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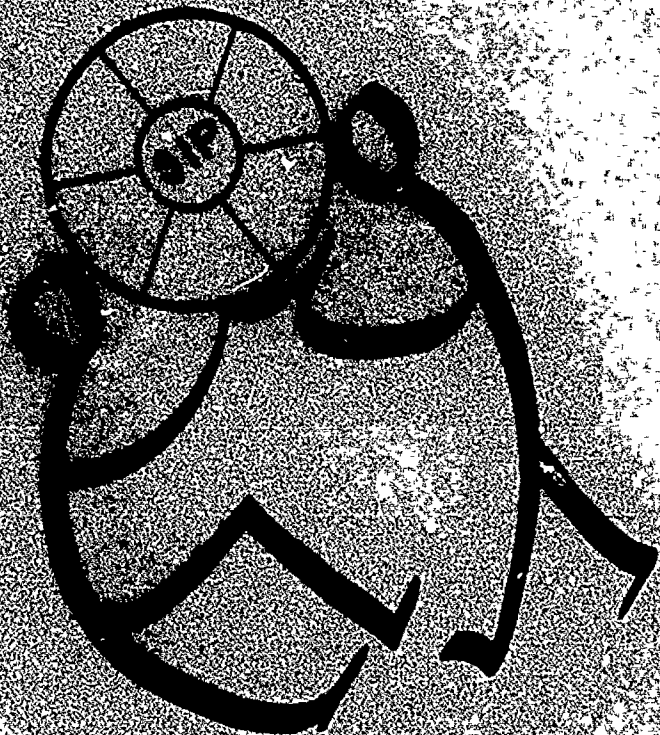
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ABSTRACT

Key results and conclusions from the first year (1986-87) of the Detroit (Michigan) Effective Schools Project are presented. The project was designed to determine how low-achieving schools in Detroit can best be helped and to ascertain factors with greatest impact on retention and achievement. Focus is on assisting selected schools designated as Chapter 1 schools under the provisions of the Education Consolidation and Improvement Act, including eight elementary schools (Couzens, Herman, Hosmer, Ives, Keidan, Peck, Rose, and Stephens) and four middle schools (Earhart, Longfellow, Nobel, and Remus Robinson), by involving these schools in comprehensive self-study/needs assessment and improvement planning and implementation. The district's School Effectiveness Questionnaire was administered, achievement data collected, a school profile created, and interviews conducted to insure input from parents. Findings indicate that: (1) special attention to schools has a positive impact on increasing staff morale; (2) school self-studies are key sources of information for assisting schools in assessing their own needs; (3) instructional programs lack the necessary link between thinking skills and basic learning skills; (4) remedial programs lack the necessary link to basic school programs; (5) teacher beliefs about students' capabilities and home backgrounds have an impact on student achievement; and (6) parents want more involvement in school decisions and activities. It is recommended that the project be continued and that it emphasize in-school activities focusing on shared decision making, improving leader behaviors, instructional and classroom management, and congruency between remedial and basic school programs. Support is recommended from state, federal, and local entities. An appendix contains tables, figures and charts, the School Self-Study Instrument, and a review of the School Effectiveness Questionnaire. (TJH)

DETROIT PUBLIC SCHOOLS

THE DETROIT EFFECTIVE SCHOOLS PROJECT



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YEAR 1 EVALUATION REPORT

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Finally, we give thanks to those authors who wrote or co-authored selected chapters.

Robert L. Green
Kathleen Smith
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DETROIT EFFECTIVE SCHOOLS PROJECT
YEAR 1

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Executive Summary

Introduction

An initial analysis of low-achieving schools in Detroit indicates that significant amounts of Chapter 1 funds are used to purchase remedial services and human/ material resources often resulting in very small improvements in student achievement. This fact along with low expectations for student success, high drop-out rates, increases in social problems, and economic disadvantages has created a sense of urgency for change among Detroit Public School educators and the community they serve.

In an effort to determine ways the district can best help its lower-achieving schools and to ascertain those factors which appear to have the greatest impact on retention and achievement, the consulting firm of Dr. Robert L. Green and Associates was contracted to provide direction for the Detroit Effective Schools Project (DESP). A major goal of the DESP was to assist selected Chapter 1 schools, eight elementary schools--Couzens, Herman, Hosmer, Ives, Keidan, Peck, Rose and Stephens and four middle schools--Earhart, Longfellow, Noble and Remus Robinson with a comprehensive self-study, improvement planning and implementation and to strengthen the present School Improvement Plan process.

Based on the assumption that if reasons for low achievement could be identified as systemic and documented for the target population, which account for more than half of the students in these schools, and if changes in teacher behaviors and the administrative and the learning climate were focused on and congruent with identified needs of that population then the rest of the school and ultimately the district would benefit.

Essentially project activities included the involvement of project school staffs in a comprehensive needs assessment to determine their strengths and weaknesses. The district's School Effectiveness Questionnaire was administered, achievement data was collected, a school profile was created including staff/ student attendance rates, promotion/retention statistics, student discipline data, teaching staff profiles, etc., a survey of existing programs and projects was conducted, parent perceptions were measured and on-site support and assistance were provided by both district and project staff. Special attention was paid to the schools by the General Superintendent and two retired former "Master Principals" with positive results and "self-esteem" payoffs for school staffs and administrators.

Findings and Conclusions

Key findings and conclusions drawn from Year 1 of the Detroit Effective Schools Project are presented here.

Special attention from the General Superintendent and the Executive Staff had a positive impact on increasing staff morale in the project schools.

School self-studies are key sources of information for assisting schools to assess their own needs.

Instructional programs lack the necessary link between thinking skills and basic learning skills. Remedial programs lack the necessary link to basic school programs.

High expectations for student success and teachers beliefs about the extent to which students home background and experience influence learning have a definite impact on student achievement.

Parents want more involvement, better communication, concerned teachers, better discipline and safety and security for their children.

Recommendations

Key recommendations are presented here.

The Detroit Effective Schools Project should be continued for 1987-88 and 1988-89. Project design should focus on in-school activities which emphasize shared-decision making, improving leader behaviors, instructional and classroom management strategies and congruency between remedial and basic school programs.

In addition to reflecting the research on effective schools, The School Improvement Planning process for the district must emphasize the importance of schools conducting a self-study to assess their needs, coordinating all resources to achieve improvement goals, and assuring that all actions behaviors and decisions are congruent to the needs identified.

Divisions of Educational Services, Human Resource Management and Development and Offices of 1) School Community Relations, 2) State, Federal and Local Programs and Projects, 3) School Housing, and 4) the Uniform Code of Student Conduct must provide specific support and assistance to project schools as identified by recommendations.

The Detroit Effective Schools Program
Focus for Year II

Robert L. Green and Associates

Based upon the research, evaluation and assessment of various programs, school activities, classroom instruction, student outcomes and dimensions of leadership, the following program strategies for Year II are recommended:

Reading and Mathematics

Staff training should be accelerated to reinforce instructional excellence in areas of achievement deficits, with a special emphasis on reading and mathematics. Local school staff should also receive continuing assistance in creating specific instructional objectives related to the teaching of reading and mathematics by grade level.

Staff Development for Teachers

Project, Central and Area support should be given to low achieving schools to encourage and facilitate teacher expectations for student success, parent-teacher communication, teacher instructional effectiveness, teacher monitoring of pupil progress and the development of a system of rewards and praise related to successful pupil performance.

School Improvement Planning

The School Improvement Planning process should receive continuing emphasis in order to relate planning to local school based needs and the correlates of effective schooling.

Principal Mentorship Programs

The Principal Mentorship program should be continued and expanded to assist principals in coping with troublesome leadership issues. Reinforcing the eight principles of effective schools with special emphasis on instructional leadership and high expectations for student achievement should be stressed.

High Expectations

A major effort should be made to encourage classroom teachers in the twelve project schools to increase their expectations for successful student achievement outcomes. Project, Central, Area and Local School staffs should set this as a major priority.

Special Programs to Improve School Climate and Student Success

The Mercy College Conference should be continued. The initial conference involved staff from each of the twelve schools and all sessions except one was staffed by members of the General Superintendent's Executive Committee. One hundred percent of the conference respondents rated it as useful and either good or excellent. This conference was an excellent display of district cooperation and unity.

Motivational Speakers

Outstanding speakers knowledgeable about student outcomes, high expectations, rewards and praise, parent involvement, leadership monitoring and principles of effective schooling should be exposed to the project schools in order to encourage student achievement growth and development, a major district objective.

Proposed Evaluation for Year II Effective Schools Project

Project and district staff will build on evaluation strategies designed during Year I in order to measure project effectiveness.

CHAPTER I PROGRAM DESCRIPTION

Robert L. Green, Kathleen E. Smith, Sharon Johnson-Lewis

The Detroit Public School System has an established history of accepting the challenges of the effective schools reform movement. For more than a decade, there has been district-wide implementation of a research-based school improvement planning process which includes the conduct of a needs assessment, the identification of problems and possible solution strategies, an implementation plan, monitoring and evaluation formats, and an in-service training design.

Throughout the district, the level of staff awareness of effective schools research findings and their direct relationship to improved student achievement is sufficiently high. And while it is encouraging to note that many schools have been able to achieve successful application of the findings with the desired results of improved student achievement, others are moving to effect positive change at a much slower pace.

An initial analysis of the low achieving schools in Detroit indicates that significant amounts of Chapter I funds are used to purchase remedial services and materials often resulting in very small improvements in student achievement. This lack of progress in improving achievement may be due to several factors, such as little or no linkage of remedial instruction to the basic school program, poor choice of services, or lack of follow through in monitoring the quality of the implementation of the remedial instruction. Recent literature on compensatory education programs suggest that unless there is direct linkage between the basic school program and remedial instruction, fragmentation of both the basic and remedial programs can occur (Winfield, 1986).

In an effort to determine ways the district can best help lower achieving schools and to ascertain those factors that impact on the Chapter 1 programs, the consulting firm of Dr. Robert L. Green & Associates was contracted to assist selected Chapter 1 schools, eight elementary schools - Couzens, Herman, Hosmer, Ives, Keidan, Peck, Rose and Stephens and four middle schools - Earhart, Longfellow, Noble and Remus Robinson with improvement planning and implementation and to strengthen the present School Improvement Plan process. Selection of the schools was based on a combination of factors including:

- achievement test scores one year or more below city, state, or national norms in reading or mathematics as measured by the Assessment of Basic Curriculum Skills administered in grades 1-8, Michigan Educational Assessment Program administered in grades 4, 7 and California Achievement Test administered in grades 3, 5, 8; and
- Chapter 1 funded; and/or
- unstable patterns of achievement over a 3 year period; and/or
- average daily student attendance patterns averaging less than 85% and/or
- previous involvement in an effective schools project.

