.e. administrators, teachers, parents, students, etc.)?	41	0	100	2.4 100% of the team members responding to the instrument indicated that they had adequate access to all individuals.
2.5 Was the timing of the team visit appropriate from the standpoint of the school?	37	3	93	2.5 93% of the team members indicated that the timing of the visit was appropriate from the standpoint of the school.
2.6 In the future at what time of year would you recommend this study be conducted?				2.6 Responses were not provided for this question.
2.7 Was the school staff helpful to you?	41	0	100	2.7 100% of the team members indicated that the school staff was helpful to them during the visit.
2.8 Do you feel the environment of the school was supportive?	37	1	97	2.8 97% of the team members responding indicated that the environment of the school was supportive.

3. Survey Instrument

Questions	Responses: Yes	Responses: No	Responses: Pct. Yes	Reactions
3.1 Did the school status data provide useful information to you?	34	7	83	3.1 83% of the team members expressed that the school status data provided useful information.
3.2 Were the written instructions on the survey instrument clear?	34	5	87	3.2 87% of respondents indicated that the written instructions on the survey instrument were clear.
3.3 Were the item statements in most cases sufficiently self-explanatory?	33	6	84	3.3 84% of the team members responding provided an affirmative answer to the question regarding the self-explanatory item statements.
3.4 Were the item statements too broad to rate effectively?	17	23	43	3.4 43% of the team members felt that the item statements were too broad to rate effectively. Some indicated that evidence factors should be weighted. Some suggested that they be prioritized. Other personnel suggested that many of the evidence factors should be separated into item statements. Item statements did not consider planning being conducted outside the school. (Where planning takes place makes a difference.)

Questions	Responses			Reactions
	Yes	No	Pct. Yes	
3.5 Do you feel the nature and scope of the item statements provided were adequate to evaluate key aspects of the program?	26	13	65	3.5 65% of the respondents expressed that the nature and scope of the item statements provided were adequate to evaluate key aspects of the program. Rating the motivation factors needs to be addressed. Some criteria thought to be irrelevant.
3.6 Did you identify any strong or weak aspects of the program area you evaluated which was not covered by the items stated?	25	16	61	3.6 61% of the respondents expressed that the evidence items were too broad. They also felt that they should be put in priority order. There was a lack of equality of importance in items. The items should be structured for equal importance. The items needed to be more specific. A weak point was that the evidence was used according to the field of expertise in which the person was knowledgeable. An area was needed to show the attitudinal feelings of the teacher and the school. They should reflect the affective aspect. Items which needed including in the evaluation were: (1) how is discipline handled by administration (2) behavioral patterns of principal and faculty, and (3) previous experience taking the "bubble" test and/or specific reasons why students performed as they did on the test. A recommendation was made to distribute the items to district personnel, get them to identify evidence, and let them react to instrument.

Questions	Responses Yes	No	Pct. Yes	Reactions
3.7 Do you feel that the evidence indicators were generally useful and comprehensive enough for evaluating the item?	29	9	78	3.7 78% of the respondents felt that the evidence indicators were generally useful and comprehensive enough for evaluating the item. It was pointed out by several team members that school personnel should have "other" opportunities to respond to the structured evidence indicators. Some of the item statements dropped from original design of item statements should be reinstated to staff development section. Stress should be placed with team members the importance of securing input before visits are made. Evidence indicators are essential for the interview process.
3.8 Did the team members use the evidence indicators in a consistent manner?	28	3	90	3.8 90% of the respondents expressed that the evidence indicators were used in a consistent manner. Only 31 team members responded to this question.
3.9 Was information generally available to document evidence indicators?	30	7	81	3.9 81% of the team members responding indicated that the information available was generally available to document evidence indicators? A suggestion was made that information documents needed during the visit should be requested when preliminary arrangements are made with the school.

Questions	Responses Yes	No	Pct. Yes	Reactions
3.10 Were the rating scale levels adequately defined for you to identify qualitative differences?	32	6	84	3.10 84% of the respondents stated that the rating scale levels were adequately defined to identify qualitative differences.
3.11 Was the rating scale used adequate to evaluate the items?	35	4	90	3.11 90% of the team members indicated that the rating scale used was adequate to evaluate the items.
3.12 In the next survey conducted would you favor maintaining this rating scale as is?	24	14	63	3.12 63% of those who responded appeared satisfied in maintaining the current rating scale in the next survey conducted. It was pointed out that the original rating scales dropped from 10 to 7 to 5 criteria. Some members suggested dropping to three. Although not completely happy with the current rating scale the consensus indicated keeping it at 5. Rating of zero needs to be clarified.
3.13 Considering constraint in time and resources, was this the most appropriate way to assess qualitative differences among schools?	20	8	71	3.13 71% of the team members responding indicated that contraints in time and resources that this was the most appropriate way to assess qualitative differences among schools. Only 28 team members responded to the question. During the interviewing of team members about their responses to this survey, some expressed that all team members should be trained to ask all questions. Better training of personnel who go out to the schools should be programmed.

