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ABSTRACT

In April of 1980, the following goals were adopted for Operation Turnaround: (1) to raise significantly the achievement levels of students; (2) to develop positive staff perceptions with respect to the children they teach and the children's potential for growth; (3) to build at each school a cohesive, committed, and competent staff which would operate as a team; (4) to significantly increase parent involvement and to develop an improved sense of community pride; and (5) to instill in each child a love for learning and a belief in self-determination and achievement of goals. In order to accomplish these goals, staff changes were initiated, instructional materials were upgraded, physical plant repairs and improvements were begun, and a major inservice training program was provided in three of the Dade County Public Schools: Holmes Elementary, Little River Elementary, and Orchard Villa Elementary. The evaluation found no evidence, from the available data, that Operation Turnaround has had an impact on student performance on either the State Student Assessment Tests or the Stanford Achievement Tests. The teacher questionnaire variables did not show program-related differences. Data on school crime indicate a sharp decline in the total number of reported violent incidents for the last two years at Operation Turnaround schools in relation to previous years and in relation to the last two years at the comparison schools. (BW)

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Executive Summary

Operation Turnaround was developed as a result of program audits conducted by the Division of Elementary and Secondary Instruction (DESI) during the 1979-80 school year. According to project documentation, the three schools chosen for audit were selected from among 53 deficient elementary schools in the county because the pattern of low performance was of long standing and seemingly resistant to amelioration. The schools selected for these audits and subsequently for Operation Turnaround were Holmes Elementary, Little River Elementary, and Orchard Villa Elementary.

After several planning sessions, beginning in April of 1980, the following goals were adopted for the Operation Turnaround schools:

1. to raise significantly the achievement levels of students;
2. to develop positive staff perceptions with respect to the children they teach and the children's potential for growth;
3. to build at each school a cohesive, committed, and competent staff which would operate as a team;
4. to significantly increase parent involvement and to develop an improved sense of community pride;
5. to instill in each child a love for learning and a belief in self-determination and achievement of goals.

In order to accomplish these goals, staff changes were initiated, instructional materials were upgraded, physical plant repairs and improvements were begun, and a major inservice training program was provided. A coordinating council was established consisting of the principals, union stewards, appropriate area directors, other representatives from the United Teachers of Dade, and representatives from the Bureau of Education. This council was designated to act as a problem solving body for Operation Turnaround. In order to give teachers greater input to the decision making process at the school level, waivers of the teachers' contract in regard to provisions for faculty councils were obtained. This waiver provided for more faculty representation on steering committees at Operation Turnaround schools.

The evaluation examined several data sets from the Operation Turnaround schools and from another group of schools considered to be reasonably similar. Variables included student achievement, teacher and student attitudes, teacher turnover, school crime, and program implementation information.

State Student Assessment Tests

In order to examine changes in State Student Assessment Test (SSAT) results, data were gathered for Operation Turnaround schools, comparison schools and the district for the years 1977-78 through 1982-83. The pattern for these three sets of scores began with a relatively high point for the October, 1978 testing which was followed (in October 1979) by a minor decline in test scores over the district, no general decline in the comparison schools, and an extreme decline in the Operation Turnaround schools.

This was followed in the next year (October, 1980) by a recovery (to October, 1978 levels) for the Operation Turnaround schools. Score patterns for both Operation Turnaround and comparison schools after this period show steady increases in test performance.

It is not possible, at this point in time, to determine if the extreme decline in SSAT scores in 1979 for the Operation Turnaround schools was the beginning of a trend or if it was due to an isolated incidence. While it is possible that the decline was due to an unidentified problem which was alleviated by Operation Turnaround, it is also possible that the decline was an isolated incidence which corrected itself without the benefit of Operation Turnaround. Given the short time period between program onset and the testing (one month), the similarity of the subsequent trends for Operation Turnaround and comparison schools, on the SSAT, and the similarity of pre- and post-project trends on the Stanford, it can not be assumed that either the recovery in 1980 or the subsequent increase was a function of program influence.

Stanford Achievement Tests

A complex analysis was performed on the Stanford Achievement data from the Operation Turnaround schools and the comparison schools for three years previous to the onset of Operation Turnaround and one year following its beginning.

Performance patterns for the three years prior to the initiation of Operation Turnaround (1977-78 to 1979-80) reveal no substantial differences between Operation Turnaround and comparison schools, with levels of performance for both sets of schools substantially below national norms and with an increase in this deficit from low to high grade levels. For the testing which occurred in February of 1981 (six months after the initiation of the program) this pattern was essentially maintained. Stanfords administered in 1981-82 and 1982-83 were a different edition from those previously administered, and were not included in this analysis.

Teacher Perceptions

In order to assess staff perceptions of several factors in the schools which were felt to be critical to the success of the project, a teacher questionnaire was devised and distributed to all teachers in the Operation Turnaround and comparison schools. Eighty-five (of approximately 200 teachers) completed and returned the questionnaires.

Of the more than 50 variables abstracted from responses to the Teachers' Questionnaire, statistically significant response differences between Turnaround and comparison groups of schools were found in 8 variables. In a majority of cases these differences favored the comparison schools. This finding suggests that there was no consistent, programmatic impact.

Operation Turnaround teachers were asked to respond to questions regarding the implementation of Operation Turnaround components. Teachers appeared well informed about the initial plans for Operation Turnaround but gave a mean rating of 2.95 on a five point scale for the implementation of those plans after three years. The disparity between expected improvements and actual improvements may well have had a negative effect on teacher perceptions regarding program implementation.

Teacher Stability

The number of teachers not returning to Operation Turnaround schools and comparison schools each year from 1978-79 through 1981-82 was investigated. Except for 1980-81 which was the first year of the program, a greater percentage of Operation Turnaround teachers left their schools than comparison school teachers. Overall, 28 percent of the Operation Turnaround schools' teachers left from 1978-79 through 1981-82, while 23 percent of the comparison schools' teachers left.

Parent and Community Involvement

In order to determine if there was parental awareness of Operation Turnaround, a small sample of parents whose children had been attending an Operation Turnaround school for several years were interviewed by telephone. The size of the sample (21) and the difficulty encountered in establishing telephone contact with many of the parents necessitate caution in interpreting the results of these interviews. It is important to note, however, that only two of the parents contacted had heard of Operation Turnaround and none of them really knew what it was. There was, however, a positive regard for the schools in general.

Violent incident rates were examined as a possible indicator of community involvement. Operation Turnaround schools had a sharp decline in total reported violent incidents in 1981-82 and 1982-83, relative to the comparison schools. Thus, there was apparently some program impact on community involvement at these schools.

Student Affective Measures

Three scales were used to examine students' attitudes: the School Morale Attitude Survey, the Intellectual Achievement Responsibility Scale, and a "Who Helps You" scale. On these three measures of student affect, very little difference between Operation Turnaround schools and comparison schools was found. In effect, there was no consistent indication of impact on student affect that could be attributed to Operation Turnaround.

Student Attendance

Attendance at all six schools appeared to be consistently high over the years. There did not appear to be differences in attendance either among individual schools or between comparison and Turnaround schools.

To summarize, there is no evidence, from the available data, that Operation Turnaround has had an impact on student performance on either the State Student Assessment tests or the Stanford Achievement tests. The teacher questionnaire variables did not show program related differences. Data on school crime indicate a sharp decline in the total of reported violent incidents for the last two years at Operation Turnaround schools in relation to previous years and in relation to the last two years at the comparison schools.

Literature from nationally recognized school improvement projects, Project RISE in Milwaukee and the School Improvement Project in New York, was examined. Both projects spent over a year planning at the school level before implementation and had a great deal of district support. In comparison to these projects, Operation Turnaround seems to have lacked sufficient school level planning and district support. For example, the literature from the projects mentioned above describe the assignment of planning and consulting staff to each school and a series of continuing leadership training sessions for administrators. It appears that the activities in Operation Turnaround were just a small part of these schools' daily concerns. Whatever changes have occurred at Operation Turnaround schools have not been of a sufficient magnitude to have been measured in this evaluation. This is not to say that change has not occurred, but that it has not been demonstrated by the performance measures or attitudinal measures which have been described in this report. Operation Turnaround has been an ambitious program which may still be in its developmental phase.

Recommendations

1. Since program implementation in various areas has not occurred as quickly as the school staff had anticipated and because this perceived lag may have affected the morale of program staff, it is recommended that evaluation be continued as full implementation occurs.

2. It is recommended that individual school level comprehensive plans, focusing on instructional programming, be developed for Operation Turnaround schools. (Examination of the planning process reported by Project Rise and the School Improvement Project may be useful here.)

3. It is recommended that school level evaluation and monitoring plans be developed in consultation with the Office of Educational Accountability.

4. It is strongly recommended that parent involvement be increased possibly through an outreach program.

Description of the Project

Background

Operation Turnaround was conceived in response to the particularly poor results of the State Student Assessment tests during the 1979-80 school year. From among 53 deficient elementary schools three were selected according to criteria established by the Division of Elementary and Secondary Instruction (DESI).

These three schools, Holmes Elementary, Little River Elementary, and Orchard Villa Elementary were, according to the DESI, in a long term decline on measures of achievement despite previous efforts which included major additional resources and special programs.

A summary of the Educational Audit findings as reported by DESI are presented below:

> In each of the schools, student achievement levels had declined significantly over the years. It appeared that the longer students remained in these schools, the lower their achievement levels became in comparison with national norms.
>
> Parent and community participation in these three schools appeared to be minimal or nonexistent, despite the strong emphasis on these areas which was given at each school. School vandalism was also reported as exceptionally high.
>
> Common to all three schools was an apparent and pervasive attitude on the part of the majority of teachers that the students' background, emotional problems, poverty, and home condition were sufficiently negative to prevent real learning or high achievement.
>
> Observation of teacher effectiveness at each school resulted in the realization that the teaching faculties appeared to fall into three categories: 1) teachers who required only minimal training in instructional techniques to become effective teachers; 2) teachers who themselves lacked the requisite basic skills in terms of their own capacities to read, write, and speak effectively; and 3) teachers for whom no discernible attributes for teaching could be observed.

From this investigation arose the concept of establishing a pilot project which would bring about a change in what was described as an "alarming" and "distressing" situation.

Planning. After the target schools were identified, several planning meetings were held during the months of April, May, and June of 1980. These meetings were attended by representatives of the Superintendent of Schools, the DESI, the Office of Federal Project Administration, the United Teachers of Dade, the Personnel Department, the DCPS Teacher Education Center, the DCPS/FIU Teacher Corp, and administrative representatives from the North Central area office.

Goals. Two major interventions were proposed in these planning sessions as means to specific goals. One involved rebuilding school staff and the other was to implement intensive summer in-service training for teachers and school level administrators. The goals of the project were also drafted at these planning meetings and were as follows:

1. to raise significantly the achievement levels of students at Orchard Villa, Holmes, and Little River Elementary Schools;

2. to develop positive staff perceptions at the three schools with respect to the children they teach and the children's potential for growth;

3. to build at each school a cohesive, committed and competent staff which would operate as a team;

4. to significantly increase parent involvement at the three schools and to develop an improved sense of community pride in each of these schools;

5. to instill in each child at the three schools a love for learning and a belief in self-determination and achievement of goals.

Actions Taken. The following actions were then undertaken to realize these goals:

1. The Personnel Department was requested to grant transfers to any of those teachers who had previously requested them. Within the DCPS and UTD guidelines and negotiated procedures, a total of forty teachers were voluntarily or involuntarily transferred to other school locations throughout the county during the planning stages of the project. In addition, at the request of the building administrators six marginal teachers were observed in the spring of 1981 by the reading and mathematics supervisors from the Department of Basic Skills. Two of the teachers who were evaluated as unacceptable subsequently left the school.

2. Unexpended state textbook funds were utilized to update the school's inventories of instructional materials.

3. Physical plant repairs and improvements were initiated through the use of already budgeted funds. These included: repainting buildings, installation of steel security doors on classrooms vulnerable to vandalism, repair of all broken audio-visual equipment, repair and refurbishing of lavatories, installation of additional security lights, refurbishing art and music rooms at all three schools, and provision of a communication system between Holmes' main building and portable classrooms.

4. For the 1982-83 school year, nine additional teachers were provided to reduce class sizes in grades 4-6. A resource teacher position was established at each school to assist in curriculum improvement. Each teacher at these schools now is eligible to receive a $500 incentive payment if all criteria specified in the UTD contract are met.

Organization. Operation Turnaround exists as an organizational entity in the form of a coordinating council consisting of the principals, union stewards, area directors from the three schools, as well as other representatives from the United Teachers of Dade and the Bureau of Education. In addition, through waivers of the teachers contract in regard to the provisions for faculty councils, the school steering committees at Operation Turnaround schools are more widely representative of the teaching faculty.

It is through the three school steering committees that teachers were to have input to the decision making process at the school level. The coordinating council was to oversee the development of Operation Turnaround and continues to serve as the problem solving group for the project.

Financial Aspects. Monies spent on Operation Turnaround have come from several sources. The initial outlay was for a four week inservice for twenty teachers in the summer of 1980. Teacher salaries were provided by carry-over Title I funds. Each school sent an assistant principal whose salary came from the summer school budget. The inservice itself was funded by the Teacher Education Center.

The salary funds for the second inservice in August of 1981 also were provided through Title I and amounted to $90,000.00 not including persons on 12 month salary and administrators.

"The DESI requested that a portion of the textbook funds allocated by the State be reserved to serve the needs of these schools." Instructional material amounting to $43,880.54 was ordered for the three schools (DESI, 1980).

In 1981-82 local funds of $100,000 were divided among the three schools and funding for a resource teacher and several other teachers to reduce class size was allocated. Also, teachers meeting certain Union criteria receive a $500 a year bonus.

Physical plant maintenance and repair was provided under regular funding although priorities for work (A/C for example) have been heightened for Operation Turnaround schools. In 1982-83 a special budget line was created for Operation Turnaround totalling $549,805. (See Appendix A.)

Description of the Evaluation

Comparison Schools

This evaluation is a retrospective or a posteriori study since the only measures available prior to the beginning of Operation Turnaround are achievement measures. One way to overcome this difficulty is to compare the group to be evaluated with a different but similar group. It was decided to use such a procedure in the evaluation of Operation Turnaround.

Several criteria were established in order to identify schools which could be compared to the Operation Turnaround schools: economic ranking according to the percentage of free or reduced lunch recipients, geographic location, and failure to meet state adopted minimum performance levels in at least one grade and subject area on the October 1979 State Student Assessment test. Fifteen schools met these criteria and after further narrowing of this field through an examination of current test results and site visits, three schools were chosen as being roughly comparable to the Operation Turnaround schools. It is important to state that these schools are not precisely matched to Operation Turnaround schools but, within the parameters established, it is believed that they provide some body of data to which Operation Turnaround schools can be compared (Table 1).

The three schools chosen as comparison schools were L. C. Evans Elementary, Poinciana Park Elementary, and Phyllis Wheatley Elementary. All these schools are in the top 25 schools in terms of percent receiving free or reduced price lunches, they are located in the North Central area, and were deficient on the 1979 State Student Assessment test. In addition, the principals at these three schools agreed to participate in this effort.

Data Sources

The evaluation of Operation Turnaround has been addressed by the Office of Educational Accountability (OEA) using several different approaches and data sources so as to encompass the stated goals of the program.

Teachers. Teacher attitude and perceptions were a second major focus of this evaluation. The goals developed for Operation Turnaround included changes in teacher perceptions regarding the quality of the schools, the potential of the students, and aspects of job satisfaction. A teacher questionnaire was developed with these areas of concern as primary targets. In addition, other aspects of the questionnaire were designed to measure factors which were considered significant components of the teaching environment. Included was a measure of the degree of support teachers feel they have from coworkers and administrators, a measure of the perceived relationship between behavior and the consequences of that behavior for an individual and a scale rating the programmatic and physical aspects of Operation Turnaround for teachers in those schools.