The project was entitled the DETROIT EFFECTIVE SCHOOLS PROJECT (DESP) and the project design included each of the 12 schools in a self-study to determine its strengths and weaknesses. Project and district staff provided each school with substantive, supportive and/or new information and documentation for school team consideration. As a result of these combined efforts, project schools were able to identify and prioritize their improvement needs. Next steps included the selection of possible solution strategies by project school staffs whose behaviors, actions and decisions ultimately depended on their own affirmative responses to the questions:

Is it doable?

Is it congruent with the needs we identified?

Is it defensible - measurably connected to the research on effective schools?

The overall outcomes of the DESP project were to include:

- improved student achievement for the Chapter 1 target population in the project schools.
- identification of those Chapter 1 resources and materials which improved the implementation of Chapter 1 programs and their linkage to the basic school program.
- an exemplary school improvement plan which incorporated the research on effective schools and suggested specific goals and objectives for the Chapter 1 target population for 1987-89 in each project school.
- a strengthened school improvement planning process for a District.
- a strengthened version of the district School Effectiveness Questionnaire.

Project Evaluation

The evaluation report examines the extent to which project goals and objectives were attained and recommendations about programs/practices which should be replicated in the district.

The evaluation report is formatted by chapters in which each project activity is fully described, including:

Purpose
Methodology
Presentation of Data
Analysis of data
Summary and Conclusions
Recommendations

In order to assure objectivity in reporting and uniformity in the presentation of data, schools have been assigned the same alpha identification codes (A-L)

which are used throughout the evaluation report (e.g., School A is the same in Chapter 1 as in Chapters 2-9.)

Chapter headings with a brief content description follows:

Chapter 1: Program Description

Highlights a description of the program as conceived by the project director and district staff.

Chapter 2: Results of Achievement Data Analysis

Highlights include reports of student performance on achievement tests as follows:

- CAT-E 1986 reading and mathematics test administered to students in grades 3, 5, and 8. Results are reported by group and gender.
- MEAP 1985 and MEAP 1986 reading and mathematics test administered to students in grade 4 and 7. Results are reported as comparisons of current performance of 4th and 7th grade students with the prior year performance of 4th and 7th grade students to identify 2 year trends in skills attainment.
- ABCS 1985 and ABCS 1986 tests of reading, mathematics and writing administered to students in grades 1-8. Results are reported as comparisons of current performance of 1st -8th grade students with the prior year performance of 1st-8th grade students to identify 2 year trends in skills attainment.

Chapter 3: Results of School Based Activities

Highlights include narrative reports of school activities focusing on:

- On-site visits by Superintendent Arthur Jefferson and the project staff.
- A report of the Mid-Semester Conference on Effective Schools.
- A review of School Improvement Plans.
- On-site support and assistance.
- Classroom observations.
- School Improvement Team meetings.

Chapter 4: Results of the School Self-Study to Assess School Needs

Highlights include the description of the process from data gathering to data sharing. Results of this process form the basis for schools to identify their priority areas for improvement in 1987-88.

Chapter 5: Results of Chapter 1 Study

Highlights include a brief description of Chapter 1 programs in the 12 schools with emphasis on ways federal monies were spent in relationship to the needs identified. Research-based attributes of effective Chapter 1 programs are summarized.

Chapter 6: Results of the School Effectiveness Questionnaire

Highlights include a history and description of the instruments; the purpose for the questionnaire and what it purports to measure; the process for scoring and interpreting result with both aggregated and disaggregated results reported.

Chapter 7: Results of Parent Perceptions

Highlights include the responses of a random sampling of parents of students attending the 12 point schools.

Interview questions closely parallel staff questions on the School Effectiveness Questionnaire. It is, therefore, important to compare and contrast both sets of results.

Chapter 8: Summary of Findings and Conclusions

Highlights include significant findings that surface as a result of actual project or school initiated activities. A section also summarizes findings that are clearly identified as subjective in nature.

Chapter 9: Recommendations

Highlights include a summary of recommendations from previous chapters.

The chapters are numbered from 1 to 9. Tables, charts or graphs which relate to a given chapter have that chapter's number and are sequenced alphabetically. For example, tables which relate to Chapter 2 are labeled 2A, 2B, 2C.... All tables are located in the Appendix.

Conclusion

The primary function of the Detroit Public Schools is to provide quality teaching and learning for all of its students and by extension, the total school community.

The Detroit Effective Schools Project has provided and is providing the Detroit Public Schools with yet another opportunity to strengthen our ability to deliver teaching and learning programs assuring that:

- All students are learning, with none expected to fall below levels of skills acquisition prerequisite for promotion to the next grade.
- The children of the poor are achieving those minimal level masteries of basic skills that now describe minimally successful pupil performance for the children of the middle class.

Dr. Ronald Edmonds said it best, "We can whenever and wherever we choose successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

SUMMARY OF CHAPTER 2
PRESENTATION OF ACHIEVEMENT DATA

Pauline Grissom

Purpose

The purpose of this chapter is to present baseline data on student achievement prior to implementation of strategies developed for the Detroit Effective Schools Project. School staff participating in the project and district staff were to analyze the data during Project Year 1 to develop skill-focused instructional plans designed to positively impact achievement in reading and mathematics. Achievement data for subsequent years will be compared to assess changes.

Methodology

Test score data for each of the project schools were collected for the following tests.

1. California Achievement Tests Form E (CAT E), a national norm referenced test first administered Fall, 1986 to project students in grades 3, 5, and 8.
2. Michigan Educational Assessment Program (MEAP), an objective referenced test developed by the Michigan Department of Education. Data are reported for the Fall, 1985 and 1986 administration of the tests to project students in grades 4 and 7.
3. Assessment of Basic Curriculum Skills Tests (ABCS), an objective referenced test developed by the Detroit Public Schools. Data are presented for the Spring, 1985 and 1986 administration of the tests to project students in grades 1-8.

CAT test score data were disaggregated by gender to provide users with additional information.

Presentation of the Data

Tables 2A - 2E present test score data showing that --

- A. For the nine project schools tested on the grade 3 CAT (national norm grade equivalent level of 3.2) --
1. all schools were below the national norm in reading,
 2. two schools equaled, one school exceeded and six schools were below the national norm in mathematics,
 3. females out-performed males by 2 months in reading and 1 month in mathematics.
- B. For the nine project schools tested on the grade 5 CAT (national norm grade equivalent level of 5.2) --
1. one school equaled and eight schools were below the national norm in reading,
 2. two schools exceeded and seven schools were below the national norm in mathematics,
 3. although there are variations among schools, overall females out-performed males by 5 months in reading and 4 months in mathematics.
- C. For the five project schools tested on the grade 8 CAT (national norm grade equivalent level of 8.2) --
1. one school equaled or exceeded the national norm in reading and mathematics; all other schools were below the national norm.
 2. although there are variations among schools, overall females out-performed males by 1 month in reading and 2 months in mathematics.
- D. For the nine project schools tested on the grade 4 MEAP, four of the schools showed increased reading and mathematics scores from 1985 to 1986; six schools showed decreased scores.
- E. For the five project schools tested on the grade 7 MEAP, scores at three of five schools increased in mathematics and four of five schools increased in reading between 1985 and 1986.
- F. For all grades 1-8 at the twelve schools tested on the ABCS, there were 43 out of 60 possible instances where grades at schools attained

Lower reading scores than did students citywide and 36 out of 60 possible instances where grades at schools attained lower mathematics scores than citywide.

Summary of Findings and Conclusion

Achievement data for the twelve (12) schools participating in the Effective Schools Project generally reflect skill deficits in reading and mathematics for students in grades 1 through 8. While these discrepancies are more pronounced at some schools than others, these scores suggest a project-wide need for improved skill attainment in reading and mathematics. Specific findings include:

1. Overall females out-performed males in both reading and mathematics for all grades tested. This gap tends to close as the students get older.
2. Students in the project schools generally scored lower in reading than mathematics.
3. Students in the project schools are weak in numeration and problem solving skills.
4. Generally, and irrespective of the particular test administered, students in the project schools are weak in the basic reading skill strands: synonyms, antonyms, context, details, character analysis, main idea, drawing conclusions, reality/fantasy and cause and effect.

Recommendations

Based on analysis of achievement test scores the following recommendations seem appropriate:

1. Instructional programs must link thinking skills learning to basic skills learning.
2. Instructional programs need to be developed which close the achievement gap between males and females at the lower grades.

3. Special attention must be paid to reading skill deficits of students in the project schools, particularly the higher level reading skills.
4. Special programs within the project schools need to be reviewed to determine if they are effective and congruent with the identified needs of the students.
5. Each school staff should review all available achievement data for the school to discover academic strengths and deficits.
6. Performance patterns within grades and across the school should be identified.
7. Instructional plans should be reviewed and modified when necessary to be consistent with student performance patterns.
8. Instructional materials should be reviewed and modified when necessary to be consistent with student performance patterns.
9. Staff training should be conducted to target for instructional excellence particularly in areas of demonstrated deficit.
10. Specific instructional objectives should be created by local school staff for skill-focused instruction by grade.
11. Specific instructional objectives should be created by local school staff for skill-focused instruction across grades.
12. Staff training should be conducted on the principles of effective schools.
13. Staff training should be conducted on the elements of effective instruction.
14. Staff and student efforts toward improvement should be acknowledged in positive, immediate modes.

SUMMARY OF CHAPTER 3
RESULTS OF SCHOOL-BASED ACTIVITIES

Robert L. Green
Jessie Kennedy

Mike Syropolous
Phillip Robinson

Helen Hart
William DeWitt

Purpose

Activities were conducted with the intent of providing school staffs with an awareness of the Detroit Effective School Project (DESP), gaining their input and commitment and assisting in the identification of needs and effective improvement strategies.

Methodology

1. General orientation meetings with the General Superintendent, Area Superintendents, principals, Chapter 1 parents, key area staff, and Lawrence Lezotte, a noted effective schools researcher.
2. An effective schools conference for all staff (instructional and non-instructional) at the twelve schools.
3. A review of the 1985-86 school improvement plans from the twelve schools in comparison with six high achieving schools. School Improvement Plans were reviewed and then referenced to an effective schools' correlate.
4. Two principal mentors were assigned to work with two schools each. Mentors were asked to identify supervision and leadership issues that were of significance to project principals, and to offer strategies that might help principals in resolving "troublesome" leadership issues.
5. Visits to a random sample of classrooms in each building by an outside observer.

Presentation of the Data

1. Meetings with school staff and other key personnel were held. The purpose of the meetings was to provide an awareness of the program and to assess the needs of individual schools.
 - a. An initial orientation was held with project principals and area superintendents, project staff and the General Superintendent.