4. Exit Interview

Questions	Responses Yes	No	Pct. Yes	Reactions
4.1 If an exit interview was conducted, was it constructive?	30	2	93	4.1 93% of those who responded expressed a constructive exit interview.
4.2 Would you recommend that such interviews be conducted on future visitations?	31	10	76	4.2 76% of the team members recommend that exit interviews be conducted on future visitations. Entrance interviews appeared to be more significant than exit interviews. Some expressed that the exit interview should consist of thank you to the principal, that you enjoyed the visit and no need for formal interview. Some isolated instances expressed that the faculty should be assembled and the findings should be presented.

5. Timeliness of Data

5.1 Has the composition of the staff changed markedly since 1974-75?	20	16	56	5.1 56% of the team members responding found that the composition of the staff changed markedly since 1974-75.
5.2 Did this cause problems in securing 1974-75 data?	18	20	47	5.2 47% of those responding to this question found problems securing 1974-75 data. Turnover was definitely a factor in securing information. There appeared to be a high correlation between the principal and what was found.

APPENDIX IV-2

TEAM CAPTAINS

Questions	Responses			Comments
	Yes	No	Pct. Yes	
1. As a team captain, do you feel that your concerns regarding the administration of the survey were adequately addressed by the task force?	7	2	78	1. 78% of the team captains responding expressed that their concern regarding the administration of the survey was adequately addressed by the task force. Most all team captains felt the approach was new. The idea of role-playing using the instrument would make it more like the real situation. It was noted there was a significant difference in the first and second visitation. More attention should be paid to insuring consistency in the instructions given. Some people felt inadequate out of their field and having to rely on others.
2. Were you given adequate information to answer questions of your team members concerning the survey instrument?	10	0	100	2. 100% of team captains expressed that they were given adequate information to answer questions of team members.
3. Were you provided adequate information to answer questions of school personnel concerning the survey?	7	1	88	3. 88% of team captains expressed that they were given adequate information to answer questions of school personnel.
4. Were you provided enough information to satisfactorily answer your team's questions concerning the visit?	10	0	100	4. 100% of team captains expressed that they were provided enough information to answer team's questions concerning the visit.

Questions	Responses			Comments
	Yes	No	Pct. Yes	
5. Did the training provided to you prepare you sufficiently enough to accomplish your task?	7	3	70	5. 70% of team captains expressed that training provided was sufficient enough for them to accomplish their task. Communication given to team captains was vague, according to the comments. The guidelines given out should have been more specific. Listed below are examples of areas where guidelines needed to be more specific: (1) contacting districts (when contact was to be made) (2) meetings with faculty (3) filling out form (4) how much current program and processes should be looked at. Team captains felt some additional information about the school would have been helpful. A great deal of concern was expressed about the schools not receiving a copy of the instrument beforehand or getting anything after the visit. Some schools were not knowledgeable about the Cost-Effectiveness Report (Part I). If the schools had known beforehand the type of information needed, the materials could have been available upon arrival. Most team members would have felt more comfortable if visiting in their own area of expertise. It was a consensus that it was difficult to get people together in order to adequately prepare for visits. The captains felt if the same team had been together all the way that it would have been more helpful.

Questions	Responses Yes	No	Pct. Yes	Comments
6. Did the visitation report deadline allow enough time for adequate organization of the report?	1	9	10	6. 10% of team captains felt timing was adequate. Captains felt timing was difficult. It would have been helpful if the summary form could have been received before the visitations would have been beneficial. This would give opportunity for de-briefing of team. It was felt that a longer time frame should have been allocated in which to make visits.
7. Did the format of the report lend itself to an adequate presentation of what was actually taking place in the school?	9	0	100	7. 100% of team captains felt that the format of the report did lend itself to an adequate presentation of what was taking place in the school?
8. For the next survey, would you favor maintaining the report format as is?	7	2	78	8. 78% of team captains favored maintaining report format as is?
9. Did the report provide enough data to present an in-depth picture of the school-its composition and processes?	6	4	60%	9. 60% of team captains expressed that report provided enough data. A lot of the School Status Data was inaccurate and a great deal of inconsistency was found by team captains. The source of the information on the form was needed. The form needed a category entitled "significant criteria". Items which were identified by team captains which would be in this category were: (1) faculty turn over, (2) emphasis on teaching of the test, and (3) humanistic attitudes. In some instances, there was not enough room on the form. Some data collected was objective while also subjective. The question

Questions	Responses			Comments
	Yes	No	Pct. Yes	
				was asked if it were possible to include information of the form about what is going on now in the schools as compared to earlier years. There seemed to be a consensus that this whole question needed to be reviewed and reworked.