TABLE 1

OPERATION TURNAROUND SCHOOLS AND COMPARISON SCHOOLS
BY SELECTED CRITERIA

	Holmes	Little River	Orchard Villa	L. C. Evans	Poinciana Park	Phyllis Wheatley
School Membership	639	993	801	524	847	701
#F/R Lunches	592	866	712	484	797	668
%F/R Lunches	92.642	87.21	88.89	92.29	94.09	95.29
Economic Ranking of % F/R Lunches	11	24	21	13	7	3
State Student Assessment - October 1979 Average Percent Mastery						
Grade 3						
Reading	68	59	69	81	80	86
Writing	75	67	71	81	81	96
Math	78	71	72	92	86	94
Grade 5						
Reading	60	56	53	67	66	64
Writing	61	63	58	75	72	74
Math	64	62	68	78	79	75
	Holmes	Little River	Orchard Villa	L. C. Evans	Poinciana Park	Phyllis Wheatley

This questionnaire was delivered to teachers by members of the OEA staff at faculty meetings. The staff members explained the purpose of the questionnaire and answered any questions posed by teachers. Teachers were requested to respond to the questionnaire and return it directly to the OEA by school mail. In order to provide an option for personal follow-up interviews, the teachers were asked to provide their names on the questionnaire. Despite assurances of confidentiality, this caused some difficulty. Due to the nature of the results, follow-up interviews were not initiated.

A modified version of this questionnaire was given to the principals at the six schools. The principals' questionnaire concerned primarily teacher-administrator relationships and programmatic evaluation.

Students

Achievement. Since student achievement has probably the highest priority and was in fact the main selection factor for Operation Turnaround, a careful examination of the trends of scores on the Stanford Achievement test and the State Student Assessment test was carried out.

Stanford Achievement scores were examined beginning with scores from the 1978 Spring administration through the 1981 Spring administration using scale scores which allow comparability across test levels. The Spring 1982 and 1983 administration used the 7th edition of the Stanford while the previous scores were from the 6th edition. Direct statistical comparisons between the 6th and 7th editions of the Stanfords are not available due to changes in the scale score metric; however, this will be possible in the near future. Percentile ranks were compared for the more recent Stanford results. Stanine changes were also examined.

The State Student Assessment results were examined from 1977-78 through the 1982-83 administration. These tests are administered in the third and fifth grade. The average percent mastery scores were examined graphically for all six schools individually and then combined for the Operation Turnaround schools and the comparison schools. Both groups of schools were also compared to districtwide scores.

Affect. Aside from academic progress, Operation Turnaround planners hoped to improve student attitudes toward school, themselves, and learning. In order to investigate this aspect of the program, several scales were used. The first was the School Morale Attitude Survey. This is a DCPS instrument which has a Primary Form and an Elementary Form. The Primary Form breaks up into two subscales: School Morale and Self as Learner. The Elementary Form has four subscales: School Morale, Self as Learner, Instruction, and Physical Plant. The second instrument, a scale entitled "Who Helps You," presents one-sentence situations which call for the student to choose from a list of people the one most likely to help them in that situation. This instrument was used in an attempt to get some measure of the strength or significance of student association with various school figures.

The final instrument used is called the Intellectual Achievement Responsibility Scale. This scale examines the extent to which an individual accepts or denies personal responsibility for positive and negative outcomes.

These student scales were administered to a sample of students with the cooperation of their teachers. One class in each grade at all of the six schools was randomly selected to respond to the scales. Only students in grades 4-6 responded to the Intellectual Achievement Responsibility Scale. All students responded to the "Who Helps You" scale and the School Morale Attitude Survey.

Parents. A small number of randomly selected parents of children who attended an Operation Turnaround school in the 1982-83 school year were contacted by telephone. In a very short interview their degree of awareness of the school and Operation Turnaround was ascertained.

Other Data. Three other sets of data were studied. One was attendance records for the six schools from 1977-78 to 1982-83. The second was records of vandalism and violent incidents at these schools. It was felt that this latter data might provide some evidence of the community response to Operation Turnaround. Finally, the numbers of teachers who transferred in and out of each of the six schools were examined in an effort to evaluate the degree of faculty stability at Operation Turnaround schools and comparison schools.

The collection and analysis of the data described above enabled response to the following evaluation questions:

1. What impact has Operation Turnaround had on the achievement of project students in comparison with previous years and with students at similar schools?

2. What are the project and comparison schools' staff perceptions regarding the current status of such success-dependent factors as staff cohesiveness, teacher-administrator relationships, student potential, administrative support to teachers in the maintenance of classroom control and other factors of job satisfaction?

3. To what extent have Operation Turnaround schools' staff turnover rates changed and how does it compare to similar schools?

4. What changes have occurred in reports of violence/vandalism occurring in, or directed at, Operation Turnaround schools and comparison schools?

5. To what degree have parents become aware of Operation Turnaround and what kinds of written or verbal communication have they had from the schools?

6. Has Operation Turnaround enhanced program students' affective orientation toward school, school staff, and themselves as learners as compared to that of students at similar schools?

7. Has attendance changed at Operation Turnaround schools and comparison schools?

8. What are project school administrators' and teachers' perceptions regarding the relative efficacy of the various project features and to what extent were these features seen as actually implemented?

Results

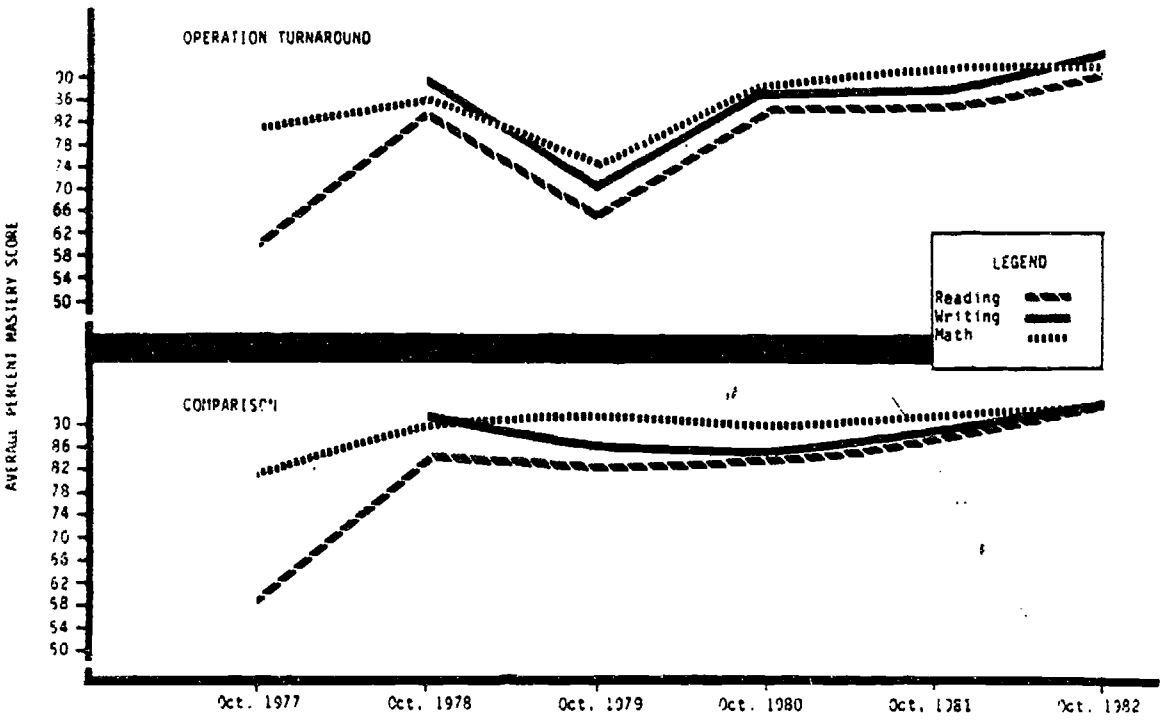
The results of this evaluation will be presented in terms of the questions which were proposed.

The Impact of the Program Upon Student Achievement

State Student Assessment Tests. Documentation descriptive of Operation Turnaround indicates that among other data, deficient scores on the 1979-80 State Student Assessment test had signaled the need for intervention in what were to become the project Turnaround schools. In order to examine changes in State Student Assessment results, data were gathered for the years 1977-78 through 1982-83. The 1977-78 results were from an earlier form of the State Student Assessment tests and were reported for two subtests: Mathematics and Communication Skills. Subsequently the test results are reported for three subtests: Reading, Writing, and Mathematics. Three data sets were examined: The scores for Operation Turnaround schools, the scores for the three comparison schools, and districtwide scores (see Appendix B for individual school scores.)

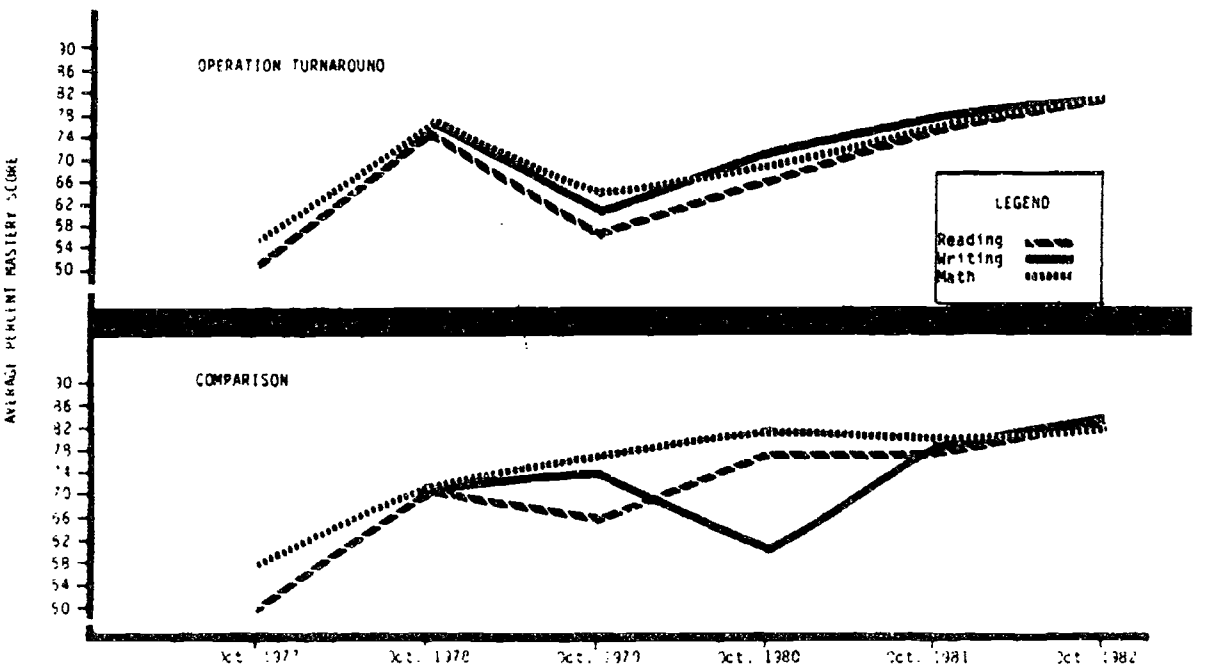
The results on the State Student Assessment tests are reported as average percent mastery and are highly skewed which is expected since the emphasis on basic skills instruction directed specifically at these minimal objectives provides the maximum opportunity for students to exhibit appropriate minimal skills. Table 2 presents the means of the three sets of data by year. These means are also graphically displayed in Figures 1a, 1b, and 1c. Inspection of the districtwide scores indicates that the highest scores occurred in the 1978-79 testing and then declined slightly, remaining in the 80 to 90 percentage range. Since this graph represents a large number of schools it was expected that variations would be minimal; a slight decline was, however, noted in 1979-80. Upon inspection of the table and graphs of the Operation Turnaround schools and the comparison schools (which contain a smaller number of scores) this decline assumes a greater magnitude.

Figure 1a compares the third grade mean scores of the two sets of schools. The comparison schools have a fairly stable pattern with a slight decline in Reading and Writing in 1979-80 and a slight rise in Math, but generally staying within the 80 to 90 average percent mastery level. There is also a slight rise above this level occurring in the last year for which data was available (1982-83). The Operation Turnaround schools present a very similar pattern of results except for the 1979-80 testing. In that year there appeared to be a relatively large, as yet unexplained, drop in test performance. At the time of the next testing (two months after the onset of Operation Turnaround) this group returned to its previous level of performance, maintaining a stable pattern in the 80 to 90 percent range with a very slight rise noted for the 1982-83 testing.



In 1977-78 a different form was used for testing.

Figure 1a State Assessment Test Third Grade in Operation Turnaround and Comparison Schools, 1977-78 Through 1982-83



In 1977-78 a different form was used for testing.

Figure 1b State Assessment Test Fifth Grade in Operation Turnaround and Comparison Schools, 1977-78 Through 1982-83

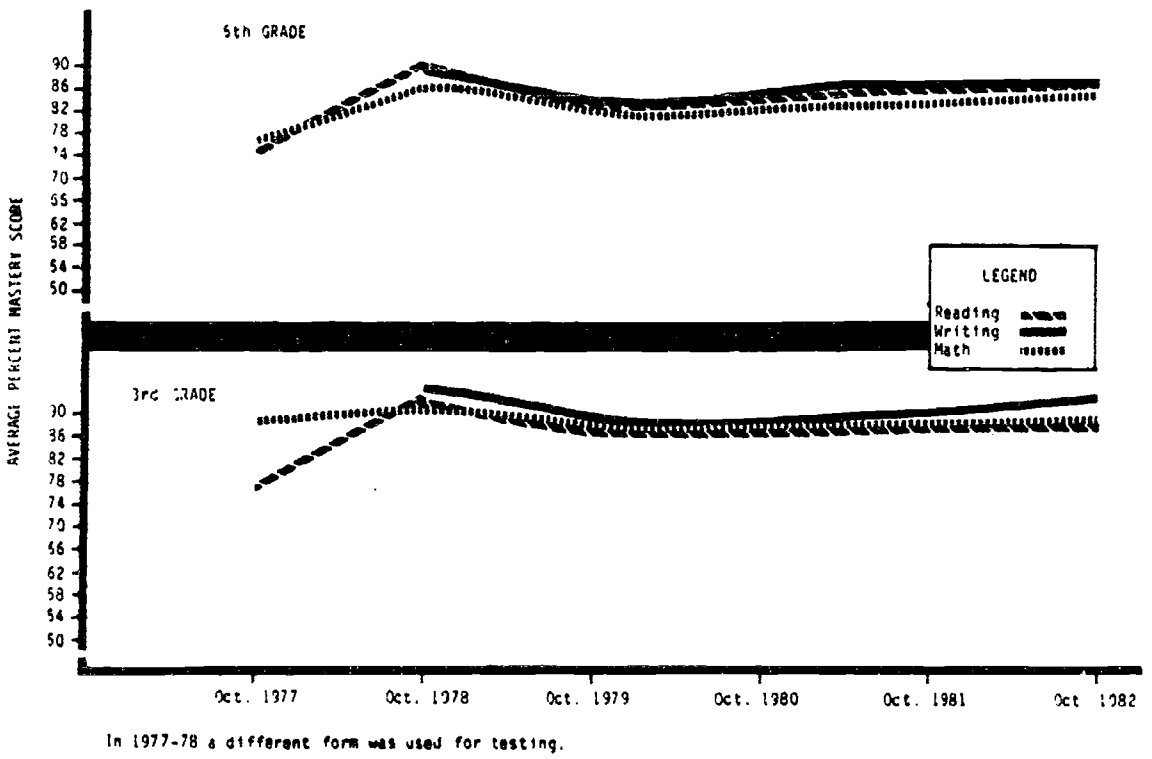


Figure 1c State Assessment Test Districtwide Scores for Third and Fifth Grades, 1977-78 Through 1982-83

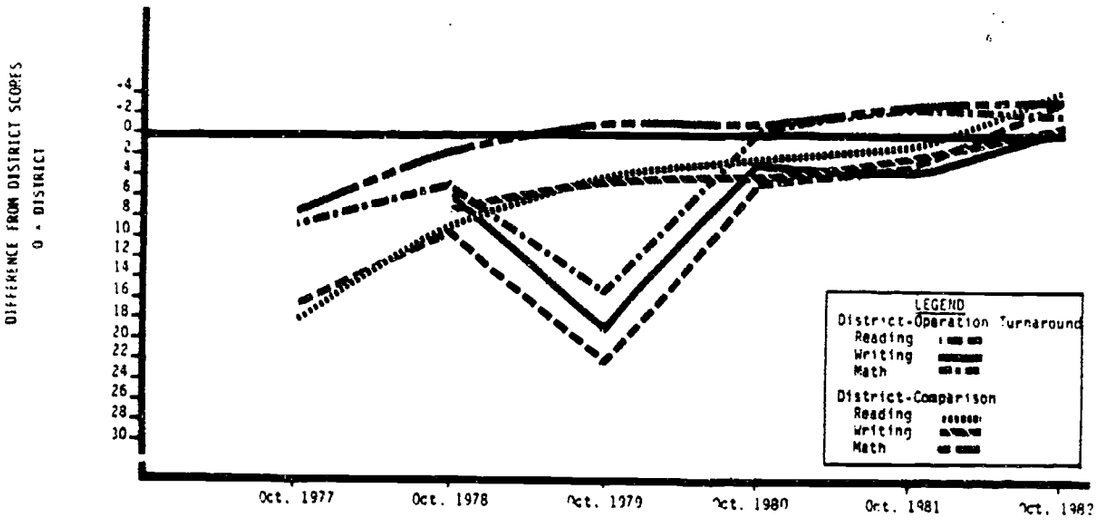


Figure 2a State Assessment Test Scores from Operation Turnaround and Comparison Schools Subtracted From Districtwide Scores for Third Grade, 1977-78 Through 1982-83 Scores Below Ø are Lower Than District Scores