- b. Throughout the year, project staff visited schools and held meetings with school improvement teams. The General Superintendent visited six of the twelve schools.
 - c. The General Superintendent met twice with project principals in groups of six.
 - d. Project staff met with area superintendents.
 - e. Project staff met with Chapter 1 parents.
2. A major effective schools conference was held at the Mercy College Conference Center on January 16, 1987 from 8:00 a.m. to 2:30 p.m. All staff from each of the twelve schools were invited to attend including teachers, assistant principals, secretaries, paraprofessionals, engineers, bus drivers, etc. Parents were also invited to attend. Table 3A shows the exact distribution of conference participants. Table 3B provides a description of each of the ten workshop sessions. With the exception of one, sessions were conducted by staff of General Superintendent's Executive Committee. One hundred percent of the respondents rated the workshop useful and either good or excellent.
3. School improvement plans of the twelve project schools were compared to six improvement plans of effective schools. In general, the School Improvement Plans of the project schools focused on a Clear School Mission, Safe and Orderly Environment, and Instructional Leadership; effective schools tended to focus on strong Instructional Leadership, High Expectations, and Collegiality correlates.
4. A principal mentorship program was designed to strengthen the leadership skills of four principals. Mentors worked with principals for approximately 5 days and completed several activities:
 - a. Reviewed and discussed the eight correlates of the Effective Schools as described by the District.
 - b. Review results of the Effective Schools Questionnaire with the principals, School Improvement Teams and staffs.
 - c. Participated in the analysis of other data that were gathered at the building level by staff.
 - d. Assisted in the teams' and staffs' efforts to establish priorities for 1987-88 based on Effective Schools Questionnaire responses and other data.
 - e. Suggested/recommended specific strategies for implementing priorities, for coping with troublesome leadership issues, and for handling some matters observed by the consultant.
 - f. Supplied resource materials and names of resource persons.

- g. Discussed principals' individual concerns, made recommendations, and tried to model successful leader behaviors.

Other activities included, but were not limited to: exploring with principals some troublesome problems which they perceive as hampering their leadership effectiveness. Issues most frequently raised were:

- a. Custodial services - the feeling that services were both inadequate and inequitably assigned.
 - b. Maintenance services - the feeling that critical maintenance problems were often neglected by central administration.
 - c. Clerical services - the feeling that clerical services need to be upgraded.
 - d. Substitute services - the feeling that services are inadequate in all areas of personnel, contract and non-contract.
 - e. Delivery services - the feeling that books and supplies were often "inexcusably and woefully" late in arriving at schools, despite the fact that requests and requisitions had been filed and made in a timely and appropriate fashion.
5. Classroom visits and teacher observations were made in each of the twelve project schools. In general, strategies described under the Essential Elements of Effective Instruction (EEEI) were used by the teachers observed. There was a strong level of active participation and exchange between students and teachers. In most classrooms, teachers treated students in a caring way. Discipline problems were minimal and rewards outweighed reasonable punishment. Instructional materials were generally available and handled well.

Areas that caused some concern were related to using student responses to redirect instruction, failure to gain feedback from students and insufficient evaluation of the learning that occurred.

The two areas that were of greatest concern to the observer are:

1. Selecting appropriate objectives at the correct level of difficulty, and
2. Maximizing use of instructional time.

Findings and Conclusion

Cited below are the findings from the five major activities.

1. The project provided schools staffs with an opportunity to examine their strengths and weaknesses.
2. Project schools' staffs were provided with an overview of the effective schools research.
3. Project schools' principals were able to share their needs with the General Superintendent, and area and central office staffs.
4. The Effective Schools Conference was well attended and participants responded very favorably to questions regarding the usefulness and overall evaluation of individual workshops and the conference as a whole.
5. High achieving schools tend to emphasize high expectations, collegiality, and instructional leadership in their school improvement plans while low achieving schools emphasize a clear school mission, safe and orderly environment as important.
6. Important steps in the change process were either omitted in the initiation and implementation of the project or not internalized by some administrators.
7. The consultants, who worked closely with four principals, were able to suggest several intervention strategies.
8. The classroom observer noted that too much time was spent in all group instruction and that the level of difficulty for instruction was too low and the teacher did not sufficiently challenge the students.
9. Generally the observed teachers showed no evidence of an evaluation of a given activity.
10. Generally the observed teachers needed assistance in how to maximize their instructional time.
11. Project principals felt that clerical, custodial, substitute and delivery (of supplies) services are inadequate.
12. The principals and their staffs were encouraged by and pleased with the personal attention and visits made by the General Superintendent.

Recommendations

1. Project staff should continue to conduct major conferences which involve total school staffs and parents.
2. Project schools' staff need to receive additional information regarding the change process and the importance of the effective schools' research.
3. Project staff should try to involve more parents.
4. Project schools should receive training on the importance of high student expectations. The training should include examples of how students with similar needs are achieving.
5. School Improvement Plans should show evidence of the correlates of effective schools.
6. Principals should give prompt feedback on how the administrator handles disciplinary cases referred to the office.
7. Project staff should work with school staffs to
 - a. develop strategies which impact on school-wide discipline concerns,
 - b. develop a format for shared decision-making,
 - c. develop strategies that build school spirit, unity, and pride,
 - d. develop weekly/monthly/yearly calendars of events, activities and due dates,
 - e. suggest ways to reduce office traffic for minor offenses,
 - f. develop a profile of total staff within a school that lists each persons training, talent and professional interest,
 - g. develop strategies to assist principals to find time to "do what is important".
8. Maintain and expand the principal mentorship program.
9. The General Superintendent should continue to visit the project schools.
10. Curriculum staff should work closely with teachers to determine instructional strategies that motivate.
11. Curriculum staff must work closely with teachers to determine the appropriate level of difficulty for assignments.
12. Curriculum staff must work with teachers to identify strategies for implementing small group instruction.

SUMMARY OF CHAPTER 4
RESULTS OF THE SCHOOL SELF-STUDY TO ASSESS
SCHOOL NEEDS

Kathleen E. Smith, Sharon Johnson-Lewis, Robert L. Green, Linda Leddick

Purpose

During on-site school visits to provide orientation for DESP principals and members of school improvement teams, it was agreed that project staff would suggest specific ways for accomplishing an important project goal: To conduct a needs assessment for improving current school plans and developing more substantive and useful two-year plans for 1987-89.

Methodology

Project principals, with the support and commitment of their School Improvement Teams, agreed to participate in the conduct of a comprehensive self-study. Project, area and central staff agreed to provide substantive, supportive and/or new information as well as on-site assistance as needed.

Essentially, school teams and project staff gathered data which reflected the school's status on variables associated with effective schools including:

- 1) Attendance (Average, daily for staff and students)
- 2) Student discipline (Uniform Code of Student Conduct violations)
- 3) Promotion//retention statistics
- 4) Achievement data
- 5) Chapter 1 programs (remedial instruction and linkage to the basic school program)
- 6) Stability of school staffs and student populations

- 7) Teacher service (the match between certification and assignment; average staff age, degree earned, length of service)
- 8) Programs/projects, staff development/in-service training that are congruent with needs identified.
- 9) School learning environment (physical plant; safety/security)
- 10) School operations (program planning, scheduling, class size...)

A self-study instrument was designed and offered as a guide for data collection. Once assessments were completed, school staff were given a format for analyzing the data and preparing for the conduct of a Data Sharing Process by which all data collected and analyzed would be shared for the primary purpose of identifying and substantiating priority areas for improvement at each pilot site. The 12 school principals, selected members of their school improvement teams, project staff and selected district staff focused on the results of the data collected in five (5) specific components of the school self-study:

1. Results of the School Effectiveness Questionnaire - which measures staff perceptions of school and instructional effectiveness.
2. Results of the School Profile - Part A of the Self-Study Instrument which requires schools to take a closer look at themselves by collecting and analyzing demographic data describing 20 variables.
3. Results of the Survey of Chapter 1 and Other Programs/Projects - Part B of the Self-Study Instrument which requires schools to assess all existing programs and projects for congruence to needs they identified.
4. Results of the Survey of Parent Perceptions - A telephone interview of a random sample of parents whose children attend the project schools.
5. Report of achievement over a 3 year period - longitudinal scores on MEAP, CAT and ABCS tests.

Outcomes of the Data Sharing Process included that each of the 12 project schools would be able to:

- identify a minimum of three (3) priority areas for improvement based upon documented results of a comprehensive school self-study.
- have sufficient information to write 1987-89 School Improvement Plans that reflect school strengths and weaknesses and include specific improvement objectives.
- consider strategies for sharing the results of the Data Sharing Process with total staff and community and for gaining their input in determining possible solution strategies as well as their approval, commitment, ownership and support of the 1987-89 School Improvement Plan.

Ten of 12 Self-Study Instruments were submitted for project staff review. Eleven of 12 summaries of the Data Sharing process were submitted for project staff review.

Table 4A presents a matrix showing data on the 12 schools for 20 variables obtained from the self-study instruments completed by School Improvement Teams including:

- | | |
|---|--|
| - Enrollment | - Promotion/Retention Statistics |
| - Grades | - Transiency - students |
| - Ethnic population | - Mobility - staff |
| - Class size | - Middle school scheduling |
| - Administrative staffing | - Physical Plant |
| - Percent Student ADA 1st and 2nd Semester, 1986-1987 | - Teachers average age |
| - Percent staff absenteeism | - Average degree earned |
| - Number of teachers | - Teaching experience at maximum or beyond |
| - Discipline/Code Violations | - Teaching experience at 5-10 years |
| - Number teaching out of area of certification | - Teaching experience less than 5 years |

Table 4B shows school strengths and weaknesses uncovered during the Data Sharing Processes at each school site and based on data obtained in 5 component areas of the school self-study to assess school needs. A school staff member served as recorder and submitted a summary of the proceedings for project staff review.

Analysis of Data

In order to analyze, compare and contrast data generated by the 12 project schools, a matrix was used to compile school responses to variables or questions included in the Self-Study Instrument. (See Appendix, Table 4A)

Variable 1. School Size (Enrollment)

The data show that school size varies among the 12 schools.

Note: Schools A and D with enrollments of approximately 380 students are administratively staffed by Assistant Principals-in-Charge. Schools B, H, and L have enrollments of 343, 354, and 365 respectively and are administratively staffed by Principals.

Variable 2. Ethnic Population

The data show that:

- For 11 of the 12 project schools an average of 98% of the schools' populations are black children; 2.4% are white; 1.2% are hispanic and 1.2% are classified as "other."
- For 1 project school, the ethnic population is extremely diverse with 38% black children; 37% hispanic, 21% white and 4% "other."

Variable 3. Class Size

The data show that project schools have an average class size of approximately 29.9.

Variable 4. Pupil Average Daily Attendance (ADA)

The data show that project schools had average daily attendance rate of 81.9% for the first semester (1986-87) and 83.5% for the second semester (1986-87). The city-wide average was 85.5%, therefore, attendance in the project schools is below the city-wide average.

Variable 5. Discipline

The data show that fighting, insubordination and verbal abuse account for nearly 100% of all Code of Conduct violations in 12 schools.

The number of student suspensions varied from school to school. Of those schools reporting, 2 reported over 300 suspensions; 2 reported no (0) suspensions; 1 school reported 139 suspensions and 3 schools reported fewer than 50 suspensions.

Variable 6. Promotion/Retention

The data show that for all schools:

- there are school-wide criteria for retaining students.
- students who are retained repeat course work not previously mastered.
- retained students most often remain with the same teacher.
- generally retained students are discipline problems.
- retained students receive extra support services, e.g., counseling, Chapter 1/Article 3 remediation programs, social work/psychological services, attendance intervention.
- All project middle schools reported over one-half of their retained students are 7th graders.

Variable 8. Teaching Staff

The data show that:

- Average daily staff absenteeism of 6.91% is slightly better than the city mean of 7.17%
- Average age of teaching staffs in 9 of the 12 schools is 41.
- Six schools report teachers not teaching in their areas of teacher certification. One school reports as many as 7 teachers or 20% of staff teaching subjects other than those for which they are certified.

Variable 9. Physical Plant

The data show that while 7 of the 12 schools rate their buildings in good condition, inside and out, nearly all schools report that sanitation systems (lavatories, drinking fountains, etc.) need immediate attention. Two schools report that security is a major problem and 1 cites that present roofing problems could possibly lead to a major disaster.

In several schools, the principals and school teams cited in excess of 10 special programs and projects.

Summary of Special Studies on Achievement

Studies were conducted to ascertain the validity of the concern expressed by two project schools that pupil mobility was negatively skewing test score results.

Test score data from the Assessment of Basic Curriculum Skills (ABCS), Michigan Educational Assessment Program (MEAP), and California Achievement Tests (CAT), were disaggregated based on length of student attendance in each school.

Data from these studies are presented in Tables 4C-4H. School I students of permanent attendance are described as "School I" students; transfer students are referred to as "Not School I" students. School K permanent students are labeled "Old School K;" transfer students are referred to as "New School K".

Tables 4C-4H present data showing that students attending the two project schools from grades K-5 in one case and from grades 6-8 in the other, do not attain higher scores than transfer students. In fact, it appears that transfer students contribute higher scores to the overall school mean than do non-transfer students.

This study did not examine the relationship of pupil mobility on the achievement of individual students. It did, however, examine the level of scores contributed to school means by students who entered the two schools later than other students.

Data indicating that transfer students contributed higher scores to school means than did non-transfer students leads to the conclusion that in the two schools studied, staff members may be holding unsubstantiated perceptions about the abilities of transfer students.

School staff must accept the knowledge that students new to their school can and are achieving. Staffs must build positive attitudes of expectation for all students' success.

Additional Information

While the Self-Study and Data Sharing Processes were common to all project schools, the actual sharing of information and probing for further information predictably resulted in both objective and subjective presentations and interpretations of data. In most cases the kinds and depth of information and data summarized were due to ~~the skills and expertise of the principal~~ as chairperson of the process and of the project or district staff person as coordinator of the visiting team. The following summarizes the discussions during the Data Sharing Processes at each school site and subsequently submitted to project staff for compilation.

- There was some evidence that students who are eligible and most in need of remedial instruction are not receiving it.
- There appears to be little or no articulation between regular classroom teachers and compensatory education teachers after the initial assignment of target students to the remedial program. When articulation did occur, it was most likely initiated by the Compensatory Education teacher.

- There was some evidence to suggest that the district must unify the Chapter 1 program city-wide in order to assure consistency, quality and equity for the target population.
- Some teachers in Chapter 1 programs are assigned more administrative duties than teaching tasks.
- There was little or no evidence that needs assessments are being conducted prior to the selection and assignment of eligible students in remedial programs.
- Some Chapter 1 teachers are not necessarily "master teachers" able to provide the necessarily rigorous, but creative strategies for meeting the needs of target students.

Findings and Conclusions

1. Attendance is a critical variable in the improvement of achievement. Attendance in the 12 project schools mirrors that of the Detroit Public Schools, city-wide, showing elementary pupil ADA rates close to the critical level of 85% and middle school pupil ADA rates already falling below it.
2. The survey of existing programs and projects in the 12 schools shows that there has been little or no attention paid to issues of congruency or efficacy. In most cases the 12 school staffs did not "select" existing programs based on needs they identified. Moreover, many existing programs were "selected" for them at the district level based on district selection criteria. Still other schools reported selecting programs based on expedience, e.g., one school reported utilizing Chapter 1 funds to increase administrative staffing needs.
3. On the average, parents reported that they did not know about the school's parent group. The school has a major responsibility for planning and advertising programs that encourage parent involvement in the local-school/community organization.
4. Schools E, F, H, J, and K need to clarify their homework policies.
5. Six schools, B, D, G, I, C, and K rank below the city mean in mathematics on the MEAP test.
6. Ten schools, A, B, C, D, E (elementary), F, G, H, I, K, and L ranked below the city mean in reading on the MEAP test.
7. Two schools, I and G, ranked below the city, state, and national norms, on all standardized tests (ABCS, MEAP and CAT).
8. There is little evidence that the Student Code of Conduct is being uniformly enforced in these low-achieving schools.
9. Student transiency appears to be a major issue in a majority of the schools.

10. Many schools had an excessive number of special projects which resulted in little if any improvement in student achievement.
11. There is little evidence that coordination exists between the regular and Chapter 1 teachers.

Recommendations

Based on the data, findings and conclusions emerging from the School Self-Study and Data Sharing Processes, the following recommendations are suggested:

1. All schools should be required to conduct a self-study to assess their strengths and weaknesses and to determine their priority areas for improvement. The school Self-Study process validates the need for schools to take a closer look at themselves, paying attention to variables they might not ordinarily consider when determining their improvement needs. Schools know best what their strengths and weaknesses are.
2. All schools should be required to select only those programs and projects that are doable, congruent to needs they have identified and documented, and consistent with the research on effective schools. Low-achieving schools must not become test sites for the system, lest they become inundated with programs and projects which are at best unmanageable. It is important that low-achieving schools, in particular, be selected as pilot schools only when the project goals are congruent with the schools identified needs. The number of programs and projects in low-achieving schools should be limited.
3. A framework for Unifying Chapter 1 Programs should be designed including a description of program parameters; teaching and non-teaching professionals roles; responsibilities and skills requirements; a description of materials (prototypes perhaps); a monitoring design and evaluation format; the articulation requirements between regular classroom and compensatory education teachers; a description of central and area administrative staff roles and responsibilities; a staff development/in-service training plan to assist schools in their unification efforts.
4. Efforts to improve staff and student average daily attendance rates must continue. Student attendance that falls below 85% leads to failure and is the critical variable in attempts to reduce the drop-out rate.

5. A plan to involve parents in school improvement planning must be designed. As well, specific steps to assist them in playing a vital active role in the education process must be determined.
6. Staff need in-service training programs related to implementation of the Uniform Code of Student Conduct and must be provided with alternatives, i.e., in school suspension programs.
7. Central and area staff support to low-achieving schools must focus on assisting the school staffs to achieve high expectations for student success; improving instructional leadership; suggesting strategies that promote frequent monitoring of pupil progress and making on-site visits more for the purpose of providing support and assistance than for evaluating. A system of rewards and praise must be developed to help these schools in their renewal efforts.

The Superintendent's Cabinet should implement an "Adopt - A - School" Program' each member selecting one school to mentor, encourage, check on, assist, advise, for one school year; evaluating the impact of the personal attention and positive, substantive, support and assistance on the school's improvement.

8. Based on the fact that two schools in this project are administratively staffed by Assistant Principals-in-Charge with higher pupil enrollments than three schools administratively staffed by principals, it is recommended that all schools, especially those that are low-achieving, be administratively staffed with principals.
9. Systems for generating data helpful to schools as they conduct their self-studies should become a top-priority for district Information Systems and Data Processing Departments. All schools should be able to retrieve data from system data banks or should be trained to write computer programs that would allow them to better monitor and evaluate the impact of their strategies for improving in such areas as staff or student attendance, promotion/retention statistics at critical grade levels, etc.
10. Middle schools must pay particular attention to 7th graders in order to reduce the retention rate.
11. School Housing needs to investigate the number of concerns related to sanitation systems among the 12 schools.

12. Schools need to work with parents and community in order to design in-school programs to deal with issues of transient students.
13. Program Development staff must monitor the duty assignments of Chapter 1 teachers.
14. School staffs need to be advised about the selection and assignment of students to remedial programs through a needs assessment process.

SUMMARY OF CHAPTER 5
RESULTS OF CHAPTER 1 STUDY

Sharon Johnson-Lewis, Kathleen Smith, Seibert Lohr, Robert L. Green

Introduction

Many of the attributes of effective Chapter 1 programs as cited in the studies of effective Chapter 1 Programs duplicate to a great degree the characteristics of effective schools. In a sense an effective school is also a school that has an effective Chapter 1 (Article 3) compensatory education program.

1. Attendance

- Students attendance rate is 90% or better.
- Spotty attendance of students in school and irregular scheduling of remedial instruction negates the remediation effort. The strongest correlation between learning and achievement is attendance. Absenteeism that exceeds 15% leads to failure.
- Students receive sustained instruction on a daily basis for a set period of time so that instruction is consistent.
- There is early identification of students who need supportive services.

2. Instructional Time

- Students are involved in "engaged" learning with the teacher.
- Students are provided opportunities to "respond".
- Students spend very little time on non-learning activities.
- Students are engaged in more active learning (cooperative learning, tutoring, group work).
- Students engage in a minimum of passive learning activities, (workbooks, drill sheets, copying work, etc.)

- Instructional time and attendance are closely related. The quality of the instructional time determines how soon a student can master a skill, e.g., a student demonstrating the use of concrete objects for math algorithm is more effective than drill in learning the algorithm.

3. Instructional Curriculum

- The regular classroom teacher determines what needs to be remediated.
- The compensatory education teacher works directly with the regular classroom teacher to provide an overlap between the regular program and the student's compensatory program.
- Instructional materials relate directly to the student's regular classroom materials.
- Instructional materials relate directly to the student's regular classroom materials.
- The compensatory program assists the student in his/her daily work and is not treated as an additional subject.
- One of the problems of compensatory education programs that are not coordinated with the basic program is informational overload, e.g., student has to learn five new words in the regular classroom and five more in the compensatory room.