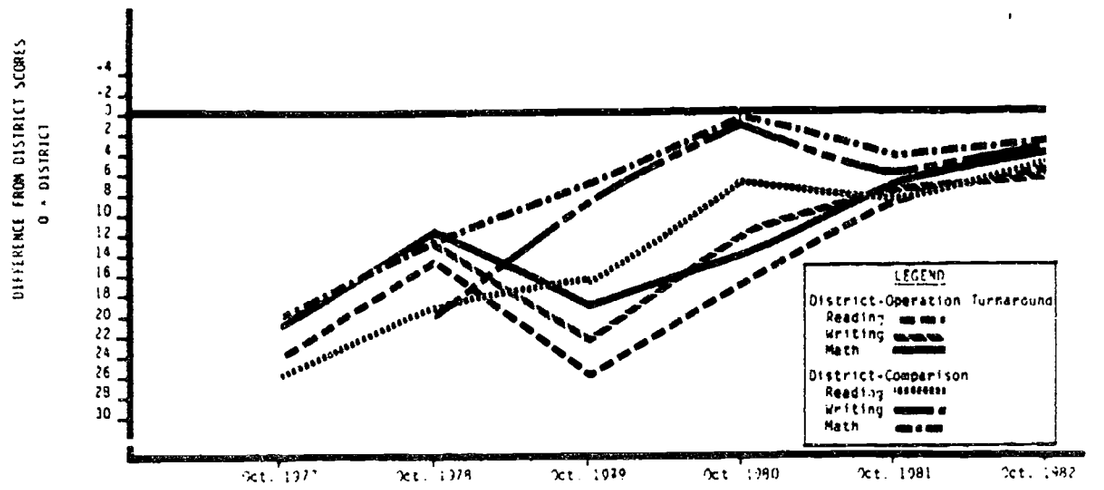


Figure 2b State Assessment Test, Scores from Operation Turnaround and Comparison Schools Subtracted From Districtwide Scores for Fifth Grade, 1977-78 Through 1982-83

TABLE 2

AVERAGE PERCENT MASTERY SCORES FOR THE STATE ASSESSMENT TESTS FOR DISTRICT, OPERATON TURNAROUND SCHOOLS, AND COMPARISON SCHOOLS FOR 1977-78 THROUGH 1982-83

Third Grade

Grade	Oct. 77			Oct. 78			Oct. 79			Oct. 80 Program Start			Oct. 81			Oct. 82		
	C		M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
District	77		89	93	95	91	86	90	89	86	89	88	88	90	88	88	93	89
Operation Turnaround	60		81	83	89	86	64	71	74	84	87	88	84	87	91	91	94	91
Comparison	59		81	84	91	90	82	86	91	83	85	89	87	88	91	93	93	93

Fifth Grade

	Oct. 77			Oct. 78			Oct. 79			Oct. 80			Oct. 81			Oct. 82		
	C		M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
District	75		77	90	89	86	82	83	84	84	85	83	85	86	83	87	87	85
Operation Turnaround	51		56	75	76	74	56	61	65	66	73	69	76	78	76	81	81	81
Comparison	49		57	71	69	72	66	74	77	77	60	82	77	80	79	82	83	82

The pattern of fifth grade scores for the District is quite similar to that of the third grade. There is a slight decline in 1979-80 and then a rise back to the 1978-79 level. The fifth grade scores of the comparison schools and Operation Turnaround schools were somewhat lower overall than those of the district and showed greater variation, which again is to some extent due to the relatively small numbers of students in these schools (compared to the District as a whole). The comparison schools show a small decline in reading in 1979-80, followed by a recovery back to a level slightly above that of 1978-79. Math and Writing scores do not show a decline in 1979-80, but the Math scores declined sharply in 1980-81 and then rose back to the level of the other subtests. The fifth grade in the Operation Turnaround schools had higher overall test scores in 1978-79 than did the comparison schools, but exhibited a sharp decline the following year, 1979-80. Again, as with the third grade pattern, the 1980-81 test results exhibited a rise which has continued on up to the latest (1982-83) testing.

As a final illustration of this pattern of test results, Figure 2 depicts the results of subtracting each mean test score of the Operation Turnaround and comparison schools from the districtwide test score. The districtwide scores then are represented by the solid horizontal line across the two graphs with scores below the line being lower than the district scores and those above the line being higher. The same patterns discussed above are evident in this representation of the data.

In summary, the pattern seen for the State Student Assessment tests is that after a high point with the new form of the test in 1978-79, there was a slight districtwide decline in test scores which was extreme in the Operation Turnaround schools. The comparison schools did not have a general decline. This was followed in the next year by a general rise in scores which has continued in both Operation Turnaround schools and comparison schools.

It is not possible, at this point in time, to determine if the extreme decline in SSAT scores in 1979 for the Operation Turnaround schools was the beginning of a trend or if it was due to an isolated incidence. While it is possible that the decline was due to an unidentified problem which was alleviated by Operation Turnaround, it is also possible that the decline was an isolated incidence which corrected itself without the benefit of Operation Turnaround. Given the short time period between program onset and the testing (one month) and the similarity of the subsequent trends for Operation Turnaround and comparison schools, for both SSAT and the Stanford Achievement Test (see below), it cannot be assumed that either the recovery in 1980 or the subsequent increase was a function of program influence.

Stanford Achievement. The Stanford Achievement test results present a much more complex picture than does the State Student Assessment test. First, all grades are tested; second, testing has occurred at different times of the year; third, the Stanford tests a broader range of competencies than the State Student Assessment; and fourth, a new edition of the test came into use in the 1981-82 school year.

Several approaches were attempted to investigate various questions regarding the pattern of performance prior to and subsequent to the inception of Operation Turnaround, both for program schools and comparison schools. An attempt was made to establish a baseline and to demonstrate comparability between the program and non-program schools; and to discover any performance shifts that might be attributable to Operation Turnaround.

Usually reported for the Stanford are median percentile ranks for every grade of a school. This score represents the position of that particular grade in terms of the national norms for that grade. For example, if a grade's median percentile rank is 34, that means that, on a national level, 34 percent of all scores are at or below that grade's median percentile score. In addition, that score indicates that within that grade level 50 percent of the scores are at the 34th percentile rank or below. The median percentile ranks for 1977-78 through 1981-82 for Reading and Math Computation are presented in Appendix C for the three Operation Turnaround schools and the three comparison schools.

Although these percentile ranks locate a score within the national distribution of scores and it is then possible to visually or descriptively plot changes in percentile ranks in relation to the national norms, these scores do not lend themselves to statistical analysis. In order to analyze this data, scale scores were used which allow for statistical analysis across levels, time, and groups. For this analysis, the student population was restricted to those students who were members of one of the Operation Turnaround schools or one of the comparison schools in 1980-81 and who had attended that same school for every year back to 1978. In addition, the analysis was restricted to the Reading and Math Computation subtests. The population of students numbered 701 for the Reading subtest and 717 for the Math Computation subtest. The students in this population were in the first, second, and third grade in 1977-78 and the fourth, fifth, and sixth grade in 1980-81. A 2(Program by non-Program) X 3(Grade in 1977-78) X 4(The four years from 1977-78 to 1980-81) Analysis of Variance, with repeated measures on the last factor (years), was performed on this data. Thus, each student in this population was tested four times, once each year for four years. This analysis takes into account whether or not the student is attending an Operation Turnaround school or a comparison school, the group of students (by grade in 1977-78) which was followed for the four years of data, and the changes in the scores over the four tests. Two analyses were performed, one for the Reading subtest and one for the Math Computation subtest (see Table 3).

The four years for which data was analyzed encompassed three years prior to the onset of Operation Turnaround and one year after it had begun. It was expected that this analysis would enable determination of a baseline and the comparability of Operation Turnaround and comparison schools, and subsequent determination of whether any changes had occurred after Operation Turnaround began.

The analysis of the Reading subtest indicates that various differences exist. There was a significant main effect for Program, $F(1,695)=5.45$ $p=.02$, Grade in 1978, $F(2,695)=144.81$ $p < .0001$, and for the tests over time, $F(3,2085)=566.38$ $p < .0001$. What this indicates is that Operation Turnaround schools differ from comparison schools collapsing the different grades and tests over time. In order to further examine this result, T-tests were performed comparing all the grades of the Operation Turnaround schools to all the grades in the comparison schools for each test. This yielded some rather interesting results. On the first three tests (1977-78, 1978-79, and 1979-80), the schools which were to be Operation Turnaround schools had significantly higher mean reading scores than the comparison schools (see Table 3) while on the last test, in 1980-81, there was no

TABLE 3

STANFORD ACHIEVEMENT TESTS MEANS* OF SCALE SCORES
Students in Attendance in 1977-78 and in Same OPERATION TURNAROUND or COMPARISON Schools in 1980-81

Reading Comprehension

Grade in 1978	FIRST		SECOND		THIRD	
	Operation Turnaround	Comparison	Operation Turnaround	Comparison	Operation Turnaround	Comparison
77-78	105.97	104.13	125.32	118.76	129.12	128.01
78-79	120.45	117.79	131.34	131.18	135.66	134.66
79-80	128.42	126.71	137.77	138.19	147.26	142.71
80-81	136.?4	132.76	147.26	142.71	157.23	151.43

Math Comprehension

77-78	123.60	117.02	137.79	133.16	142.861	151.7i
78-79	134.08	133.40	145.33	145.62	147.76	160.59
79-80	140.49	140.34	151.39	153.58	159.10	166.48
80-81	146.56	158.74	158.74	161.95	166.21	166.03

*Rounded

ANOVA Summary Table

	Reading Comprehension			Math Comprehension		
	F	d.f	P	F	d.f	P
P	5.44271	1	.02	4.23973	1	.04
G	144.814.54	2	.00	264.41626	2	.00
PG	.032748	2	N.S.	13.29597	2	.00
T	566.37696	3	.00	600.56787	3	.00
TP	.72278	3	N.S.	7.90219	3	.00
TG	5.26232	6	.00	7.66766	6	.00
TPG	3.11233	6	.005	8.10223	6	.00

P = Operation Turnaround and Comparison Schools
G = Grade of Students in 1978
T = Time, 1977-78, 1978-79, 1979-80, 1980-81

statistically significant difference, however, the pattern remained the same with the Operation Turnaround schools having a higher mean score than the comparison schools. Figure 3a is a graphic representation of this analysis. The T-tests discussed above represent a combination of those three sets of lines into just two, one for the Operation Turnaround schools and one for the comparison schools. In looking at the three sets, the difference between these two groups of schools is evident. Except in the group followed from the second to the fifth grade where there is a small reversal starting in 1979, the Operation Turnaround schools had higher reading scores. This then accounts for the difference between the Operation Turnaround schools and the others in the analysis of variance. The graph also makes clear the significant grade and time results of that analysis.

Scale scores are adjusted for grade so that there would be expected increases in scores as the students are tested at each grade level. Thus, the median or 50th percentile scale score increases for each grade level. The analysis of variance performed above indicated that there was an interaction between time tested and grade, $F(6,2085)=5.26$ $p < .001$, and the time tested, grade, and Operation Turnaround or comparison school membership, $F(6,2085)=3.11$ $p < .005$. An interaction would generally mean that the relationships between the grade groups and the two sets of schools differ at the different times they were tested. This finding may be reflective of the "built in" increase in scale scores from one grade to the next.

There seems to be in this data an obvious difference between the lower three grades and the upper three grades (Fig. 3a). This difference, plus the comparison schools crossover in the middle three grades in 1979-80 may explain the interaction as more a reflection of maturation than anything else.

Analysis of the math scores indicate significant main effects for the Operation Turnaround vs. the comparison schools $F(1,711)=4.24$ $p < .04$, the grades in 1978 $F(2,711)=264.42$ $p < .001$ and the time or year of testing $F(3,2133)=600.57$ $p < .001$. The schools which were to be designated Operation Turnaround schools differed from comparison schools and T-tests were performed for each testing (combining all grades). An inspection of Table 3 and Figure 3b reveals that the pattern for the math scores is similar to that of the reading scores at least for the lower two sets of grades including the crossover in 1979-80 at which point the comparison schools had higher scores. The last group of students followed from the third grade through the sixth grade seems different. In the T-tests, the superiority of the comparison schools in that group seems to be offset by the smaller differences in the other two groups in which Operation Turnaround schools have the higher scores except for 1979-80. In that year, the comparison schools' math scores were significantly higher. As presented in Table 3, interactions were significant for the math scores as they had been for the reading scores except that there was also an interaction between the grade and school (program or comparison). This is probably the result of the pattern of scores for the third to sixth grade group in the comparison schools. The rest of the interactions would seem to be explainable by the same reasoning as the reading scores. The maturational component built into the scale scores would be reflected by the comparisons between the grades at the different times of testing.

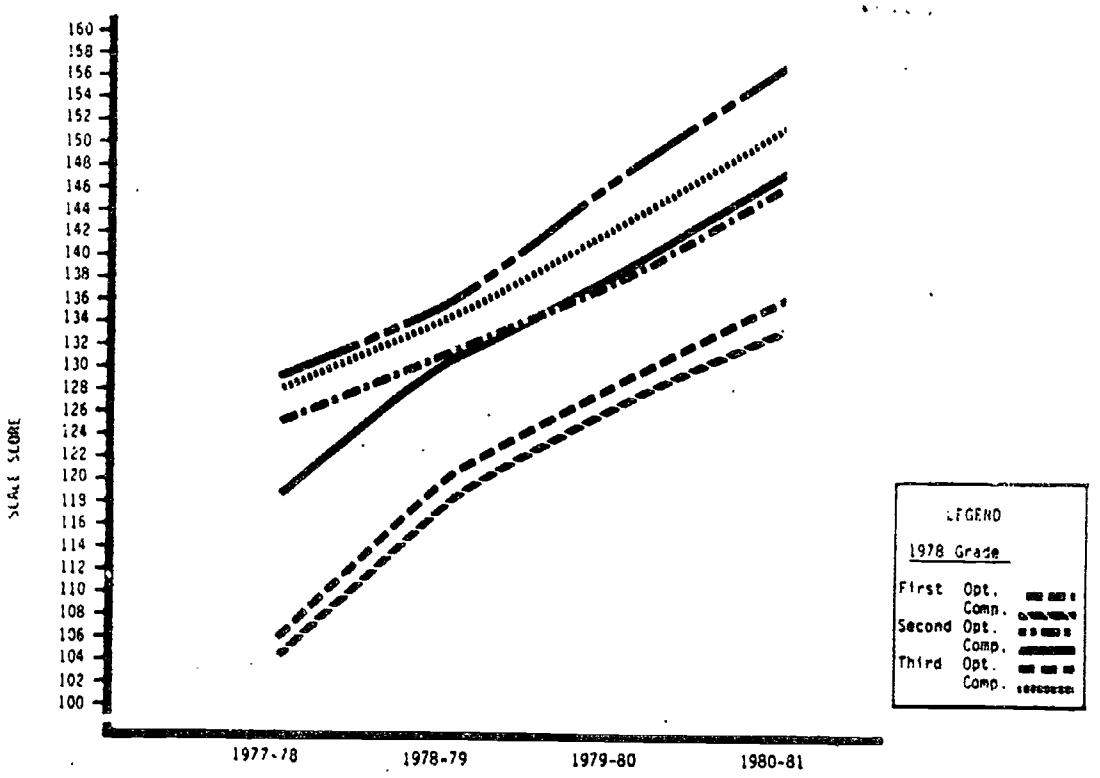


Figure 3a State Assessment Test-Reading Comprehension Scale Scores From 1977-78 Through 1980-81 For a Group of Students at Operation Turnaround Schools and Comparison Schools Who Were Identified as Having Been at the Same School Throughout This Time Period