4. Instructional Strategies

- The teacher uses the prior knowledge of students' experiences and interests to facilitate learning.
- The student is tutored using materials from the regular classroom.
- Cooperative learning involving small groups of students is used periodically.
- Computer-assisted instruction is used for drill or reinforcement-not concept development.

5. Parental Involvement

- Parents are involved in supporting their child's instructional program, e.g., homework.
- Parents have received instruction in parenting skills.
- Parents understand the importance of daily attendance and the relationship to attendance.

6. Staff Expectations

- Teachers set goals for students and expect students to meet those goals.
- The principal has high expectations of students and staff.
- There is staff collegiality in developing the goals and objectives or both the compensatory education and the basic program.

With this summary of related research as background information, the following study was conducted to assess the status of the Chapter 1 programs in the project schools against the attributes identified.

Purpose

A study was conducted with the twelve low achieving Chapter 1 schools to examine:

- a) the nature of the Chapter 1 program at each site.
- b) Three year's longitudinal data on Chapter 1 expenditures.
- c) the linkage between remedial instruction and basic school programs.
- d) the articulation between Chapter 1 and regular education teachers and,
- e) attributes of effective Chapter 1 programs.

Methodology

Project staff collected data for each school relative to Chapter 1 Services and "Program Budget Expenditures." These data included:

1. Total school allocation
2. School Service Assistants
3. Reading Programs
4. Mathematics Program
5. Field Trips
6. Parent Advisory Council
7. In-Service Training
8. Staff Coordinator

9. Assistant Attendance Offices
10. Prescription Learning Lab
11. Computer Literacy Program

Presentation of Data

Table 5A reports how Chapter 1 monies were spent in the twelve schools.

Findings and Conclusions

Tables 5B-5M report how Chapter 1 monies were spent over a three year period, 1984-85, 1985-86 and 1986-87. Specific findings from these Tables follow.

1. There has been an overall increase in the Chapter 1 allocation from 1984-85 to 1986-87. Only three schools (A, D and L), show decreases in allocations; I and C, show significant increases; and K shows no change within the three year period.
2. There has been no change in the number of school service assistants on staff or the amount expended.
3. There has been no significant increase in the numbers of staff hired for reading instruction in remedial programs. Any increase in the amounts expended in personnel were due to normal salary increases.
4. There has been an overall increase of two in the number of instructional staff assigned to remedial mathematics program. The increase in expenditures is due in part to additional staff and normal salary increases.
5. All schools reported spending some portion of their allocation for field trips. This amount increased significantly over a three year period.
6. Few schools show budget expenditures for the Parent Advisory Councils. Only one school, B, reported expenditures for all three years; 1984-85, \$5,800; 1985-86, \$10,600; and 1986-87, \$2,000.
7. Overall there had been a significant increase in the amounts of monies expended for in-service training. The number of schools budgeting for in-service training were 2, 4, and 7 respectively.

8. Four school's reports show expenditures for administrative staff coordinators.
9. Two schools reported spending monies for Assistant Attendance Offices for three years and one school for two years.
10. One school, I, shows expenditures for a Prescription Learning Laboratory. The allocated funds increased significantly over the three year period.
11. For the last two years, one school, G, has shown a significant amount allocated for a computer laboratory.
12. Schools tend to provide services to most of the eligible target population.
13. A significant number of paraprofessionals have been hired when compared to professional staff.
14. Approximately 50% of the Chapter 1 monies were allocated for remedial reading and mathematics instruction (staff and program).
15. Approximately 29% of the Chapter 1 monies were allocated for school Service Assistants.
16. School A spends 49 percent and 43 percent on Elementary Staff Coordinator and School Service Assistants respectively.

Recommendations

1. School A needs to reallocate monies so that they may provide remedial reading and math instruction.
2. Schools demonstrating consistently low test scores in reading and/or mathematics should revisit budget allocations. Monies should be spent that have a direct relationship to the school's instructional program.
3. Schools must pay particular attention to allocation funds according to their identified needs. An objective process must be utilized to clearly identify those needs. They should not be determined by a subjective process.
4. Support staff must have a direct link toward the improvement of student achievement.
5. Schools should continue to pay close attention to remedial reading instruction. Programs which focus on remedial reading should be evaluated for their effectiveness. Schools should not continue to administer programs which do not have a positive impact on student achievement.

6. All Schools must have a parent advisory council that works closely with the building staff. Monies spent by the Council must have a direct relationship to student achievement.

SUMMARY OF CHAPTER 6
RESULTS FROM THE ADMINISTRATION OF
THE SCHOOL EFFECTIVENESS QUESTIONNAIRE

Denny Stavros

Purpose

The purpose of this chapter is to report the results from a survey conducted among the staff at each of the twelve project schools. The survey employed a school and instructional effectiveness measurement instrument to record the perceptions and experiences of the staffs in their present schools. The inquiry, besides revealing a clear picture of present conditions in each school, sought to provide a basis upon which a blueprint for improvements could be formulated as well as a bench mark for future measurement of program efficacy and change.

Methodology

The School Effectiveness Questionnaire (SEQ), Fourth Edition, Elementary/Middle Schools Form was the instrument used in the survey. Originally developed by the Connecticut State Department of Education, the questionnaire has undergone extensive revisions by Detroit staff over a period of approximately 5 years. The present edition contains 87 statements grouped into eight school effectiveness categories:

School Learning Climate
Clear School Mission
Instructional Leadership
High Expectations
Effective Instruction
Frequent Monitoring of Student Progress
Home-School Relations
Rewards and Praise

Three additional questions, unrelated to the school effectiveness categories, were added. The first asks the respondent to grade his/her school in the same way students are graded for the quality of their work. The second asks for the same type of grading, but of the Detroit Public Schools. The last non-category item asks the respondent to indicate his/her present position: teacher or administrator. Each of the eighty-seven statements was accompanied with a Likert-type scale of five response choices ranging from "strongly disagree" to "strongly agree." Survey instruments and answer cards were forwarded to the twelve schools. The principal at each school received a memo with a short explanation of the survey's intent; a request to distribute the instruments, explanatory memos, and response cards among the school staff; and instructions for returning materials to the Evaluation Department for scoring and reporting the data back to school staffs.

Presentation of Data

A total of 280 useable response cards (over 70%) were returned. From these, a summary report, listing in tabular form the average percents of positive responses for each of the eight school effectiveness categories and the percent of positive responses for each item on the questionnaire, was generated and sent to each principal. For the analysis of responses, as well as for the summary report sent to each school, the percents answering "agree" and "strongly agree" were combined into a single percent and identified as the percent answering positively to each statement. Ninety-one percent of the respondents who answered the position question identified themselves as teachers, the remaining nine percent as administrators. The responses to the school effectiveness statements are displayed in a summary format by school effectiveness categories in Table 6A. How the staffs of the twelve schools evaluated their respective schools and the Detroit Public Schools is summarized

in Table 6B. The average percents answering positively per school effectiveness category are presented in Table 6C for each of the sample schools.

Analysis of Data

In the previous section, the results of the twelve school survey were presented as the average percent of positive responses per school effectiveness category together with the ordinal rankings of these scores, and the aggregated marks given the local sample schools and the Detroit Public Schools in tabular displays for the twelve schools taken in toto. The focus of analysis in this section shifts to the individual schools, with the unit of analysis largely the school effectiveness category averages, but reference is made to individual item scores. The percent answering "strongly agree" or "agree" combined and identified as positive response or percent in agreement continues to be used.

In focusing on the school effectiveness areas showing the greatest weakness, we find that at eight of the twelve schools, less than half of the staff responded positively to the eight statements measuring HIGH EXPECTATIONS.

The more favorable expressions centered around items that dealt with basic skills. A very high proportion (84%) was in agreement that students are expected to master basic skills; two-thirds thought teachers believe they are responsible for all students mastering basic skills; but only 44 percent felt the acquisition of basic skills is a direct result of the school's instructional program.

There was a moderate to weak expression of agreement that students achieve standards despite home background (54%) or that home background is not the primary factor determining achievement (44%).

On five items, approximately one-third (a low proportion) of the entire sample gave affirmative responses. These were: Students treat each other with respect (25%); Discipline is not a problem (32%); The counseling program

is effective in modifying student behavior (32%); Property is secure (36%); and Teachers are encouraged to exchange visits to observe their colleagues (36%). Statements that received high proportions of agreement were: Staff treat students with support (87%); Teachers communicate to each other on the academic work of students for whom they share responsibility (74%); and There is mutual support, respect and caring among teaching staff (74%).

For the entire sample, the average of the percents answering positively to the eight statements that comprise HOME-SCHOOL RELATIONS was 56, but for three of the twelve schools, the percentage was just below 50. On individual items, four-fifths of the entire sample were in agreement that both teachers and parents are aware of the school's homework policy, but less than one-third agreed with the assertion that almost all students complete homework assignments. While there was virtual unanimity in the feeling that parents are welcome at the local school--the lowest percent of agreement (74%) was at school K, an average of only one-fifth agreed that many parents are involved in a home-school support network and an average of only two-fifths supported the idea that there is an active parent group in the school.

A profile of the strengths and weaknesses in school effectiveness characteristics for each of the twelve schools is presented in Table 6D. School effectiveness categories whose average percents of positive responses were 50 percent or less are defined as weak, requiring the immediate attention of a school improvement team. School effectiveness categories with positive response averages ranging between 51 and 70 percent are defined as moderately strong areas, but may require the inspection of individual item scores to identify possible weaknesses. School effectiveness categories with average scores greater than 70 percent are defined as areas of strength.

The data show that the two schools with the greatest strengths from among the twelve schools were schools J and L, and to a lesser extent, school H. Schools with the greatest weaknesses were schools C and K. Table 6E shows percents of staff giving high and low marks to their local schools and to the Detroit Public Schools. In only one school did over 50 percent of the staff give its local school high marks (A or B), school F, and in only one school did half of the staff give the Detroit Public Schools high marks, school L. At the opposite end of the marking scale, the highest proportion of staff giving its local school low marks (D or E) was 47 percent, school B, but there were four school staffs with proportions greater than half giving the Detroit Public Schools low marks. These were schools A, B, D, and G. It is of interest to note, that at school B, approximately two-thirds of the staff gave the Detroit Public Schools low marks. Clearly, the tendency at the local school level was to rate the local school higher than the school system, and to rate the school system lower as well. Table 6F shows percents responding positively to each item per school effectiveness category on the questionnaire.

Summary And Conclusions

The results of the twelve schools survey, based on the responses to the School Effectiveness Questionnaire, indicate that from among the eight school effectiveness categories measured, CLEAR SCHOOL MISSION and EFFECTIVE INSTRUCTION were the strongest or most positive school characteristics for the entire sample. FREQUENT MONITORING OF STUDENT PROGRESS, INSTRUCTIONAL LEADERSHIP, REWARD and PRAISE and HOME-SCHOOL RELATIONS were moderately strong. The most negatively evaluated categories were SCHOOL LEARNING CLIMATE and HIGH EXPECTATIONS.

A school profile was developed for each of the twelve schools based on the number of strong, moderate, and weak school characteristics. Schools J, L, H, and A emerged with the strongest profiles. These were followed by schools of more moderate profiles: F, I, D, B, and E. The schools with the weakest profiles were C, K, and G.

In grading the quality of their local schools and of the Detroit Public Schools, the respondents gave slightly better marks to their local schools than they gave to the Detroit Public Schools. The differences were not statistically significant. In both evaluations, however, the percents giving 'E' marks were larger than the percents giving 'A' marks.

Whether the results are viewed in summary format, i.e., the average of the percents responding positively to the items comprising each of the eight school effectiveness categories, or as the percent responding positively to each of the eighty-seven items on the measurement instrument, the picture of present school conditions is one needing continuing improvement.

Recommendations

It is hoped that those responsible for the use of the local school survey report have spent a sufficient amount of time to identify and link school practices with reported weaknesses. In addition, it would be helpful if an inservice program for school improvement were built into the school calendar. A formal structure of teacher/administrator follow-up support and feedback at regular scheduled intervals would facilitate consistent, continuous progress toward the building goals. Specific recommendations include:

1. Project school staffs must work to develop better Home-School Relations.
2. Policy should be implemented which encourages all students to complete their homework.

3. Teachers at the project schools must develop and nurture the belief that all students can learn regardless of their background.
4. Project schools need assistance in developing assertive discipline programs.
5. Programs need to be developed which emphasize mutual respect among students.
6. Effective counseling programs which assist in promoting positive student behavior and student morale should be implemented.
7. Programs need to be initiated which focus on improving staff morale.

SUMMARY OF CHAPTER 7 RESULTS OF PARENT PERCEPTIONS

JoAnne E. Moore

Purpose

Input from parents is an important component in school improvement. In order to obtain data representing the perceptions of parents of the children attending the Detroit Effective Schools Project schools, a telephone survey was conducted of a sample of these parents. Questions included in these interviews were written so as to solicit opinions from parents on issues which were also addressed by staff at the schools. In this way, it will be possible to compare parent perceptions with staff responses to like issues.

Methodology

The interview schedules were prepared by the author and reviewed by others participating in the project. The schedule contained an introductory statement to be read by the interviewer, thirteen closed items, and one open-ended item. A copy of the instrument may be found in the appendix.

Interviewers were graduate students and lay persons who were trained by the author prior to conducting the interviews. The training was brief, consisting of presenting the instrument to the interviewers and going over each of the items with them to be sure that all interpreted the items in the same manner. Interviewers were instructed to record responses in the parents' own words for the last item.

The sample of parents to be interviewed was taken from a list of students provided by the Student Information System. These lists contained demographic information for all students enrolled at each of the schools. A random sample of parents was obtained by instructing the interviewers to

choose one name from each page of the printout. They were instructed to begin at the top of the page and attempt to contact a parent by calling the telephone number listed on the printout. All of the interviewers indicated that they found many of the telephone numbers listed on the printout to be inaccurate or non-working numbers. This made it necessary to make several telephone calls before reaching one of the parents from the school. Once a successful interview had been completed from a page of the printout, the interviewers were instructed to begin on a different page. The names of the students were arranged in alphabetical order across grade levels on the printout. This procedure allowed for a good representation of grade levels and geographic areas within each of the schools.

Presentation of Data

A total of 304 interviews was conducted. The number of interviews completed per school varied from a low of 23 to a high of 27. Table 7A displays the distribution of grade levels of students whose parents were interviewed by school. The distribution indicates that the random sampling procedure used by the interviewers was effective in producing a good cross section of parents based upon the grade level of their child. Only Schools E and J had a grade which was not represented by at least one parent.

Tables 7-B through 7-N show the responses of those parents interviewed to the 13 closed items, tabulated by school. Table 7-0 shows the responses of parents to the one open-ended question. Interviewers recorded the parents' exact words in response to this question. The results were content analyzed by school.

Analysis of Data

Parent responses to the first question, "Do you feel that you (and parents in general) are welcome to visit your child's school?" were very positive. Overall, 97 percent of the respondents indicated that they felt welcome, six percent did not feel welcome and two percent said that they did not know if they were welcome at their child's school.

Parent responses to the second question, "Do you feel that the school staff spends more time communicating good or bad things that students do?" were less clear cut. This was true, in part, because many of the parents indicated that school staff communicated both good and bad things. Overall, two thirds of the parents (67 percent) indicated that the school staff communicated good things about the school most of the time, 11 percent said the staff communicated mostly bad things, 16 percent said that they did not know the answer to the question, and seven percent said that staff communicated both good and bad things.

Parent responses to the third question, "Do you feel that you are part of a home/school support team working with the school to help your child?" were positive. Overall, 86 percent of the parents responded that they felt they were part of a home/school team working to help their child, 12 percent said that they did not feel part of this team, and three percent said that they did not know the answer to the question.

Parent responses to the fourth question, "Do you feel that you understand the school's mission or goals?" were positive. Overall, 87 percent of the parents indicated that they understood the school's mission or goals, eight percent said that they did not understand the goals and five percent said that they did not know the answer to the question.

Parent responses to the fifth question, "Is there an active parent group at your child's school?" were mixed. Within schools, large percents of

parents indicated that they did not know if there was a parent group active at the school. Overall, 64 percent of the parents indicated that there was an active parent group at their child's school, 11 percent said that there was not, and 25 percent indicated that they did not know.

Parent responses to the sixth question, "Are you aware of the school's homework policy?" were positive. Overall, 85 percent of the parents indicated that they were aware of the school's homework policy, 12 percent said that they were not aware of it, and four percent did not know the answer to the question.

Parent responses to the seventh question, "Are vandalism and/or destruction of school property a problem at your child's school?" were negative at some of the schools and positive at others, resulting in mixed overall responses. Overall, 18 percent of the parents responding indicated that vandalism and/or destruction of property were a problem at their child's school, 67 percent indicated that they were not a problem, and 15 percent did not know the answer to the question.

Parent responses to the eighth question, "Would you rate your child's school as an effective school?" were positive with one notable exception. Overall, 80 percent of the responding parents indicated that their child's school was an effective school, nine percent said that their child's school was not an effective school and 11 percent did not know the answer to the question.

Parents were asked, in question nine, to grade their child's school using the A through E grading scale used by teachers to grade students. The modal (most popular) mark given by parents was B. Overall, 24 percent of the parents gave their child's school an A, 50 percent a B, 22 percent a C, three percent a D, and one percent an E.

In question ten, parents were asked to grade their child's teachers in the same manner. Overall, 44 percent of the parents gave teachers an A mark, 37 percent gave teachers a B mark, 15 percent a C mark, three percent a D mark, and one percent an E mark.

Parent responses to the eleventh question, "Do your child's teachers expect him/her to do the most that he/she can?" were good. Overall, 89 percent of the parents indicated that their child's teachers expect them to do the best that they can, seven percent said that the teachers did not expect this, and four percent said that they did not know the answer to this question.

Parent responses to the twelfth question, "Is your child's school building neat, bright, clean, and comfortable?" were very positive at ten of the twelve schools. Overall, 91 percent of the parents indicated that their child's school building was neat, bright, clean, and comfortable, four percent said that it was not, and five percent did not know.

Parent responses to the thirteenth question, "Do you feel that your child is safe at school?" were mixed. Overall, 77 percent of the parents felt that their child was safe, 16 percent felt that their child was not safe, and seven percent did not know.

Parent responses to the open-ended question, "What do you think should be done to improve your child's school?" were more negative than positive. Overall, 23.2 percent of the responses from parents were positive, 15.1 percent expressed no opinion, and 61.1 percent were negative. Two of the schools had responses which ran contrary to this overall trend: School D and School B. Both of these schools had large proportions of parents who gave positive responses; in fact, at School B, twice as many parents gave positive responses as gave negative responses. Examining the overall

results by category, more security, more/better parent-teacher communication, more effective/concerned teachers, better discipline, control fighting, improve physical environment, and more extra curricular activities were the most frequent responses from parents. A significant number of parents said that their child's school was "O.K. as is, Good."

Summary and Conclusion

The results of the interviews contained few surprises. Most of the parents felt welcome at the schools (or had no opinion). Parents indicated that staff at the schools communicated both good and bad things about the school, although the majority indicated that good things were more prevalent. Most parents felt that they were part of a home/school support team working with the school to help their child. In general, parents seemed to indicate that they understood the mission/goals of the school. Large numbers of parents did not know if there was an active parent group at the school; of those responding, a significant level of disagreement was evident. Most of the parents were aware of the school's homework policy. Results were mixed concerning the problems of vandalism and/or destruction of property; overall, about two-thirds of the parents said they were not a problem. Most of the parents felt that their child's school was an effective school. Parents gave schools a grade of B and teachers a grade of B+. Parents felt that teachers expected their children to do all they could. Most of the parents indicated that their child's school building was neat, bright, clean, and comfortable. Safety was considered good at four of the schools and poor at five others. Things parents felt should be done to improve their child's school included more security, more/better parent-teacher communication, more effective/concerned teachers, better discipline, control fighting, improve physical environment, and more extra-curricular activities.

In conclusion, it should be noted that the results at individual schools were significantly different and should not be ignored or lost in this abbreviated summary. Each of the schools surveyed has unique problems as seen by the parents.

Recommendations

Based upon the findings of this parent survey, the following recommendations are made:

1. Staff should be cognizant of the image of the school when they communicate with parents. An attempt should be made to communicate good things as often as possible.
2. An effort should be made to make parents feel that they are part of the home/school support team working with the school to help the children. This appears to be a problem at School G.
3. School J and School G should attempt to clarify their mission and goals to parents. Based upon the results of this survey, many parents are not clear on these.
4. There is a great deal of confusion about the existence of an active parent group at many of the schools. This group, if it exists, must become more visible to parents. If it does not exist, one should be started which attempts to inform and involve all the parents.
5. Schools E, F, H, J, and K need to clarify their homework policy for parents.
6. Schools C, E, F, J, and K appear to have problems with vandalism and/or destruction of school property. Steps to correct this problem should be taken.
7. Schools C and E are not effective in the eyes of the significant numbers of parents. This may stem from the fact that many parents are unclear as to what it means for a school to be effective.
8. School I and School J need to do some work on their physical environments.
9. Safety appears to be a problem at Schools C, E, F, I, J, and K. If it is, the situation should be corrected immediately. If safety is not a problem, then parents need to be informed and presented with evidence of this fact. The survey results indicate that many parents at these schools perceive safety to be a problem.