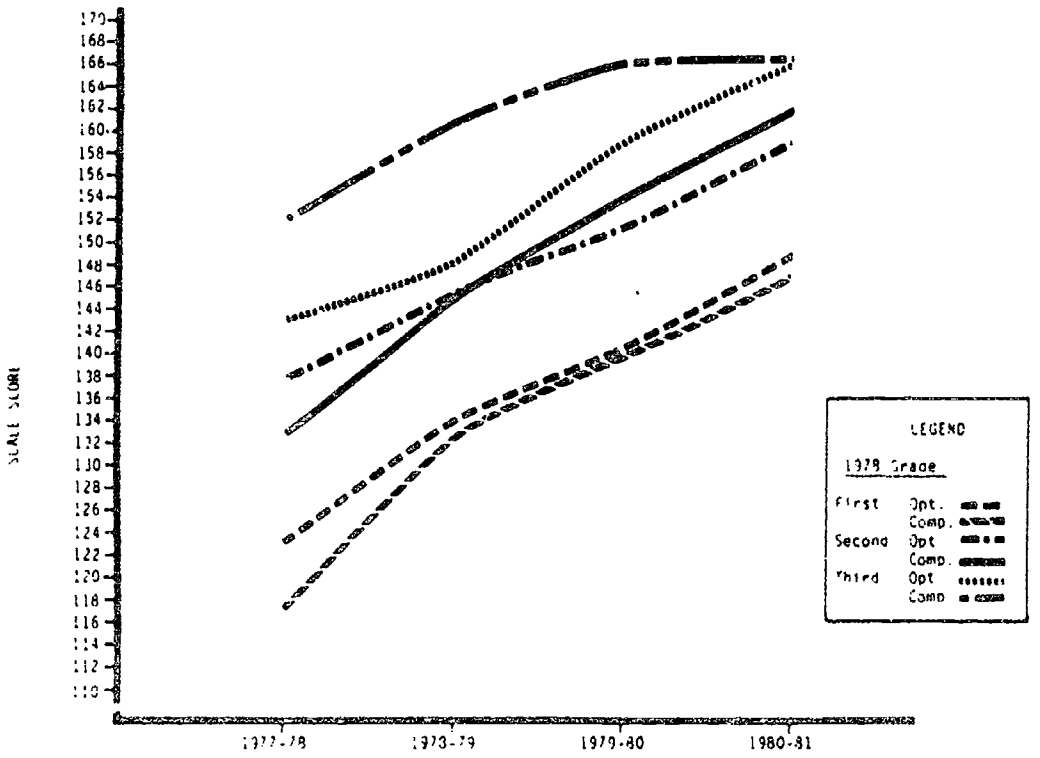


Figure 3b Stanford Achievement Test Math Computation Scale Scores From 1977-78 Through 1980-81 For a Group of Students at Operation Turnaround Schools and Comparison Schools Who Were Identified as Having Been at the Same School Throughout This Time Period

TABLE 4a

PERCENT OF STUDENTS IN STANINE 1 + 2 IN READING AND MATH OF STANFORD ACHIEVEMENT TESTS COLLAPSED OVER GRADES 1-3 and 4-6

	Reading Comprehension				Math Computation			
	Operation Turnaround		Comparison		Operation Turnaround		Comparison	
	Total Number	%Sta. 1+2	Total Number	%Sta. 1+2	Total Number	%Sta. 1+2	Total Number	%Sta. 1+2
77-78 Gr. 1-3	1002	10	634	14	1003	6	640	9
77-78 Gr. 4-6	1027	26	966	21	1019	12	964	10
78-79 Gr. 1-3	915	17	737	19	919	10	722	8
78-79 Gr. 4-6	911	22	727	19	908	16	736	9
79-80 Gr. 1-3	961	10	731	14	995	6	765	6
79-80 Gr. 4-6	963	12	715	16	955	8	712	6
80-81 Gr. 1-3	1015	11	821	14	1003	6	825	8
80-81 Gr. 4-6	1044	10	704	12	1033	7	717	7
81-82 Gr. 1-3	1065	24	797	25	1056	19	786	17
81-82 Gr. 4-6	1051	28	874	21	1043	17	677	14

TABLE 4b

PERCENT OF STUDENTS ABOVE STANINE 3 IN READING COMPREHENSION AND MATH COMPUTATION OF STANFORD ACHIEVEMENT TESTS COLLAPSED OVER GRADES 2 - 5

	Reading Comprehension		Math Computation	
	Operation Turnaround	Comparison	Operation Turnaround	Comparison
1977-78	61	58	81	82
1978-79	56	51	69	78
1979-80	68	66	84	89
1980-81	74	69	86	87
1981-82	51	53	63	65

In order to examine Stanford Achievement tests in another way, Stanine groups were examined. These data are presented in Tables 4a and 4b. Table 4a displays the percent of students in Stanines 1 and 2 combined. It was hypothesized that program impact might be evident in comparisons of the pattern of "stanine group membership." Although it is possible that students in Operation Turnaround moved from stanine 1 to stanine 2 the pattern of percent of students in the group of stanine (1+2) does not indicate program related shifts. There were no changes in these percentages for Operation Turnaround schools that were not paralleled in the comparison schools and in almost half of the comparisons prior to the onset of Operation Turnaround, those schools (Operation Turnaround) had lower percentages in this category than the comparison schools. The same was true of the comparisons after the onset of Operation Turnaround.

The data in Table 4b represent the percentage of relatively high achieving students, those above Stanine 3. A visual inspection of the patterns in Table 4b does not indicate any differences between the Operation Turnaround schools and the comparison schools, either before the onset of Operation Turnaround or for the two years after it had begun.

In summary, these analyses were carried out in part to determine whether or not it would be appropriate to compare the Operation Turnaround schools to the schools which had been selected as comparison schools. Of particular concern was whether the comparison schools would have been superior at the outset. It is believed that these results do indicate an initial comparability of the pattern of performance on the Stanford achievement tests. There were significant differences here and there, but they were not consistent. Neither set of schools was clearly superior nor were the differences startling. With such large numbers of students, small score differences can become statistically significant, but that does not necessarily imply that these differences have practical meaning. For the purposes of this evaluation, it seems appropriate to accept the comparability of these two sets of schools. The performance patterns for the three years prior to the onset of Operation Turnaround do not reveal any substantial negative shifts for the schools which were to be designated as Operation Turnaround schools and there were no substantial achievement test score shifts following program implementation.

Staff Perceptions Regarding Various Success-dependent Factors

One of the main goals of Operation Turnaround was the alteration of the school environment both in terms of the educational/social structure, and the physical environment itself. As was done in the case of the previously described achievement analyses, this section utilizes comparisons between schools in Operation Turnaround and schools in the "comparison" group. Before presenting the data from this questionnaire, it is necessary to qualify the sample of teachers who responded. The planning of this questionnaire included the possibility of follow-up interviews. These interviews were planned only if it was determined that they would add substantially to the data. Because specific responses were going to be used to determine interviewees, it was necessary to ask for names on the questionnaire. Although full confidentiality was promised and specific procedures were followed to maintain the utmost confidentiality, many teachers withheld their responses (perhaps because of their reluctance to identify themselves). Of approximately 200 teachers, OEA received 85 completed questionnaires, with some schools contributing substantially more than others (see Table 5).

TABLE 5

Number of Responses to Teacher Questionnaire*

Operation Turnaround		Comparison	
Holmes	7	L. C. Evans	17
Little River	25	Poinciana Park	5
Orchard Villa	10	Phyllis Wheatley	12

*Nine questionnaires had no school identification.

It is thus possible that the responses from those teachers who were willing to respond are not characteristic of the rest of the teachers. Therefore, any generalizations from the data to be presented must be made cautiously.

With the above being noted, the several parts of the teacher questionnaire were examined in light of the goals of the program and the evaluation questions. In order to ascertain if teacher perception had been influenced by the Operation Turnaround program, it was necessary to compare Operation Turnaround teacher responses to comparison school teacher responses. Our interest was in the difference between these two groups. The only area in which this was not done was on the section of the questionnaire which was concerned with specific aspects of Operation Turnaround as it was only important to know how the teachers in the program perceived the various aspects of the program. Responses to each item of this questionnaire are presented in Appendix D.

Student Potential. One of the important aspirations of Operation Turnaround planners was to raise teachers' judgements regarding the potential of their students. The analysis of these responses as well as responses to other areas of interest involved an overall comparison of the Operation Turnaround schools' responses to the comparison schools' responses as well as an individual analysis of all six schools to determine the pattern of school by school responses. Of the nine items which were reflective of perceptions of student potential, significant differences in responses favorable to Turnaround schools occurred for only two items related to the extent to which students were: 1) seen as liking to be at school; and 2) expected to finish high school. Specific to the first item statement, Operation Turnaround teachers perceived this as being more like their students (mean=4.07) than did the comparison teachers (mean=3.47), $T(74)=2.91$ $p < .005$. The analysis of variance of all six schools yielded a significant difference among the schools for this response ($F(5,70)=3.009= p < .0162$ and follow-up analysis indicated that the schools showing the greatest difference was between Little River, an Operation Turnaround School (mean=4.08) and Wheatley, a comparison school (mean=3.08) using the Tukey B procedure. In terms of the second item, although there was not an overall difference between the Operation Turnaround teachers and the comparison teachers, the school by school analysis was significant $F(5,70)=2.376$ $p < .0475$, with Little River and a comparison school L.C. Evans (means=3.68 and 3.76) being differentiated from Wheatley (mean=2.83) $p < .05$ using the Tukey B procedure. These are not overwhelming differences for teachers' perceptions of their students and their students' potential.

Teachers' Sense of Support. Another goal for Operation Turnaround teachers was to increase their sense of cohesiveness. In order to assess this, a series of items, derived from previous research, was incorporated in the teacher questionnaire. After a series of general questions, teachers were asked to define for themselves a significant co-worker, administrator, and an "other" school person. They were then asked to rate those people on various dimensions to define the quality of their relationships. Responses to these questions were analyzed by creating four variables from all of the questions. The first assessed the general level of support experienced by responding teachers, the second combined responses specific to co-workers, the third responses specific to administrators, and the fourth, responses specific to "other" personnel. Results from the analysis performed on responses to items encompassed by this latter area are uninterpretable and are not further discussed.

Teacher support. There was a difference between the Operation Turnaround schools and comparison schools on the combined score for the three general support questions. On these questions, a high score means more of a feeling of support. The Operation Turnaround teachers have a lower mean score (2.91) than the comparison school teachers (3.30), $T(74)=2.26$ $p=.027$. The analysis of variance of the six schools is also significant, $F(5,70)=3.15$ $p=.0127$ with the significant difference between the schools being between L.C. Evans (mean=3.47) and Little River (mean=2.72). For items specific to co-workers, no differences were noted.

Administrative support. The only other difference on the social support sections involved support from administrators. In these questions the lower means indicate a greater perception of support. The Operation Turnaround teachers seem to perceive having less support from their administrators (mean=2.50) as opposed to the comparison school teachers (mean=1.86), $T(74)=2.60$ $p=.011$. This result is mitigated by the fact that on the analysis of the six schools which was also significant, $F(5,70)=4.63$ $p < .001$, the schools showing differences were L.C. Evans (1.62), Orchard Villa (1.84), and Phyllis Wheatley (2.03) perceiving greater administrator support than Little River (2.95). Although there was not a significant difference between Operation Turnaround Teachers and comparison teachers on perceived support from other professionals, the analysis of the six schools indicated again a difference between L.C. Evans (mean=1.37) and Little River (mean=2.73), indicating that the teachers at L.C. Evans feel more support from other school professionals.

In conclusion, results of these analyses indicated that Operation Turnaround teachers perceived: 1) significantly less general support within their schools, and 2) significantly less support from their administrators than did teachers of the comparison schools. Although there are significant differences on the measures of teacher cohesiveness with each other and administrators the differences seem to center about two specific schools, Little River, an Operation Turnaround school, and L.C. Evans, a comparison school. What this may mean is that individual school differences may be overriding any influence of the Operation Turnaround interventions in these analyses.

Job Satisfaction. In the section of the questionnaire dealing specifically with job satisfaction, the only areas which distinguished Operation Turnaround teachers from the comparison school teachers were the questions regarding administrative relationships. These results and the responses to the specific questions related to administrative interaction can be viewed together.

In both items in which teachers were asked to rate the degree of satisfaction associated with their relationships with school and area/county level administrators, the comparison school teachers indicated greater satisfaction with these relationships. In terms of school level administrators the mean rating given by Comparison school teachers was 4.30 (on a five point scale, five being the highest rating) and the mean for the Operation Turnaround teachers was 3.5, $T(73)=3.76$ $p<.001$. For the area level administrators the mean for comparison schools was 3.48 and for Operation Turnaround 3.04, $T(73)=2.22$ $p<.029$. On another item in which teachers were asked to

rate their satisfaction with the extent of administrative or other in-school resource personnel assistance with disruptive students' behavior, comparison school teachers rated themselves as significantly more satisfied (mean=4.029) than Operation Turnaround teachers (mean=3.00), $T(74)=3.46$ $p<.001$.

On all three of these items we found the same pattern on the analysis of variance of the six schools. Two of the above items yielded significant results, while the question on area administrators only approached significance $F(5,69)= 3.627$ $p=.0057$; $F(5,69)=2.283$ $p=.0558$; $F(5,70)=3.387$ $p=.0085$, respectively). As above, of the six schools the two that are significantly different are L.C. Evans and Little River, with L.C. Evans having higher satisfaction means. Thus, whether these results actually relate to Operation Turnaround as a program is quite unclear. Three other responses specifically related to principal support show the same results with the comparison school teachers generally reporting the principal providing more frequent assistance, making more suggestions regarding instructional methods, and being more supportive of in-service training efforts. (See appendix D). In addition, in response to questions asking whether or not the principal would support them ("go to bat" for them) with the district, nine Operation Turnaround teachers said no while none of the Comparison school teachers said no. This difference was significant $Chi^2(1)=6.48$ $p<.01$.

In Summary, the results relevant to teachers' sense of support and job satifaction, there appears to be an indication that differences between the two groups of schools seem to be in favor of the comparison schools but there are strong indications that the greatest difference here may be due to a very stable administration at one of the schools.

Unfortunately, changes in teachers' perception of their working environment which may have occurred longitudinally in Operation Turnaround schools cannot be measured and comparisons with other schools as a group may be influenced by variables outside of Operation Turnaround, such as administrative stability or style.

Teachers Perception of Operation Turnaround

The final section of the teacher questionnaire requested Operation Turnaround teachers to rate the degree of implementation and impact of the various components of Operation Turnaround. The results of this section are presented in Table 6. The teachers seem to have been informed about Operation Turnaround and the improvements which were planned. The mean rating for degree of implementation after three years was 2.95 on a 5 point scale and 2.9 for impact. The lowest rating was for the implementation of air conditioning and the highest was for new books and painting. An analysis of variance of the responses by school did not indicate differences between the Operation Turnaround schools. It is believed that teachers' substantial knowledge of planned improvements, coupled with their perception that these improvements had not been implemented, may have had a negative effect on their total perception of the school climate (see Table 6).

TABLE 6

MEANS OF RESPONSES BY OPERATION TURNAROUND TEACHERS

These questions concern Operation Turnaround.

A. To what extent were you made aware of the improvements in your school that were to occur as a part of Operation Turnaround. (Check one.)

1. I was fully informed of all planned improvements related to Operation Turnaround.
2. I was given a general idea of the improvements to be made.

MEAN = 1.83

3. Most of the information I had about Operation Turnaround was rumor.
4. I was not informed at all about the improvements planned for Operation Turnaround schools.

The following items were rated on a five point scale.

	DEGREE IMPLEMENTED	POSITIVE IMPACT
	Not Implemented — Completely Implemented	None — Very Much
New books	3.54	3.33
Parental Involvement	2.54	2.51
Media material	2.86	2.95
New equipment	2.95	3.15
Building repairs	3.00	3.20
Electrical repairs	2.80	3.00
Air conditioning	1.48	1.67
Painting	3.95	3.44
Staff changes	3.13	2.78
Safety	2.93	2.83
Resource teacher	3.30	3.05
In-service — Not Enough — More than Adequate		
Frequency	2.97	
Relevancy	3.26	
Task Oriented	3.08	
Follow-up	2.92	

Teacher Stability.