10. Additional security is needed at the schools.
11. Parent-teacher communication needs to be improved.
12. Teachers need to be more effective and concerned.
13. Discipline needs to be improved, especially in the area of controlling student fighting.
14. Additional extra-curricular activities should be provided.
15. A follow-up survey of the parents at these schools should be conducted next year to determine if there has been a change in the perceptions of parents on these issues.
16. Errors in the Student Information System data base need to be corrected.

SUMMARY OF CHAPTER 8 FINDINGS AND CONCLUSIONS

Sharon Johnson-Lewis, Kathleen E. Smith, Robert L. Green

The findings and conclusions presented here are summarized from those cited in the Executive Summary. While the statement of the findings is not unique, it culminates the year long efforts in which perceptions, facts and observations were collected, analyzed and substantiated.

Moreover, the findings represent the first comprehensive attempt to assess, review and link data from Chapter 1 schools to the literature on effective schools.

1. The project afforded the principals and school staffs with the opportunity to meet with the General Superintendent.
2. The project provided school staffs with the opportunity to conduct extensive school self-studies.
3. High achieving schools generally emphasized high expectations, collegiality, and instructional leadership while low achieving schools emphasized clear school missions and safe and orderly environments.
4. The consultants, who worked closely with four principals, were able to suggest several intervention strategies related to
 - a. school discipline
 - b. shared decision-making
 - c. weekly/monthly/yearly school calendars
 - d. time management
 - e. school pride, spirit, and unity.

5. School improvement plans of effective schools reflect the research on effective schools.
6. Teachers in the project schools often prepared assignments that were too easy and lacked motivational strategies.
7. Teachers in the project schools need to work more with students in small groups.
8. On the average, parents reported that they did not know about the school's parent group.
9. Many schools had an excessive number of special projects which resulted in little, if any, improvement in student achievement.
10. There is little evidence that coordination exists between Chapter 1 teachers and regular teachers.
11. Few schools show budget expenditures for the Parent Advisory Council. Extensive monies were reported spent for the Parent Advisory Council for one school.
12. The number of schools budgeting for in-service training has increased over the last three years.
13. Approximately 50% of the Chapter 1 monies were allocated for remedial reading and mathematics instruction (staff and project).
14. With the exception of one school, approximately 29% of the Chapter 1 monies were allocated for School Service Assistants.
15. Although schools indicated that they expected all students to master the basic skills they also felt that home background could be a primary factor determining achievement.
16. Project schools need assistance in
 - a. improving student attendance
 - b. creating and enforcing a homework policy
 - c. developing meaningful counseling programs

d. school security

e. improving sanitation and other conditions related to their physical environment.

17. Generally, project school staffs rated their schools D or E.
18. Parents from the project schools generally rated their schools A or B, felt their child's school was neat, bright, clean, and comfortable.
19. Parents from the project schools wanted more security, more/better parent-teacher communication, more effective/concerned teachers, better discipline, improved physical environment, and more extra-curricular activities.
20. Generally in the lower grades females outperformed males in reading and mathematics.
21. Students in the project schools showed deficits in numeration and problem solving mathematics skills and most reading skills, particularly skills which required inferences.

SUMMARY OF CHAPTER 9 RECOMMENDATIONS

Sharon Johnson-Lewis, Kathleen Smith, Robert L. Green

Individual recommendations contained in the report suggest specific actions, and support and/or assistance required to sustain project schools in their improvement efforts. Data to support such recommendations are the cornerstone of this document.

The following is a list of key recommendations drawn from the source document.

1. The project should be continued throughout the 1987-89 school years. Second and third year activities should focus on direct in-school activities. Specifically activities should be related to
 - a. corrective discipline
 - b. shared decision-making
 - c. weekly/monthly/yearly school calendars
 - d. time management
 - e. school pride, spirit, and unity
 - f. improving student achievement
 - g. creating and enforcing homework policies
 - h. developing meaningful counseling programs
 - i. school morale
2. Project schools' teachers need to develop strategies to assist in the coordination of instruction between Chapter 1 and regular teachers.
3. The principal mentorship program should be extended to include more project schools.
4. Staff development programs must be designed to specifically address alternative strategies for the management and delivery of instruction (e.g., small group and individualized instruction, cooperative learning, EEEI, whole language approaches, student motivation technique and selection of materials at correct levels of difficulty).
5. Schools should prioritize needs based on data from a self-study.
6. School Improvement Plans must reflect the research on effective schools achievement.

7. Instructional programs need to be developed which link thinking skills learning to basic skills learning. Particular attention should be paid to reading deficits.
8. Programs need to be developed which pay particular attention to the academic performance of males at the lower grades.

APPENDIX

Tables, Figures, Charts

- Tables 2A - 2E
Chapter 2
 - Tables 3A - 3B
Chapter 3
 - Tables 4A - 4H
Chapter 4
 - Tables 5A - 5M
Chapter 5
 - Tables 6A - 6F
Chapter 6
 - Tables 7A - 7O
Chapter 7
-
- School Self-Study Instrument
 - Review of the School Effectiveness Questionnaire by: John H. Schweitzer

TABLE 2A
 Effective Schools Project
 California Achievement Test Form E
 in Grade Mean Equivalent Units
 Fall 1986

School	N	Grade 3		Grade 5			Grade 8		
		Rdg.	Math	N	Rdg.	Math	N	Rdg.	Math
A	53	2.7	3.1	56	4.3	6.0			
B	59	3.0	3.6	53	5.2	5.8			
C							208	6.1	6.7
D	50	2.6	3.1	57	4.8	5.0			
E	66	2.0	2.2	62	3.0	4.2	217	8.2	8.4
F							239	7.4	7.8
G	119	2.8	2.8	102	4.2	4.6			
H	53	2.5	3.2	57	4.0	4.8			
I	111	2.3	2.5	90	3.6	5.0			
J	94	3.0	3.2	58	4.4	5.1			
K							240	6.3	7.0
L	27	2.7	3.0	33	4.4	5.0	31	7.8	8.1
City		2.9	3.2		4.6	5.1		7.2	7.5

National norm in grade equivalent UNITS

Grade 3 - 3.2
 Grade 5 - 5.2
 Grade 8 - 8.2

TABLE 2B

Effective Schools Project
Achievements Test Scores in Grade Equivalent Units
on the California Achievement Test Form E by Gender

Fall 1986

School	Grade 3			Grade 5			Grade 8		
	N	Rdg.	Math	N	Rdg.	Math	N	Rdg.	Math
A Female	30	2.8	3.4	30	4.3	6.3			
Male	22	2.6	3.0	24	4.3	5.5			
Diff.		(F) +.2	(F) +.4		0	(M) +.8			
B Female	25	3.1	3.5	28	5.3	5.9			
Male	34	2.9	3.6	25	5.1	5.8			
Diff.		(F) +.2	(F) +.1		(F) +.2	(F) +.1			
C Female							111	6.1	6.8
Male							87	6.2	6.6
Diff.								(F) +.1	(F) +.2
D Female	24	2.5	3.2	30	5.0	4.9			
Male	26	2.6	3.1	26	4.6	5.0			
Diff.		(F) +.1	(F) +.1		(F) +.4	(M) +.1			
E Female	36	3.0	2.9	13	3.8	5.0	114	7.1	7.7
Male	27	2.3	2.7	43	3.0	4.5	97	6.7	7.0
Diff.		(F) +.7	(F) +.2		(F) +.8	(F) +.5		(F) +.4	(F) +.7
F Female							134	7.5	8.0
Male							105	7.1	7.7
Diff.								(F) +.4	(F) +.3
G Female	59	2.8	2.8	57	4.4	4.9			
Male	60	2.8	2.8	45	3.9	4.3			
Diff.		0	0		(F) +.5	(F) +.6			
H Female	24	2.5	3.3	25	4.3	5.0			
Male	30	2.4	3.2	32	3.8	4.7			
Diff.		(F) +.3	(F) +.1		(F) +.5	(F) +.6			
I Female	57	2.4	2.5	47	3.9	5.2			
Male	54	2.2	2.4	43	3.2	4.7			
Diff.		(F) +.2	(F) +.1		(F) +.7	(F) +.5			
J Female	47	3.1	3.3	24	4.3	4.9			
Male	45	2.8	3.1	34	4.5	5.2			
Diff.		(F) +.3	(F) +.2		(M) +.2	(M) +.3			
K Female							126	6.1	6.9
Male							114	6.6	7.1
Diff.								(M) +.5	(M) +.2
L Female	10	2.8	2.8	12	4.0	5.0	18	7.7	8.0
Male	17	2.7	3.0	21	4.1	5.1	13	7.8	8.2
Diff.		(F) +.1	(F) +.2		(M) +.1	(M) +.1		(M) +.1	(M) +.2
(F) Mean	312	2.8	3.0	266	4.4	5.2	503	6.8	7.4
(M) Mean	315	2.6	2.9	293	3.9	4.8	416	6.7	7.2
		(F) +.2	(F) +.1		(F) +.5	(F) +.4		(F) +.1	(F) +.2

TABLE 2C

Effective Schools Project
 Percents of Students Attaining Category IV* on the
 Michigan Educational Assessment Program Tests

Comparison of Fall, 1985 to Fall, 1986

Grade 4

School	Mathematics			Reading		
	1985	1986	Diff.	1985	1986	Diff.
A	91.9	86.7	-5.2	43.5	43.5	0
B	77.0	71.4	-5.6	43.2	37.7	-5.5
D	64.9	70.4	+5.5	38.6	50.0	+11.4
E	82.8	82.0	-0.8	39.1	62.3	+23.2
G	68.3	66.7	-1.6	44.2	43.7	-0.5
H	62.7	75.9	+13.2	40.3	44.4	+4.1
I	61.9	50.0	-11.9	34.0	30.2	-3.8
J	88.4	94.8	+6.4	47.8	67.5	+19.7
L	74.1	76.0	+1.9	40.7	40.0	-0.7
City	74.5	72.9	-1.6	61.2	58.3	-2.9

Grade 7

School	Mathematics			Reading		
	1985	1986	Diff.	1985	1986	Diff.
C	40.6	36.6	-4.0	52.4	55.6	+3.2
E	42.6	57.6	+15.0	54.8	82.8	+28.0
F	42.0	61.7	+19.7	46.7	49.5	+2.8
K	57.7	42.1	-15.6	57.0	58.7	+1.7
L	63.9	88.2	+24.3	63.9	57.6	-6.3
City	48.0	50.5	+2.5	59.7	60.7	+1.0

*Category IV contains the percents of students who attained approximately 3/4 or more of the objectives.