Another measure of teacher satisfaction was the overall stability of the teaching staff at the Operation Turnaround and comparison schools. Data were gathered for the six schools for the years 1978 through 1981 and the number and percentage of teachers who left the schools were calculated (see Table 7). Operation Turnaround schools lost more teachers than did the comparison schools in each of the years except in 1980. On the average, 28% of Turnaround teachers and 23% of comparison school teachers left each year.

Student Affective Measures.

Operation Turnaround was also directed at improving the attitude of students regarding their school, themselves as learners, and their attitude towards the staff. This evaluation used three scales to examine the students' attitudes. The first was an instrument developed by DCPS called the School Morale Attitude Survey. This scale has two forms: a primary form which was given to first through the third grade and an elementary form which was given to the fourth through fifth grade (see Appendix E). Data were collected from 282 students in the Operation Turnaround schools and 366 students in comparison schools. The results are presented in Table 8.

The primary form has two subscales and the elementary form has four subscales. The School Morale Subscale indicates the extent to which pupils enjoy attending school. An inspection of Table 8 reveals that students in the lower grades show a greater percent of positive responses to this scale than the uppper grades and in the lower grades, the Operation Turnaround students seem a little more positive. In the upper grades, the comparison schools' students make slightly more positive responses than the Operation Turnaround students. On the Self as Learner subscale, positive responses indicate the degree to which pupils view themselves as learners. Again, the lower grades have a higher percentage of positive responses than the upper grades. There is no difference in the lower grades between the Operation Turnaround school students and the comparison school students. In the upper grades, the comparison schools have a slightly higher percentage of positive responses, but the difference is negligible.

In the elementary form, there are two more subscales. Physical Plant reflects the pupils' perceptions of the adequacy of the physical structure of the school building. On this scale, the Operation Turnaround students are slightly lower than the comparison school students, but this difference reflects less than one response. The same is true of the Instruction subscale. This subscale reflects pupils attitudes toward the school's instructional program. It does not appear that there are any meaningful differences on this instrument between the Operation Turnaround students' positive attitudes and the comparison students' positive attitudes.

TABLE 7

NUMBER AND PERCENT OF TEACHERS WHO LEFT OPERATION TURNAROUND SCHOOLS AND COMPARISON SCHOOLS FROM 1978 THROUGH 1981

Year	Operation Turnaround			Comparison		
	Total Teachers	Number Left	Percent	Total Teachers	Number Left	Percent
1978	114	32	28	108	28	26
1979	110	41	37	116	27	23
1980	110	20	18	118	31	26
1981	120	35	29	114	18	16
	Total Percent		28	Total Percent		23

TABLE 8

MEAN NUMBER AND PERCENT OF POSITIVE RESPONSES ON SCHOOL MORALE SURVEY SUBSCALES FOR OPERATION TURNAROUND AND COMPARISON SCHOOLS

Operation Turnaround			Comparison		
Grades 1-3	Mean Positive Responses	Percent Positive Responses	Grades 1-3	Mean Positive Responses	Percent Positive Responses
Subscale					
School Morale	8.3	83		7.8	78
Self as Learner	8.8	88		8.8	88
Total n=188	17.1	85.5	Total n=174	16.6	83
Grades 4-6	Mean Positive Responses	Percent Positive Responses	Grades 4-6	Mean Positive Responses	Percent Positive Responses
Subscale					
School Morale	8.3	83		7.8	78
Instruction	7.8	65		8.7	72.5
Physical Plant	5.8	48.3		6.3	52.5
Self as Learner	7.4	61.6		7.6	63.3
Total n=188	17.1	85.5	Total n=174	16.6	83

There are available some scores from this scale from a 1974 sample which included Little River and Holmes Elementary Schools. An inspection of Table 9 indicates that there has been some increase in positive responses in the lower grades but either no change or decline in positive responses in the upper grades.

In an effort to determine whether or not there is any difference in the affective influence of teachers in the Operation Turnaround schools, the students were given a scale which was taken from a study designed to increase helping/supportive behaviors in teachers (Valerious, 1977). This is the "Who Helps You" scale. The purpose was to determine to what extent the students see the teacher or the principal as someone who would help them in various school situations.

The results of this scale are presented in Table 10. The results were divided into Grades 1 to 3 and Grades 4 to 6. Also, a total score was analyzed. In looking at the number of situations in which the teacher was chosen, it appears that in the lower grades the students in the comparison schools picked the teacher to help them significantly more often than the Operation Turnaround students. In the upper grades, the reverse was true. Over all the grades, the teacher was chosen more often by students in comparison schools, but this is probably due to the responses made by students in lower grades. The principal was chosen to help more often by students in Operation Turnaround schools over all grades and in the total analysis.

The assumption underlying the scale is that if the teacher is seen as more helpful or supportive, then he or she would have more positive influence on student learning. It might be that older children perceive the teacher in a more functional manner. The younger students may not be aware of the educational relationship between themselves and the teacher. The salience of the principal for the Operation Turnaround students may be a function of the special administrative style which Operation Turnaround has attempted to foster.

The final affective scale is related to the program goal of increasing pupils' sense of self-determination. The scale, known as the Intellectual Achievement Responsibility scale, has been widely used in research (Crandall, Katkovsky, & Crandall, 1965).

The final affective scale is related to the program goal of increasing pupils' sense of self-determination. The scale, known as the Intellectual Achievement Responsibility scale, has been widely used in research (Crandall, Katkovsky, & Crandall, 1965).

The scale measures the extent to which an individual accepts personal responsibility for both positive and negative consequences. Table 11 contains the means (number of situations in which the individual would accept personal responsibility) of the positive outcomes, negative outcomes, and the total of both for Operation Turnaround and comparison schools. The results for each school are also presented except that no data was received from Holmes Elementary. These scales were only given to the fourth through sixth grade students. Although the means were consistently higher for the comparison schools, the only significance was for the negative outcomes.

TABLE 9

COMPARISON OF LITTLE RIVER AND HOLMES ELEMENTARY SCHOOLS ON SCHOOL MORALE SURVEY SUBSCALES, PERCENT OF POSITIVE RESPONSES ON 1974 and 1983 ADMINISTRATION

Little River Elementary School			Holmes Elementary School		
Grades 1-3	1974	1983	Grades 1-3	1974	1983
School Morale	76.3	80		63.3	83.07
Self as Learner	82.6	86		74.0	84.0
Grades 4-6	1974	1983	Grades 4-6	1974	1983
School Morale	59.2	60.0		52.5	50.0
Instruction	65.8	68.3		59.2	59.2
Physical Plant	70.8	75.03		64.2	63.2
Self as Learner	51.7	51.7		53.3	47.5

TABLE 10

MEAN NUMBER OF TIMES STUDENTS CHOSE TEACHER OR PRINCIPAL ON "WHO HELPS YOU" SCALE

	Grades 1-3			Grades 4-6			TOTAL		
Teacher	Mean	S.D.	T	Mean	S.D.	T	Mean	S.D.	T
Operation Turnaround	4.04	2.98		4.40	2.32		4.17	2.76	
			9.33**			3.31**			3.66**
Comparison	7.16	2.89		3.51	2.00		5.06	3.02	
Principal									
Operation Turnaround	2.17	1.27		2.84	1.25		2.41	1.30	
			4.89**			2.79**			3.49**
Comparison	1.41	1.45		2.44	1.34		2.01	1.50	

** p .01

TABLE 11

MEANS, T-TESTS, ANOVA OF RESPONSES OF STUDENTS ON INTELLECTUAL ACHIEVEMENT RESPONSIBILITY SCALE SCORES FOR POSITIVE (POS) SITUATION RESPONSIBILITY, NEGATIVE (NEG) SITUATION RESPONSIBILITY, AND TOTAL SCORE. RESULTS OF FOLLOW-UP, TUKEY B TEST ARE REPORTED

		Mean	S.D.	T	F
POS	Operation Turnaround	11.93			2.730*
	Comparison	12.38			
NEG	Operation Turnaround	10.45		2.13*	5.091**
	Comparison	11.18			
TOTAL	Operation Turnaround	22.34			4.55**
	Comparison	23.57			

* p .05
** p .01

Tukey B

	Orchard Villa	Little River	***	Evans	Poinciana Park	Wheatley*
POS	11.56	13.15		12.09	11.96	12.94
NEG	10.11	11.68		10.50	11.22	11.81
TOTAL	21.68	24.84		22.59	23.18	24.75

***No data for Holmes

*Underlined means to left of Wheatley are significantly different from Wheatley

An analysis of variance for the five schools was performed for the positive, negative, and total scores and there was a significant outcome for each. An inspection of the means of each of the schools in the lower half of the table and a follow up test of the ANOVA indicated that these differences were between Phyllis Wheatley and Orchard Villa Elementary schools on the positive items, and between Phyllis Wheatley and Orchard Villa and L.C. Evans on the negative and the total scores. Here again, school to school variation may outweigh any effects of Operation Turnaround in this data.

Summary. On these three measures of student affect, we find very little difference between Operation Turnaround schools and comparison schools. What differences there are seem to be in one set of grades and not the other, or in one of the schools of one group and one of the schools in the other group. There is no consistant indication of any impact on student affect that would be attributed to Operation Turnaround.

Principals.

The principal questionnaire was completed by three of the six principals involved in this evaluation. It is not appropriate to make program comparisons as only one principal from the comparison schools responded, however, we do note that in general, the responses by the principals are more positive than the teachers' responses on comparable questions.

Student Attendance

Attendance data were gathered for the second marking period for the Operation Turnaround schools and the comparison schools for the years 1977-78 through 1982-83. That data are presented in Table 12. Attendance at all six schools appears to be consistantly high over the years and there do not seem to be any differences among the schools.

Parent and Community Involvement

Operation Turnaround planners had hoped to increase parent involvement with the schools and increase community awareness in an effort to reduce vandalism and make the school and its surrounding area a safer place to be. In an effort to gauge parent involvement a very small sample of parents were contacted by this office. Parents were identified through computer listings of students names and telephone numbers and a short telephone survey was conducted. Only 21 parents were actually reached so that even though the sample was randomly selected, the number of parents was so low that our results may not generalize to the rest of the parents. Our main purpose was to ascertain whether parents were aware of Operation Turnaround. We found that there was a low awareness regarding any aspect of the school, not the least of which was Operation Turnaround. Only a very small number had actually heard of the program. Since the sample is small we cannot draw any conclusions regarding parent awareness of the program, however, we do note that most responses were positive regarding the schools in general.

Since efforts at raising community involvement had as a goal the reduction of vandalism and violence at the schools, records of vandalism and reports of violent incidents were surveyed and data were compiled for the Operation Turnaround schools and the comparison schools. This data (Table 13) indicates that there has been a general decline in vandalism and violent incidents at all six schools since 1977-78. Operation Turnaround schools seem to have had a sharp decline in total reported incidents in 1981-82 and 1982-83.

TABLE 12

ATTENDANCE FOR OPERATION TURNAROUND AND COMPARISON SCHOOLS FROM 1977-78 THROUGH 1982-83
PERCENT ATTENDANCE AT SECOND MARKING PERIOD.

OPERATION TURNAROUND						
	Little River		Orchard Villa		Holmes	
	K	1 - 6	K	1 - 6	K	1 - 6
77-78	83.88	89.52	89.60	92.61	91.33	91.21
78-79	87.09	90.19	88.28	92.52	91.63	91.23
79-80	88.27	90.90	90.72	92.91	88.84	91.25
80-81	89.00	89.85	86.56	89.88	88.46	90.17
81-82	92.10	91.69	93.33	93.75	91.50	92.46
82-83	93.39	92.37	89.51	92.33	84.35	90.23

COMPARISON SCHOOLS						
	Poinciana Park		Phyllis Wheatley		Evans	
	K	1 - 6	K	1 - 6	K	1 - 6
77-78	88.39	89.06	87.39	88.97	85.27	89.29
78-79	87.72	88.92	84.50	89.09	87.52	88.53
79-80	88.11	90.31	92.94	91.57	89.86	90.04
80-81	89.94	88.77	88.76	88.44	84.71	89.05
81-82	93.21	92.15	88.49	92.27	88.32	91.54
82-83	90.04	88.42	88.65	92.48	85.20	91.58

TABLE 13

NUMBER OF REPORTED INCIDENTS OF BREAKING AND ENTERING, VANDALISMS, AND ALL OTHER CATEGORIES FOR OPERATION TURNAROUND AND COMPARISON SCHOOLS FROM 1977-78 THROUGH 1982-83

		77 - 78	78 - 79	79 - 80	80 - 81	81 - 82	82 - 83
Operation Turnaround	Breaking and Entering	69	55	57	87	58	39
	Vandalism	41	51	48	18	18	10
	Total*	222	214	165	146	115	84
	Mean	74	71	55	49	38	28
Comparison	Breaking and Entering	66	26	88	96	82	76
	Vandalism	40	35	31	38	19	15
	Total*	189	212	177	189	142	141
	Mean	63	70	59	63	47	47

*Total includes all reported incidents

Discussion

The data presented above, taken as a whole, present an inclusive picture of the impact of Operation Turnaround. Although State Student Assessment test scores have made continuous improvement, this performance has been paralleled in schools having similar populations and conditions. In addition, this improvement began shortly after the onset of Operation Turnaround making us cautious in our interpretation of this recovery. The Stanford Achievement test results appear even more equivocal, both in terms of identifying the Operation Turnaround schools as more severely deficient than other similar schools, and in terms of isolating any dramatic changes in the available data subsequent to the beginning of Operation Turnaround.

The poor pattern of performance of the Operation Turnaround schools and comparison schools relative to the national norms appears to continue. The scores for any particular grade for any year seem to be lower than that grade the previous year. It is possible that this may be a function of the cognitive range required on the Stanford and the emphasis on basic skills in the schools in question. Continued emphasis in the classroom on a narrower range of basic skill requirements may be preventing the more capable students from reaching the more advanced content areas tested on the Stanford. In as much as there have only been two years of Stanford administration since the inception of Operation Turnaround, it has not been possible to examine trends; however, the descriptive data from those tests are not encouraging.

It is not possible, from the available data, to conclude that Operation Turnaround has had any effect on Student performance on either the State Student Assessment tests or the Stanford Achievement tests.

Changes in student achievement were expected to be the result of several indirect actions. Physical plant improvements, optimizing teachers' competence through staff changes and in-service training, and closer cooperation between teachers, principals, and area and district level administrators were the methods which were expected to lead to general improvements in these schools.

In order to distinguish any changes brought about by these approaches, it was necessary to look at schools which did not have the advantages proposed for Operation Turnaround schools. It was important to establish some sort of comparability for those schools and although it was not possible to find exactly equivalent schools, we believe that sufficient criteria were met for a fair comparison to be made. Our approach was to examine several areas of teacher attitude to determine if we could distinguish any positive attitudes regarding the school environment in Operation Turnaround teachers. The results of comparisons between the two sets of teachers showed few significant differences in areas such as student potential, teacher cohesiveness, job satisfaction, or administrative relations. Those differences that were found did not tend to be consistent. There are several reservations about the teacher questionnaire data. Since teachers were requested to submit their names, it is possible that those who did respond were less than candid. In addition, the response rate was less than one third and it is quite possible that the respondants did not represent the population of teachers at these schools. It does seem, however, that those teachers who would have been most enthusiastic about Operation Turnaround would have responded. It is not clear whether or not that was the case.

It is possible that there was some suspicion on the part of the teachers as to the nature and motives of this evaluation. This may be a function of imposing an evaluation in a post hoc manner from without, rather than making the evaluation process part of the program itself. In any event, the pattern of attitudinal data does not establish a clear cut improvement for Operation Turnaround teachers as opposed to teachers in other schools. One area of the teacher questionnaire which may suggest explanations for this is the teachers' perception of the implementation of Operation Turnaround. It is clear that the teachers have not seen the improvements that were promised as part of the original plans of Operation Turnaround. It is possible that the discrepancy between what teachers expected and what has been implemented, in their perceptions, is great enough to have negatively effected their attitude towards the program.

The results reflecting students attitude also do not clearly distinguish Operation Turnaround pupils from the pupils in comparable schools. There are differences, but these are not consistant so that they are not attributable to program impact. No measure indicates any favorable conclusions regarding programmatic influence on student attitude.

What, then, has happened in the Operation Turnaround schools? Operation Turnaround began after a three month planning period with staff changes, a summer in-service, and a commitment to physical plant upgrading and increase and upgrading of instructional materials. All this occurred in response to very low State Student Assessment scores, a pattern of declining performance on the Stanford Achievement tests and personnel problems, the exact nature of which are contained in a confidential report written by the DESI.

Whatever caused the extreme low scores on the State Student Assessment tests in 1979-80, had a short-lived effect. The problem of the declining Stanford scores have been discussed above and there does not seem to be a change in performance pattern on those tests through the present. It is possible that the greatest change brought about with Operation Turnaround has been in personnel. Given the lack of data regarding the nature of previous school staff this report has been unable to examine the qualitative change in personnel. Informal conversations with school and district level administrators indicate that there were teachers in those schools who did not "display an aptitude for teaching." It may be that replacing those teachers was the most significant aspect of Operation Turnaround.

The physical repair of the schools, although necessary and probably long overdue, does not appear to have impressed the teachers. The fact that air conditioning was promised and still has not been delivered may well have overshadowed whatever other physical improvements have been made. Whatever has happened at the Operation Turnaround schools, it apparently was not enough or not appropriate to the problem.

Improving schools which have a history of difficulty is a major undertaking. Literature has been examined from two projects which had the same goals as Operation Turnaround, but on a larger scale. One of these projects is the School Improvement Project in New York City and the other is Project Rise in Milwaukee. Before describing a few of the features of

these programs, it is important to note that they are not universally effective. Although they report improvements, they do not come quickly and different schools respond in different ways to these programs. Certain aspects of these programs and some conclusions they have reached about implementing school improvement programs deserve consideration.

The most important feature of both programs seems to be the belief that schools can make a difference. Nationally known experts in school effectiveness were brought in to help both district level staff and school level personnel to believe in the possibilities for change and to help in the initial planning of the projects. Another distinguishing feature of these two projects was the time allocated to and locus of planning. Both projects emphasized planning on the school level and spent over a year in the planning stage. Comprehensive needs assessments and self evaluation were carried out at the school level and implementation was not begun until the second year. Both programs have found that the degree of commitment and the degree of instructional leadership from the principal were the key ingredients in these programs. Other features of these programs were strong district support, continual monitoring, and high visibility.

It appears that some of these essential features were missing in the Operation Turnaround project. Insufficient planning on the school level and lack of district support has left Operation Turnaround as just a small part of these schools' daily concerns. It is just another program along with Chapter One and Comprehensive Education and, because it requires less legal attention (reporting), probably has less pull on the time of the principal and his or her staff.

In summary, the changes which have occurred at Operation Turnaround schools have not been evidenced as statistically significant in this evaluation. This is not to say that change has not occurred, but that program impact has not been demonstrated by the performance measures or attitudinal measures which have been described in this report. In reality, Operation Turnaround has been an ambitious program which may still be in its developmental phase.

Recommendations

1. Since program implementation in various areas has not occurred as quickly as the school staff had anticipated and because this perceived lag may have affected the morale of program staff, it is recommended that evaluation be continued as full implementation occurs.

2. It is recommended that individual school level comprehensive plans, focusing on instructional programming, be developed for Operation Turnaround schools. (Examination of the planning process reported by Project Rise and the School Improvement Project may be useful here.)

3. It is recommended that school level evaluation and monitoring plans be developed in consultation with the Office of Educational Accountability.

4. It is strongly recommended that parent involvement be increased possibly through an outreach program.

REFERENCES

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Division of Elementary and Secondary Instruction. Operation Turnaround: Description & Evaluation Report. Miami, Florida: Dade County Public Schools, 1980.

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APPENDIX A

DESCRIPTION	EMPLOYEES BUDGET	EMPLOYEES ACTUAL	EMPLOYEES VARIANCE	ANNUAL BUDGET	YEAR TO DATE EXPENDITURES	UNPAID PURCH ORDRS	REQUISITIONS AND COMMITMENTS	AVAILABLE BALANCE	PCT NOT AVAIL
PROGRAM 9065 OPERATION TURNAROUND									
FUNCTION 5101 BASIC INSTRUCTION K-3									
OBJECT 5144 TEACHER									
LOCATION 2501 22 HOLMES	2	2		60,922	22,779			38,143	37
3021 22 LITTLE RIVER	1	1		39,804	18,538			21,266	47
4171 22 ORCHARD VILLA	1	1		39,805	8,622			31,183	22
OBJECT 5144 TOTAL	4	4		140,531	49,939			90,592	36
OBJECT 5210 RETIREMENT									
LOCATION 9907 09 SYSTEMWIDE CONTROL				42,373				42,373	0
OBJECT 5210 TOTAL				42,373				42,373	0
OBJECT 5232 EMP INS HOSPITALIZATION H									
LOCATION 9112 06 RISK MGMT RM 604,9999				19,200				19,200	0
OBJECT 5232 TOTAL				19,200				19,200	0
OBJECT 5510 SUPPLIES									
LOCATION 2501 22 HOLMES				1,708	1,103	3		602	65
3021 22 LITTLE RIVER				725	389	237		99	86
OBJECT 5510 TOTAL				2,433	1,492	240		701	71
OBJECT 5640 FURNITURE, FIXTURES & EQU									
LOCATION 2501 22 HOLMES				212	252			40	119
3021 22 LITTLE RIVER				846	2,212			1,366	261
4171 22 ORCHARD VILLA				13,770	13,079	309		382	97
OBJECT 5640 TOTAL				14,828	15,543	309		1,024	107
FUNCTION 5101 TOTAL	4	4		219,365	66,974	549		151,842	31
FUNCTION 5102 BASIC INSTRUCTION 4-8									
OBJECT 5144 TEACHER									
LOCATION 2501 22 HOLMES	2	2		98,294	20,036			78,258	20
3021 22 LITTLE RIVER	3	3		119,417	39,420			79,997	33
4171 22 ORCHARD VILLA	3	3		112,729	25,917			86,812	23
OBJECT 5144 TOTAL	8	8		330,440	85,373			245,067	26
FUNCTION 5102 TOTAL	8	8		330,440	85,373			245,067	26
PROGRAM 9065 TOTAL	12	12		549,805	152,347	549		396,909	28

APPENDIX B

AVERAGE PERCENT MASTERY SCORES FOR THE STATE ASSESSMENT TESTS FOR 1977-78 THROUGH 1982-83

SCHOOL	GRADE	77-78			78-79			79-80			80-81			81-82			82-83		
		C	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
Holmes Elem	3	59	83	86	93	90	68	75	78	81	86	88	83	86	91	95	94	91
	5	48	50	80	81	76	60	61	64	66	72	70	68	71	71	70	71	71
Little River Elem	3	63	85	80	88	81	59	67	71	87	89	88	86	85	89	89	93	86
	5	43	52	74	70	73	56	63	62	63	68	64	84	87	85	87	88	87
Orchard Villa Elem	3	59	74	84	86	87	64	71	72	84	85	89	84	89	93	90	94	95
	5	62	65	72	76	72	53	58	68	69	79	73	76	77	71	86	83	85
Poinciana Park Elem	3	55	85	95	98	94	80	81	86	80	86	90	89	89	90	98	99	98
	5	51	64	76	78	85	66	72	79	74	80	83	70	74	75	80	81	81
Evans Elem	3	63	77	84	91	91	81	81	92	87	89	92	83	85	90	90	88	91
	5	45	52	63	61	68	67	75	78	86	92	90	89	92	88	93	94	91
Wheatley Elem	3	NA	NA	74	84	84	86	96	94	83	80	85	89	90	94	90	93	90
	5	51	56	75	68	63	64	74	75	72	79	74	73	73	73	74	74	75

APPENDIX C

HOLMES - STANFORD ACHIEVEMENT

Median Percentile Ranks

		6th Edition				7th Edition
READING		1977	1978	1979	1980	1981-82
	Grade 1	80	42	62	50	26
	2	54	26	34	24	10
	3	30	24	34	34	27
	4	18	28	30	30	10
	5	20	31	34	18	10
	6	14	22	26	24	18
MATH COMPUTATION						
	Grade 1	80	43	62	72	36
	2	80	52	54	54	19
	3	64	44	62	54	45
	4	30	22	42	38	20
	5	34	30	44	34	17
	6	31	23	42	42	19

7th Edition is not directly comparable to the 6th Edition

CHART/1st Gr. - 6th Gr.
LEVITT:rm
8/8/83

WHEATLEY - STANFORD ACHIEVEMENT

Median Percentile Ranks

	6th Edition				7th Edition
READING	1977	1978	1979	1980	1981-82
Grade 1			42	34	25
2		28	40	23	17
3		28	40	31	63
4	28	23	62	46	42
5	23	21	32	42	41
6	30	22	26	32	35
MATH COMPUTATION					
Grade 1		53	65	50	32
2		58	56	58	34
3		64	70	54	48
4	48	46	60	52	27
5	34	38	52	48	34
6	36	26	52	44	31

7th Edition is not directly
comparable to the 6th Edition

CHART/1st Gr. - 6th Gr.
LEVITT:rm
8/8/83

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POINCIANA PARK - STANFORD ACHIEVEMENT

Median Percentile Ranks

	6th Edition				7th Edition
READING	1977	1978	1979	1980	1981-82
Grade 1	50	42	54	54	25
2	34	22	26	26	16
3	22	28	34	32	20
4	28	18	36	36	23
5	33	34	26	38	24
6	32	23	32	32	23
MATH COMPUTATION					
Grade 1	44	50	72	54	26
2	72	42	58	54	26
3	88	64	58	58	38
4	52	57	72	52	24
5	62	60	62	66	34
6	38	42	56	48	40

7th Edition is not directly comparable to the 6th Edition

CHART/1st Gr. - 6th Gr.
LEVITT:rm
8/8/83

EVANS - STANFORD ACHIEVEMENT

Median Percentile Ranks

	6th Edition				7th Edition
READING	1977	1978	1979	1980	1981-82
Grade 1	36	31	34	37	39
2	26	14	22	52	19
3	23	26	23	27	14
4	16	22	34	38	15
5	23	20	27	32	18
6	10	81	18	26	7
MATH COMPUTATION					
Grade 1	50	16	34	50	40
2	54	40	50	58	45
3	58	36	44	44	27
4	34	34	42	48	33
5	36	30	38	38	29
6	30	40	30	32	26

CHART/1st Gr. - 6th Gr.
LEVITT:rm
8/8/83

COUNTY - STANFORD ACHIEVEMENT

Median Percentile Ranks

	6th Edition				7th Edition
READING	1977	1978	1979	1980	1981-82
Grade 1	70	52	72	70	41
2	56	48	56	54	40
3	52	52	56	54	43
4	48	46	54	54	35
5	46	46	52	52	39
6	44	44	50	50	43
MATH COMPUTATION					
Grade 1	72	56	72	72	40
2	70	64	70	70	55
3	66	66	70	70	51
4	60	58	70	70	50
5	62	62	70	70	50
6	64	60	68	68	54

7th Edition is not directly comparable to the 6th Edition

CHART/1st Gr. - 6th Gr.
LEVITT:rm
8/8/83

ORCHARD VILLA - STANFORD ACHIEVEMENT

Median Percentile Ranks

		6th Edition				7th Edition
READING		1977	1978	1979	1980	1981-82
	Grade 1	44	32	58	46	23
	2	50	30	46	58	37
	3	24	24	28	36	27
	4	34	26	38	30	19
	5	36	16	32	46	22
	6	-	-	27	42	40
MATH COMPUTATION						
	Grade 1	68	40	68	68	26
	2	74	48	64	58	46
	3	44	46	54	72	38
	4	52	38	56	42	22
	5	60	48	44	52	37
	6	-	-	47	52	47

7th Edition is not directly comparable to the 6th Edition

CHARI/1st Gr. - 6th Gr.
LEVIII:rm
8/8/83

LITTLE RIVER - STANFORD ACHIEVEMENT

Median Percentile Ranks

	6th Edition				7th Edition
READING	1977	1978	1979	1980	1981-82
Grade 1	46	20		54	39
2	32	16	46	32	17
3	30	27	26	64	46
4	34	16	34	48	42
5	22	24	32	42	30
6	14	16	28	32	20
MATH COMPUTATION					
Grade 1	78	33	-	40	27
2	84	62	54	84	45
3	58	44	60	88	51
4	56	23	38	48	41
5	40	30	34	38	32
6	24	32	32	34	32

7th Edition is not directly
comparable to the 6th Edition

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LEVITT:rm
3/8/83

APPENDIX D

DADE COUNTY PUBLIC SCHOOLS

OFFICE OF EDUCATIONAL ACCOUNTABILITY
1410 NORTHEAST SECOND AVENUE
MIAMI, FLORIDA 33132

DR. LEONARD M. BRITTON
SUPERINTENDENT OF SCHOOLS

DR. RAY TURNER
ASSISTANT SUPERINTENDENT
EDUCATIONAL ACCOUNTABILITY
(305) 350-3447

June 9, 1983

Dear Teacher,

At a recent meeting, you received a questionnaire which was designed to examine teachers' perceptions of themselves, their students, and their work environment as part of an evaluation of Operation Turnaround. We are communicating with you at this time to thank all of you who have already turned in the questionnaire for your efforts. We would also like to encourage those of you who have not completed your questionnaire to do so.

We want to assure you that the data from this survey will be treated confidentially. We are requesting your name only to allow ourselves the possibility of follow-up and to identify your school.

If, in spite of our assurance, you are still uncomfortable with identifying yourself, please just put the name of your school on the questionnaire instead of your name. Your participation in this study is needed and appreciated. If you have questions about this specific request, or the evaluation in general, please do not hesitate to call me at 350-3417.

Sincerely,

Jerome Hewitt, Ph. D.
Evaluation Specialist

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY

OPERATION TURNAROUND
RESPONSE ITEMS - TEACHER QUESTIONNAIRE

Dear Teacher:

This questionnaire is part of an attempt to develop an overall understanding of the Operation Turnaround project both in terms of the Operation Turnaround schools and in relation to several other schools. In order to accomplish this we are investigating several aspects of school organization. One of these areas is the teachers' perspective in terms of their own attitudes, impressions, and feelings regarding themselves, their jobs, the children, and the school climate.

The following information is requested for research purposes only. Specific responses will not be attributed to any individual. We are requesting your name so that you can be contacted in the event that you are selected as part of a small sample for follow-up interview.

Please return the completed questionnaire via school mail in the attached envelope to: Dr. Jerome Levitt, Board Adm. Building, Mail Code 9999, Rm. 800 by June 3, 1983. Should you have any questions about this survey, please call me at 350-3447.

Sincerely,

Dr. Jerome Levitt
Evaluation Specialist

Name _____

Sex _____ Male _____ Female
1 2

Age _____

Race (check one)

_____ White, non Hispanic
1

_____ Black, non Hispanic
2

_____ Hispanic
3

_____ Asian Pacific Islander
4

_____ American Indian Alaskan Native
5

Years at Present School _____

Years at Previous School if Any _____

Total Years Teaching [illegible] Elsewhere _____

There are several sections to the questionnaire. Please respond to each one.

Opera.	Compar Turnar.
8	33 6 2
$\bar{x}$ =	39 43
SD=	10.21 10.9
	23 11
	13 12
	3 9
	1
$\bar{x}$ =	6.1 5.6
SD=	5.42 5.5
$\bar{x}$	11.3 14.7
	8.6

SECTION I

This section of the questionnaire concerns children in your classes. Indicate the extent to which the following phrases characterize your students by circling the appropriate number after each phrase.

1 Very Much Unlike My Students	2	3	4	5 Very Much Like My Students

							Means	
1.	like being at school	1	2	3	4	5	4.07	3.47
2.	can acquire basic skills	1	2	3	4	5	3.76	3.38
3.	complete their classwork	1	2	3	4	5	3.74	3.45
4.	enjoy physical education	1	2	3	4	5	4.51	4.35
5.	will get promoted	1	2	3	4	5	4.15	3.88
6.	have been doing better over the last few years	1	2	3	4	5	3.54	3.33
7.	know how to behave in the classroom	1	2	3	4	5	3.29	3.12

What percent of your students do you think will finish high school? (check one)

1 under 10%	2 11%-24%	3 25%-50%	4 51%-75%	5 76%-100%	3.79	3.44

What percent of your students do you think might attend college? (check one)

1 under 10%	2 11%-24%	3 25%-50%	4 51%-75%	5 76%-100%	2.17	2.32

			Number		
Do you have any special relationships with any of the children in your class. (i.e., Do they come to you if they are troubled?) (check one)	1 yes	2 no	Y 37	N 5	Y 33
Do you have contact with parents?	1 yes	2 no	40	1	32

What percent of your school's parents have you seen or talked to since school began last September 1982? (check one)

					Means	
1 under 10%	2 11%-24%	3 25%-50%	4 51%-75%	5 76%-100%	3.59	3.3?

How many times a year do you speak to most parents? (check one)

1 once a year	2 two times a year	3 three times	4 four times	5 five or more times	3.12	3.0?

(over)

1. Opera. Compar Turnar.

Teacher Questionnaire (continued) 2.

Have you met more than one adult in most of your school's families? (check one)

____ yes (1) ____ no (2)

Do you know the names of the siblings of most of your students (if they have any)? (check one)

____ yes (1) ____ no (2)

Opera. Turnar.		Compar.	
Number			
Y	N	Y	N
15	26	16	1
18	22	13	2

SECTION II

This section of the questionnaire is a general opinion survey which is designed to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

You answer, either a or b to each question on this inventory, is to be checked (X) to the left of the selected alternative.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice. For each numbered question make an X on the line beside either the a or b, whichever you choose as the statement most true.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

Remember.

Select that alternative which you personally believe to be more true.

(over)

Teacher Questionnaire (continued) 4.

I more strongly believe that:

1. ____ a. Children get into more trouble because their parents punish them too much.

   ____ b. The trouble with most children nowadays is that their parents are too easy with them.

2. ____ a. Many of the unhappy things in people's lives are partly due to bad luck.

   ____ b. People's misfortunes result from the mistakes they make.

3. ____ a. One of the major reasons why we have wars is because people don't take enough interest in politics.

   ____ b. There will always be wars, no matter how hard people try to prevent them.

4. ____ a. In the long run people get the respect they deserve in this world.

   ____ b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. ____ a. The idea that teachers are unfair to students is nonsense.

   ____ b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. ____ a. Without the right breaks one cannot be an effective leader.

   ____ b Capable people who fail to become leaders have not taken advantage of their opportunities.

7. ____ a. No matter how hard you try, some people just don't like you.

   ____ b. People who can't get others to like them don't understand how to get along with others.

8. ____ a. Heredity plays the major role in determining one's personality.

   ____ b. It is one's experience in life which determines what they're like.

Opera. Compar Turnar.	
Mean External Score	
7.71	7.88

Teacher Questionnaire (continued)

I more strongly believe that:

9. ____ a. I have often found that what is going to happen will happen.

____ b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. ____ a. In the case of the well-prepared student there is rarely, if ever, such a thing as an unfair test.

____ b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. ____ a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

____ b. Getting a good job depends mainly on being in the right place at the right time.

12. ____ a. The average citizen can have an influence in government decisions.

____ b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. ____ a. When I make plans, I am almost certain that I can make them work.

____ b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. ____ a. There are certain people who are just no good.

____ b. There is some good in everybody.

15. ____ a. In my case getting what I want has little or nothing to do with luck.

____ b Many times we may just as well decide what to do by flipping a coin.

16. ____ a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

____ b. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.

5. Opera. Compar Turnar.

(over)

Opera. Compar. Turnar.

I more strongly believe that:

17. ____ a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.

____ b. By taking an active part in political and social affairs, the people can control world events.

18. ____ a. Most people can't realize the extent to which their lives are controlled by accidental happenings.

____ b. There is really no such thing as luck.

19. ____ a. One should always be willing to admit his mistakes.

____ b. It is usually best to cover up one's mistakes.

20. ____ a. It is hard to know whether or not a person really likes you.

____ b. How many friends you have depends upon how nice a person you are.

21. ____ a. In the long run the bad things that happen to us are balanced by the good ones.

____ b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. ____ a. With enough effort we can wipe out political corruption.

____ b. It is difficult for people to have much control over the things politicians do in office.

23. ____ a. Sometimes I can't understand how teachers arrive at the grade they give.

____ b. There is a direct connection between how hard I study and the grades I get.

24. ____ a. A good leader expects people to decide for themselves what they should do.

____ b A good leader makes it clear to everybody what their jobs are.

Opera. Compar. Turnar.

I more strongly believe that:

25. ____ a. Many times I feel that I have little influence over the things that happen to me.

____ b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. ____ a. People are lonely because they don't try to be friendly.

____ b. There's not much use in trying hard to please people. If they like you, they like you.

27. ____ a. There is not too much emphasis on athletics in high school.

____ b. Team sports are an excellent way to build character.

28. ____ a. What happens to me is my own doing.

____ b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. ____ a. Most of the time I can't understand why politicians behave the way they do.

____ b. In the long run the people are responsible for bad government on a national as well as on a local level.

Teacher Questionnaire (continued) 8.

SECTION III **The next set of questions concern the school environment.**

A. How many teachers in this school do you socialize with? (check one)

___ 0 (1) ___ 1 - 3 (2) ___ 4 - 5 (3) ___ 6 - 10 (4) ___ 11 or more (5)

B. If you needed help or advice concerning some problem you were having in your class, how many other teachers would you consider going to? (check one)

___ 0 (1) ___ 1 - 3 (2) ___ 4 - 5 (3) ___ 6 - 10 (4) ___ 11 or more (5)

C. To what extent do you feel that teachers in your school support each other? (check the appropriate number in the scale below)

Very Much ... Not Very Much

1 2 3 4 5

D. Please list by first name or initial, the people in each of the categories below who are important to you and to whom you are important in your school. Then indicate (1) their importance to you and (2) how important you feel you are to them.

	Important to you: (Very 1 2 3 4 5 Not Very Important)	How Important You to Them: (Very 1 2 3 4 5 Not Very Important)
a. other teachers		
_____	1 2 3 4 5	1 2 3 4 5
_____	1 2 3 4 5	1 2 3 4 5
_____	1 2 3 4 5	1 2 3 4 5
b. administrators		
_____	1 2 3 4 5	1 2 3 4 5
_____	1 2 3 4 5	1 2 3 4 5
_____	1 2 3 4 5	1 2 3 4 5
c. other school personnel (Enter role: clerk, psychologist, etc.)		
_____	1 2 3 4 5	1 2 3 4 5
_____	1 2 3 4 5	1 2 3 4 5
_____	1 2 3 4 5	1 2 3 4 5

Opera. Compar Turnar.

Means

3.38 3.56

2.76 2.68

3.45 2.29

Mean Combination o A, B, C

2.91 3.33

The following items (a, b, c, 1-14) were compressed* t 3 scores, rep resenting

1) Other teachers
1.57 1.67

2) Administra tors
2.50 1.86

3) Other School Personnel
2.38 1.88

* All items were adjusted to the same direction

Opera. Compar. Turnar.

For each of the three categories on the previous page, circle the person who is most important to you. Then for each of these persons, answer the following questions by circling the appropriate number in the scale to the right.

1. Does this person know important people in your profession?

	All				None
co-worker	(1)	(2)	(3)	(4)	(5)
supervisor	(1)	(2)	(3)	(4)	(5)
professional	(1)	(2)	(3)	(4)	(5)

2. How often are you in touch with (see, talk, write) this person?

	Daily	Weekly	Few Times a Month	Monthly	Few Times a Year
co-worker	(5)	(4)	(3)	(2)	(1)
supervisor	(5)	(4)	(3)	(2)	(1)
professional	(5)	(4)	(3)	(2)	(1)

3. To what extent does this person make you feel liked?

	A Lot				A Little
co-worker	(1)	(2)	(3)	(4)	(5)
supervisor	(1)	(2)	(3)	(4)	(5)
professional	(1)	(2)	(3)	(4)	(5)

4. Who usually takes the initiative to get in touch?

	Always Me				Always Him/Her
co-worker	(1)	(2)	(3)	(4)	(5)
supervisor	(1)	(2)	(3)	(4)	(5)
professional	(1)	(2)	(3)	(4)	(5)

5. How close do you feel to this person?

	Very Close				Not Close at All
co-worker	(1)	(2)	(3)	(4)	(5)
supervisor	(1)	(2)	(3)	(4)	(5)
professional	(1)	(2)	(3)	(4)	(5)

10. Opera. Compar. Turnar.

6. How close do you think this person feels to you?

	Very Close				Not Close at All
co-worker	(1)	(2)	(3)	(4)	(5)
supervisor	(1)	(2)	(3)	(4)	(5)
professional	(1)	(2)	(3)	(4)	(5)

7. Does this person reassure you when you are feeling uncertain about something?

	A Lot				A Little
co-worker	(1)	(2)	(3)	(4)	(5)
supervisor	(1)	(2)	(3)	(4)	(5)
professional	(1)	(2)	(3)	(4)	(5)

8. Do you talk to this person when you are upset, nervous, or depressed?

	A Lot				A Little
co-worker	(1)	(2)	(3)	(4)	(5)
supervisor	(1)	(2)	(3)	(4)	(5)
professional	(1)	(2)	(3)	(4)	(5)

9. Do you confide in this person?

	A Lot				A Little
co-worker	(1)	(2)	(3)	(4)	(5)
supervisor	(1)	(2)	(3)	(4)	(5)
professional	(1)	(2)	(3)	(4)	(5)

10. Does this person approve of the way you do things?

	A Lot				A Little
co-worker	(1)	(2)	(3)	(4)	(5)
supervisor	(1)	(2)	(3)	(4)	(5)
professional	(1)	(2)	(3)	(4)	(5)

(over)

Teacher Questionnaire (continued)

11. Does this person give you advice?

	A Lot				A Little
co-worker	(1)	(2)	(3)	(4)	(5)
supervisor	(1)	(2)	(3)	(4)	(5)
professional	(1)	(2)	(3)	(4)	(5)

12. Does this person make you feel respected?

	A Lot				A Little
co-worker	(1)	(2)	(3)	(4)	(5)
supervisor	(1)	(2)	(3)	(4)	(5)
professional	(1)	(2)	(3)	(4)	(5)

13. Does this person see things the way you do?

	A Lot				A Little
co-worker	(1)	(2)	(3)	(4)	(5)
supervisor	(1)	(2)	(3)	(4)	(5)
professional	(1)	(2)	(3)	(4)	(5)

14. Would this person lend you money?

	A Lot				A Little
co-worker	(1)	(2)	(3)	(4)	(5)
supervisor	(1)	(2)	(3)	(4)	(5)
professional	(1)	(2)	(3)	(4)	(5)

11. Opera. Compar Turnar.

Opera. Compar
Turnar.

SECTION IV

Of the three student qualities listed below, check the one which you think each of the following people would rate as most important.

	Students As People (1)		Students Learning (2)		Students Being Well-Behaved (3)		
	No.	%	No.	%	No.	%	
a. Most of the administrators in your school:	4	9.8	23	56.1	14	34.1	Op. T.
	8	24.2	18	54.5	7	21.2	Comp.
b. Most of the teachers in your school:	3	7.1	20	47.6	19	45.2	Op. T.
	2	6.5	16	51.6	13	41.9	Comp.
c. The teacher you feel closest to in school:	13	31.7	21	51.2	7	17.1	Op. T.
	6	19.4	16	51.6	9	29.0	Comp.
d. You yourself:	17	42.5	22	55.0	1	2.5	Op. T.
	8	25.8	21	67.7	2	6.5	Comp.

On this scale rate your overall level of self-evaluation or self-esteem on the job; that is, how high or low you presently evaluate your total picture of yourself on your job by circling the appropriate number in the scale below.

High				Low		
(1)	(2)	(3)	(4)	(5)	1.79	1.58

(over)

SECTION V

SATISFACTION/DISSATISFACTION SCALE

1	2	3	4	5
a source of major dissatisfaction	a source of moderate dissatisfaction	provides neither satisfaction nor dissatisfaction	a source of moderate satisfaction	a source of major satisfaction

Please review the following list of factors which define your professional working environment. Indicate the extent to which each is a source of satisfaction or dissatisfaction, by selecting the appropriate rating from the scale above and placing it to the right of the individual item.

		Opera. Means	Compar Turnar.
my salary	___	2.79	3.09
my chances for professional advancement	___	3.12	3.58
opportunities for professional development (through in-service, etc.)	___	3.90	3.75
my relationship with parents	___	3.76	4.06
my relationship with school-level administrators	___	3.50	4.30*
my relationship with area/county level administrators	___	3.04	3.48*
the facilities in which I teach (physical condition)	___	2.17	2.55
the materials which I am given or have available to me	___	2.68	2.94
the design of the curricula that I am encouraged to use	___	2.81	3.00
the respect shown me by my students	___	3.83	3.79
the extent to which the educational experience seems to change students' behavior	___	3.45	3.56
the relevance of what is being taught to "real world" requirements		3.14	3.5
the support received by me from administration, or other in-school or source personnel (counselors, etc.) in handling disruptive student behavior		4.16	4.03*
my personal safety		3.74	3.39
the behavior of my students		3.44	3.21

* significant result

	Opera. Turnar.		Compar	
	Y	N	Y	N

Please answer the following questions.

1. Have there been instances in which your Principal or Assistant Principal has given some kind of specific assistance to you? (check one)

   ____ yes (1) ____ no (2)

	36	6	32	1

2. How many times in the last year would you say you have received specific assistance from your principal or assistant principal? (check one)

   ____ 0 (1) ____ 1 - 3 (2) ____ 4 - 5 (3) ____ 6 - 10 (4) ____ 11+ (5)

2.74	3.24*	

3. Do you feel your principal will "go to bat" for you?

	Y	N	Y	N
with parents (check one) ____ yes (1) ____ no (2)	36	6	32	0
with district (check one) ____ yes (1) ____ no (2)	29	9	31	0

4. To what extent do you feel that your performance evaluations accurately reflect your teaching performance? (Circle the appropriate number.)

Not Very Much				Very Much		
1	2	3	4	5	4.05	4.18

5. To what extent do you feel that your performance evaluations accurately reflect your teaching ability?

Not Very Much				Very Much		
1	2	3	4	5	3.81	3.94

6. To what extent have you felt that you could make improvements in response to your evaluations (if applicable)?

Not Very Much				Very Much		
1	2	3	4	5	2.77	3.04

7. To what extent do you feel that your principal is open to suggestions you have about teaching?

Not Very Much				Very Much		
1	2	3	4	5	4.19	4.13

*Significant difference

Teacher Questionnaire (continued)

Please answer the following questions.

8. Does your principal make informed suggestions regarding instructional methods?

Not At All				Very Often	Opera. Turna.	Compar
1	2	3	4	5	3.15	4.21*

9. Is your principal supportive of in-service training efforts?

Not Supportive				Very Supportive		
1	2	3	4	5	4.29	4.67*

15.

OEA 8-21-4
LEVITT.4.mss
TEACHQUES.Q

* Significant

See Text

Teacher Questionnaire (continued) 16. Opera. Compar Turnar.

SECTION VI

These questions concern Operation Turnaround.

A. To what extent were you made aware of the improvements in your school that were to occur as a part of Operation Turnaround. (Check one.)

___ 1. I was fully informed of all planned improvements related to Operation Turnaround.
___ 2. I was given a general idea of the improvements to be made.
___ 3. Most of the information I had about Operation Turnaround was rumor.
___ 4. I was not informed at all about the improvements planned for Operation Turnaround schools.

B. For each item listed below please indicate the degree to which you believe it was implemented in your school as originally planned. Also indicate the degree of positive impact which you think the item has had on the overall functioning of your school.

	DEGREE IMPLEMENTED					POSITIVE IMPACT				
	Not Implemented				Completely Implemented	None				Very Much
New books	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
Parental involvement	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
Media material	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
New equipment	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
Building repairs	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
Electrical repairs	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
Air conditioning	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
Painting	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
Staff changes	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
Safety	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
[illegible]										

Opera. Compar
Turnar.

C. Indica.e the adequacy of each of the inservice aspects listed below by circling the appropriate number to the right of each aspect.

	Not Enough				More Than Adequate
Frequency	(1)	(2)	(3)	(4)	(5)
Relevancy	(1)	(2)	(3)	(4)	(5)
Task oriented	(1)	(2)	(3)	(4)	(5)
Follow-up	(1)	(2)	(3)	(4)	(5)

APPENDIX E

DADE COUNTY PUBLIC SCHOOLS

OFFICE OF EDUCATIONAL ACCOUNTABILITY
1410 NORTHEAST SECOND AVENUE
MIAMI, FLORIDA 33132

DR. LEONARD M. BRITTON
SUPERINTENDENT OF SCHOOLS

DR. RAY TURNER
ASSISTANT SUPERINTENDENT
EDUCATIONAL ACCOUNTABILITY
(305) 350-3447

May 30, 1983

Dear Teacher:

As we discussed at our meeting, the Office of Educational Accountability has been given the responsibility of evaluating Operation Turnaround. This evaluation requires a sample of teachers (of which you are one) to administer two or three (depending on the grade level) short surveys to your students. You do not have to administer all surveys at the same time; but we would appreciate it if you could finish the last survey in time to return the completed forms to us by June 10, using the attached envelope. Please review the following instructions for each survey.

Part I - Who Helps You

The purpose of this survey is to identify the number and kinds of people to whom students go for various kinds of help. Please have students fill out the identifying information at the top of this form (school and grade level), and read the instructions which we have attached to the test packet. Additionally, please read each item to your students if you feel that that is more appropriate than having them read the items themselves.

Part II - Intellectual Achievement Responsibility Questionnaire

(for grades four through six only)

The purpose of this survey is to look at students' sense of responsibility for academic and personal success. Please fill out, or have the students fill out, the identifying information at the top of this form (school and grade level), and have students select either (a) or (b) for each item by placing an X on the appropriate line.

Part III - Dade County Public Schools School Morale Attitude Survey

(Primary or Elementary Forms)

Primary (grades 1-3):

After bubbling in school and grade data on the answer sheet, with a #2 pencil, read the examples (a-c) to your students, illustrating how they are to select the appropriate responses by darkening the nose of the happy (yes) or sad (no) face (also with a #2 pencil), to indicate agreement or disagreement with the statement. Then read each of the items to your students allowing sufficient time to finish each item before continuing to the next. Please note that the survey is continued on the reverse side of the sheet.

Elementary (grades 4-6):

After having students bubble in school and grade data on their answer sheets, read the directions to the students and then have them respond to each item using a #2 pencil to bubble in their answers. Questions 1-24 are in the front, and questions 25-48 are in the back. Please point this out to the students.

Remember, it is not necesary for all the forms to be completed by the students at one time. However, we would appreciate their completion by June 10, as mentioned above.

If you have any questions or concerns, please contact me at 350-3447.

Sincerely,

Jerome Levitt
Evaluation Specialist

Teacher Instructions for Part I

Please read these instructions to the students:

These questions ask you to decide which of the people at the top would help you in the situation described below. Just write the number of the person on the line near the sentence.

For example:

The first question asks "Who helps you--when you need help in a school subject?". Look at the list of people at the top and write the number of the person whom you think would help you with a school subject on the line near that sentence.

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
OPERATION TURNAROUND
STUDENT QUESTIONNAIRE
PART I

DO NOT WRITE IN THIS COLUMN

School _____ 1 - 4
Grade _____ 5 - 6

WHO HELPS YOU?

1. Student friend
2. Parent
3. Relative
4. Adult friend
5. School clerk
6. Classroom teacher
7. Adjustment teacher
8. Special Help teacher
9. Teacher Aide
10. Principal
11. Gym teacher/librarian

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1. When you need help in a school subject? ____ 7
2. When someone "messes" with you at lunch or on the playground? ____ 8
3. When you have a complaint about our school? ____ 9
4. When you don't have pencils, pens, paper? ____ 10
5. When you have too much homework? ____ 11
6. When a person wants to fight you after school? ____ 12
7. When you are yelled at unjustly? ____ 13
8. When you lose your temper in the classroom? ____ 14
9. When someone curses you? ____ 15
10. When you want to be of service to the class or school? ____ 16
11. When you have a school problem? ____ 17
12. When you are injured at school? ____ 18
13. When all school work is too easy or too hard? ____ 19
14. When someone takes an item from your desk? ____ 20

COMMENTS: _____

11. Suppose you study to become a teacher, scientist, or doctor and you fail. Do you think this would happen

__ (a) because you didn't work hard enough, or
__ (b) because you needed some help and other people didn't give it to you? 31

12. When you learn something quickly in school, is it usually
__ (a) because you paid close attention, or
__ (b) because the teacher explained it clearly? 32

13. If a teacher says to you, "Your work is fine," is it
__ (a) something teachers usually say to encourage pupils, or
__ (b) because you did a good job? 33

14. When you find it hard to work arithmetic or math problems at school, is it
__ (a) Because you didn't study well enough before you tried them, or
__ (b) because the teacher gave problems that were too hard? 34

15. When you forget something you heard in class, is it
__ (a) because the teacher didn't explain it very well, or
__ (b) you didn't try very hard to remember? 35

16. Suppose you weren't sure about the answer to a question your teacher asked you, but your answer turned out to be right, Is it likely to happen
__ (a) because she wasn't as particular as usual, or
__ (b) because you gave the best answer you could think of? 36

17. When you read a story and remember most of it, is it usually
__ (a) because you were interested in the story, or
__ (b) because the story was well written? 37

18. If your parents tell you you're acting silly and not thinking clearly, is it more likely to be
__ (a) because of something you did, or
__ (b) because they happen to be feeling cranky? 38

19. When you don't do well on a test at school, is it
__ (a) because the test was especially hard, or
__ (b) because you didn't study for it? 39

20. When you win at a game of cards or checkers, does it happen
__ (a) because you play real well, or
__ (b) because the other person doesn't play well? 40

21. If people think you're bright or clever, is it
__ (a) because they happen to like you, or
__ (b) because you usually act that way? 41

22. If a teacher didn't pass you to the next grade, would it probably be
__ (a) because she "had it in for you", or
__ (b) because your school work wasn't good enough? 42

23. If you don't do as well as usual in a subject at school, would this probably happen
__ (a) because you weren't as careful as usual, or
__ (b) because something bothered you and kept you from working? 43

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
OPERATION TURNAROUND
STUDENT QUESTIONNAIRE
PART II

School _____
Grade _____

Put a check next to the phrase that you most believe, either (a) or (b). There are no right or wrong answers.

1. If a teacher passes you to the next grade, would it probably be 21
   ___ (a) because she liked you, or
   ___ (b) because of the work you did?

2. When you do well on a test at school, is it more likely to be 22
   ___ (a) because you studied for it, or
   ___ (b) because the test was especially easy?

3. When you have trouble understanding something in school, is it usually 23
   ___ (a) because the teacher didn't explain it clearly, or
   ___ (b) because you didn't listen carefully?

4. When you read a story and can't remember much of it, is it usually 24
   ___ (a) because the story wasn't well written , or
   ___ (b) because you weren't interested in the story?

5. Suppose your parents say you are doing well in school. Is it likely to happen 25
   ___ (a) because your school work is good, or
   ___ (b) because they are in a good mood?

6. Suppose you did better than usual in a subject at school. Would it probably happen 26
   ___ (a) because you tried harder, or
   ___ (b) because someone helped you?

7. When you lose at a game of cards or checkers, does it usually happen 27
   ___ (a) because the other player is good at the game, or
   ___ (b) because you don't play well?

8. Suppose a person doesn't think you are very bright or clever. 28
   ___ (a) Can you make him change his mind if you try to, or
   ___ (b) are there some people who will think you're not very bright no matter what you do?

9. If you solve a puzzle quickly, is it 29
   ___ (a) because it wasn't a very hard puzzle, or
   ___ (b) because you worked on it carefully?

10. If a boy or girl tells you that you are dumb, is it more likely that they say that 30
    ___ (a) because they are mad at you, or
    ___ (b) because what you did really wasn't very bright?

24. If a boy or girl tells you that you are bright, is it usually
__ (a) because you thought up a good idea, or
__ (b) because they like you? 44

25. Suppose you became a famous teacher, scientist or doctor. Do you think this would happen
__ (a) because other people helped you when you needed it, or
__ (b) because you worked hard? 45

26. Suppose your parents say you aren't doing well in your school work. Is this likely to happen more
__ (a) because your work isn't very good, or
__ (b) because they are feeling cranky? 46

27. Suppose you are showing a friend how to play a game and he has trouble with it. Would that happen
__ (a) because he wasn't able to understand how to play, or
__ (b) because you couldn't explain it well? 47

28. When you find it easy to work arithmetic or math problems at school, is it usually
__ (a) because the teacher gave you especially easy problems, or
__ (b) because you studied your book well before you tried them? 48

29. When you remember something you heard in class, is it usually
__ (a) because you tried hard to remember, or
__ (b) because the teacher explained it well? 49

30. If you can't work a puzzle, is it more likely to happen
__ (a) because you are not especially good at working puzzles, or
__ (b) because the instructions weren't written clearly enough? 50

31. If your parents tell you that you are bright or clever, is it more likely
__ (a) because they are feeling good, or
__ (b) because of something you did? 51

32. Suppose you are explaining how to play a game to a friend and he learns quickly. Would that happen more often
__ (a) because you explained it well, or
__ (b) because he was able to understand it? 52

33. Suppose you're not sure about the answer to a question your teacher asks you and the answer you give turns out to be wrong. Is it likely to happen
__ (a) because she was more particular than usual, or
__ (b) because you answered too quickly? 53

34. If a teacher says to you, "Try to do better," would it be
__ (a) because this is something she might say to get pupils to try harder, or
__ (b) because your work wasn't as good as usual? 54

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Name (PRINT) LAST FIRST MIDDLE D SCHOOL GRADE SECTION PUPIL I.D. NO. DATE OF BIRTH

PRINT YOUR NAME IN THE BOXES PROVIDED. THEN BLACKEN THE LETTER CIRCLE BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

LAST NAME	FIRST NAME	MI

STUDENT I.D. NUMBER	SCHOOL	GR

DADE COUNTY PUBLIC SCHOOLS
ELEMENTARY FORM (Grades 4 - 6)
SCHOOL MORALE ATTITUDE SURVEY

DIRECTIONS:

This is not a test This booklet lists a series of statements about your school. Read each statement carefully and decide whether your agree or disgree with the statement. If you agree, blacken the space under the letter "a" on your answer sheet for that statement. If you disagree, blacken the space under the letter "d" on your answer sheet for that statement. Please, answer every question.

This is part of a project being done in many different schools in the county. No one at your school will see your answers. They will be scored elsewhere, so answer as honestly as you can. You will probably find that you generally agree with some of the statements and generally disagree with others. Do not answer as you think you should, but the way you really feel.

Thank you

	a	d
1. Students can do wrong things and never get in trouble.	(a)	(d)
2. Often I'm afraid that I'll do something wrong at school.	(a)	(d)
3. I am very proud of my school	(a)	(d)
4. I am lucky that I get to come to this school	(a)	(d)
5. If this school had more clubs, I'd like it better	(a)	(d)
6 I would tell a new student that this is a good school	(a)	(d)
7 I'd rather go to this school than another one	(a)	(d)
8 No one seems to understand me at school	(a)	(d)
9 I think I am as smart as the other students in my grade	(a)	(d)
10 Drugs are not a major problem at our school	(a)	(d)
11 This school has too many rules	(a)	(d)
12 Most of the students here aren't very interested in team sports	(a)	(d)
13 Sometimes we see films and filmstrips at this school	(a)	(d)
14. There are enough materials and supplies for most of my classes.	(a)	(d)
15. School has not helped me learn about many new things.	(a)	(d)
16. We do not have enough reading, writing and arithmetic each day	(a)	(d)
17. I can usually do my homework without any help	(a)	(d)
18 My school books are in terrible condition	(a)	(d)
19 In my class I don't do anything that interests me	(a)	(d)
20 When my teacher is not around I know how to study	(a)	(d)
21 I deserve the grades I get on my papers and report card	(a)	(d)
22 Most of the time I feel I understand my school work	(a)	(d)
23 The people at this school make me feel like they want me to learn	(a)	(d)
24 There is too much noise in the classroom for me to learn	(a)	(d)

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CONTINUE ON REVERSE

DIRECTIONS:

USE A BLACK LEAD PENCIL ONLY (NO. 2 OR 2½)
BLACKEN THE CIRCLE COMPLETELY.

ERASE CLEANLY ANY ANSWER YOU WISH TO CHANGE.
MAKE NO STRAY MARKS ON THE ANSWER SHEET.

		a	d
25.	I have a place at school to keep my lunch and other things	ⓐ	ⓓ
26	The furniture in this classroom is in good condition	ⓐ	ⓓ
27	My classroom is not comfortable in hot weather.	ⓐ	ⓓ
28.	Everyone tries to keep our school clean.	ⓐ	ⓓ
29	My classrooms are not equipped with blackout curtains or anything else to make the rooms dark for movies	ⓐ	ⓓ
30	My school is not crowded	ⓐ	ⓓ
31	In our library there is a place to work and study.	ⓐ	ⓓ
32	The bathrooms in this school are clean.	ⓐ	ⓓ
33.	Our physical education field is large enough.	ⓐ	ⓓ
34	Sometimes the cafeteria is used for special programs.	ⓐ	ⓓ
35	I wish my school was pretty and clean like other schools I've seen or heard of	ⓐ	ⓓ
36	There are not many things in this school building that need to be fixed	ⓐ	ⓓ
37.	I have no trouble with the work I have to do in my class	ⓐ	ⓓ
38.	Most days I'm happy to come to school	ⓐ	ⓓ
39	I usually get extra help with my lessons, if I want it.	ⓐ	ⓓ
40.	I have to learn things I don't need to know.	ⓐ	ⓓ
41.	There is no one in my school that I could go to with a serious problem.	ⓐ	ⓓ
42	Sometimes I feel that I just can't learn.	ⓐ	ⓓ
43	I am usually allowed to take my classroom books home.	ⓐ	ⓓ
44.	I ask a lot of questions in class.	ⓐ	ⓓ
45.	I get angry with myself if I don't do as well as I should	ⓐ	ⓓ
46.	My classes are uninteresting and boring.	ⓐ	ⓓ
47.	I like to make the best grades possible	ⓐ	ⓓ
48.	I can read a long while without getting tired	ⓐ	ⓓ

STOP AT NUMBER 48

DO NOT WRITE IN SHADED AREA

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NAME (PRINT) LAST FIRST MIDDLE | D | SCHOOL | GRADE | SECTION | PUPIL I D NO | DATE OF BIRTH

PRINT YOUR NAME IN THE BOXES PROVIDED THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME

LAST NAME	FIRST NAME	MI

STUDENT I D NUMBER

SCHOOL

GR

DADE COUNTY PUBLIC SCHOOLS
PRIMARY FORM
SCHOOL MORALE ATTITUDE SURVEY

EXAMPLES:

	YES	NO
A. ICE CREAM TASTES BETTER THAN SALT.	●	○
B. THE MIAMI DOLPHINS IS NOT THE BEST FOOTBALL TEAM.	○	●
C. T.V. IS MORE FUN THAN READING.	○	●

LISTEN TO TEACHER'S INSTRUCTIONS

	YES	NO
1 I LIKE SCHOOL	○	○
2 SCHOOL MAKES ME WANT TO BE NICE	○	○
3 THE SCHOOL DAY IS TOO LONG	○	○
4 I KEEP MY SCHOOL CLEAN AND NEAT	○	○
5 MY SCHOOL IS DULL AND UGLY	○	○
6 I CAN MAKE MY SCHOOL A GREAT PLACE TO BE	○	○

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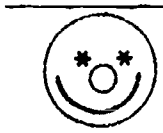
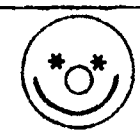
CONTINUE ON REVERSE →

	YES	NO		YES	NO
7. I OBEY TEACHER'S RULES IN CLASS.			14. I LIKE TO DO ARITHMETIC.		
8. I STAY IN SCHOOL TOO LONG.			15. I WANT TO LEARN MORE		
9. I LIKE TO STAY HOME BETTER THAN I LIKE TO COME TO SCHOOL			16 I LIKE TO WORK WITH NUMBERS		
10 I WISH I WENT TO ANOTHER SCHOOL.			17 OTHER KIDS THINK I AM A CLOWN		
11 I LIKE TO READ MY BOOKS			18 SCHOOL WORK MAKES ME THINK		
12 LEARNING IS EASY FOR ME			19 GOOD READERS ARE GOOD SPELLERS		
13 I TRY HARD IN SCHOOL			20 I LEARN FROM MY MISTAKES		

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