TABLE 2D

Comparison of Project Schools to City in Raw Score Means
on the Assessment of Basic Curriculum Skills Tests

READING

GRADE	CITY MEAN	A	B	C	D	E	F	G	H	I	J	K	L
1	33.9	34.7	33.1		34.8	28.2		31.1	31.5	29.9	34.3		30.8
2	43.2	45.9	43.3		44.8	38.7		41.3	44.5	39.6	40.9		49.1
3	36.3	35.4	33.9		36.5	30.9		34.6	31.9	31.6	37.4		35.0
4	32.6	29.4	30.9		31.7	24.9		28.5	30.7	26.5	30.6		31.7
5	33.7	30.8	31.7		33.9	29.5		32.1	30.7	28.2	32.0		36.8
6	34.3			32.9		30.3	33.0					31.9	42.8
7	37.2			35.1		37.8	35.5					36.4	43.6
8	38.3			36.3		38.7	37.5					36.9	41.3

MATHEMATICS

GRADE	CITY MEAN	A	B	C	D	E	F	G	H	I	J	K	L
1	36.0	38.6	34.7		39.9	30.0		33.3	38.7	30.9	35.1		40.7
2	37.5	39.8	36.5		41.7	33.9		34.7	37.2	36.1	38.0		38.6
3	31.1	35.5	32.4		27.8	23.6		25.0	23.5	24.4	31.3		31.8
4	27.1	36.9	26.7		23.8	21.2		22.8	21.7	19.3	21.5		31.0
5	28.3	35.1	27.6		25.6	27.1		21.3	25.5	19.9	23.7		26.7
6	22.4			18.3		17.6	26.8					21.8	23.8
7	18.4			15.2		18.7	18.6					22.6	23.3
8	18.5			15.9		16.6	18.3					18.7	20.3

TABLE 2 E

Summary of Performance
By Strand in Reading and Mathematics
as measured by CAT, MEAP and ABCS

STRAND	SCHOOL											
	A	B	C	D	E	F	G	H	I	J	K	L
READING												
Synonyms	0	33	0	0	40	0	0	0	0	33	0	20
Antonyms	0	33	0	0	20	0	0	0	0	33	0	20
Cortext	0	0	20	0	25	0	0	33	0	33	0	50
Details	0	0	20	33	27	0	17	0	0	33	0	45
Character	0	0	0	25	29	0	0	0	0	50	0	43
Main Idea	17	17	0	17	18	20	0	0	0	33	0	55
Conclusion	0	0	0	17	36	0	0	0	0	67	0	45
Reality/Fantasy	67	60	25	20	11	0	0	0	0	20	0	56
Cause/Effect	0	0	25	20	22	0	0	0	0	40	0	44
MATHEMATICS												
Whole Numbers												
Addition	50	50	100	50	67	100	0	50	0	100	100	67
Subtraction	100	67	0	67	50	0	0	67	0	67	0	50
Multiplication	100	67	0	67	40	0	0	67	0	100	0	40
Division	100	67	0	0	25	0	0	50	0	50	0	50
Numeration	83	83	0	0	27	40	0	33	0	33	40	82
Problem Solving	60	0	25	0	22	50	0	0	0	0	75	11

Table 2 E reports the percents of cases in a strand for which at least 50% of the students at that school performed at the appropriate level. (The cases were identified by counting each instance which measured the concept inherent in a strand.)

For example, at School A the strand of Main Idea was measured in 2 grades by CAT, 5 grades by ABCS and 1 grade by MEAP. The total number of cases for Main Idea was 8. When School A performance for Main Idea, based on these 8 cases, was analyzed, students performed at the acceptable levels only 17% of the time.

TABLE 3A

Parents	53	Counselor	6
Teachers	173	Unit Heads	8
Principals	53	Custodians	5
Asst. Principal	10	Area Supt.	4
Area Asst. Supt.	1	Cent. Off. Adm.	22
Achieve. Specialist	4	Area Off. Adm.	4
Secretaries	4	Cent. Off. Secy.	3
School Service Asst.	69	Bus Drivers	2
Non Hour Aides	28	Staff WSU	1
School Social Worker	2	Staff WCISD	2
Staff Coordinator	5	Board Members	2
Engineer	1	Project Staff	2
Other	16	Guests:	
		Principal-Ohio	1
		SDE Chapter 1	1
			<hr/>
			482

TABLE 3B

1. TOPIC: CLEAR SCHOOL MISSION

Student achievement improves when there is a clearly articulated mission of the school through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures and accountability; the mission is fully disclosed to students, parents and community members and meshes with the mission of the district.

(TABLE 3B cont.)

2. TOPIC: PLANNING TO IMPROVE AND ACHIEVE

Student achievement improves when the total staff collaborates to develop, implement, monitor, and evaluate improvement plans that are systematic, doable, congruent to the needs they collectively identify and are defensible--measureably connected to the research on effective schools.

3. TOPIC: INSTRUCTIONAL LEADERSHIP

Student achievement improves when there is appropriate and effective leadership in the school. The principal is the individual in the school most responsible for the outcomes of productivity and satisfaction attained by students and staff. Leadership is the key. Without it, the school faculty is nothing more than a handful of employees. With it there is among staff, students, parents and community; rapport and good communication; a strong school focus on beliefs, commitment, knowledge and skills and follow-through.

4. TOPIC: EFFECTIVE INSTRUCTION

Student achievement improves when there is a strong instructional focus. All school resources are directed toward achieving specific instructional goals when effective instruction is established as the primary purpose of schools. Students are provided with ample opportunities to learn and time to engage in planned learning activities. Teachers and support

(TABLE 3B cont.)

staff are familiar with research-based instructional procedures, know what skills are to be taught, frequently monitor pupil progress and institute changes when appropriate. This session will focus on an Essential Element of Effective Instruction.

5. TOPIC: HIGH EXPECTATIONS

Student achievement improves when the staff holds decidedly higher levels of expectations with regard to the accomplishments of students; the school displays a climate of expectation in which the staff believes and demonstrates that all students can learn, that they (staff) have the capability to help all students achieve mastery of basic school subjects and that they (staff) must provide equity and quality in effort for all students.

6. TOPIC: SCHOOL LEARNING CLIMATE

Student achievement improves when there is evidence of a positive school climate: positive feelings among students regarding their abilities to learn are fostered; all teachers take responsibility for all students at all times; students and staff recognize that certain standards of behavior are to be maintained; the physical plant is clean, attractive, well-kept and maintained; the quality of work life for all is positive; there is a sincere commitment from all levels of staff for improving the quality of instruction, leadership and services rendered.

(TABLE 3B cont.)

7. TOPIC: SAFE AND ORDERLY ENVIRONMENT

Student achievement improves when the school environment is purposeful, safe and orderly; discipline is clear, firm and consistent; classroom interruptions are minimal; facilities and materials are adequate; the school plant is well-kept, safe, clean, well-maintained and landscaped; there is a sense of quiet pride and caring reflected in a positive physical appearance of the school; there is mutual respect for personal and community property.

8. TOPIC: HOME/SCHOOL RELATIONS

Student achievement improves when everyone emphasizes the importance of learning. Home and school collaborate to plan; share information about "what works," keep the lines of communication open; meet regularly to make decisions about home/school adjustments needed to sustain positive change for all students; support parent initiated involvement in activities directly related to improving student performance.

9. TOPIC: PARENTS AS PARTNERS

PARENTS ONLY

Student achievement improves when parents ensure attendance; promote excellence; provide reading materials and a place to study; read to children; share and discuss experiences with children; stay in touch with the teacher and the school.

(TABLE 3B cont.)

10. TOPIC: PARENT INVOLVEMENT IN EFFECTIVE SCHOOLS

PARENTS ONLY

Student achievement improves when parents know and support the school mission; are visible in the school; offer improvement suggestions; volunteer to serve on school committees; plan supportive activities; know and reinforce school rules.

TABLE 4A

MATRIX: RESPONSES TO SCHOOLS' SELF STUDY

SCHOOL	ENROLLMENT	GRADES	ETHNIC POPULATION	CLASS SIZE	ADMINISTRATIVE STAFFING	STUDENT ADA PERCENT		STAFF PERCENT ABSENTEEISM	NUMBER OF TEACHERS
						12/86	3/87		
A	380	Pk, K-5	98% - B 1% - W .5% - H .5% - O	30	Assistant Principal in Charge	83.7	90.2	6.22	22
B	343	Pk, K-5	98% - B 1% - W 1% - H	30	Principal and Assistant Principal	87.8	89.2	6.45	23
C	736	6-8	99% - B 1% - W	33	Principal and Assistant Principal	77.4	80.2	7.80	34
D	382	Pk, K-5	99.6% - B .4% - W	30	Assistant Principal in Charge	79.8	80.8	7.12	19
E	1037	Pk, K-8	100% - B	33	Principal and Assistant Principal	ELEMENTARY 86.2	88.4	6.60	45
						MIDDLE SCHOOL 88.2	85.1		
F	646	6-8	100% - B	31	Principal and Assistant Principal	82.0	85.1	7.39	34
G	796	Pk, K-5	100% - B	27.5	Principal and Assistant Principal	81.8	86.0	7.54	38
H	354	Pk, K-5	100% - B	25	Principal	80.2	82.9	5.86	17
I	650	Pk, K-5	100% - B	30	Principal and Assistant Principal	83.8	84.5	6.47	31
J	526	Pk, K-5	97% - B 2% - W 1% - O	28.7	Principal	77.5	82.7	7.72	30
K	569	6-8	38% - B 21% - W 37% - H 4% - O	31	Principal and Assistant Principal	78.1	81.2	6.71	36
L	365	Pk, K-8	87% - B 9% - W 2% - H 2% - O	30	Principal and Assistant Principal	ELEMENTARY 85.6	81.9	7.14	24
						MIDDLE SCHOOL 80.2	64.9		
	565.3		93.1-B 5.1-W 10.1-H 1.9-O	30		96.0	97.0	7.0	29.4

(TABLE 4A cont.)

SCHOOL	DISCIPLINE CODE VIOLATIONS	PROMOTION/RETENTION	TRANSIENCY STUDENTS	MOBILITY STAFF	MIDDLE SCHOOL SCHEDULING	PHYSICAL PLANT
A	10 - Susp. 0 - Adm. T Fighting	8 (PU) 3 (3-5) Stay with same teacher repeat work, have ILP	Fairly stable	"Too" stable - change needed.	—	Sanitation needs attention.
B	11 - Susp. 0 - Adm. T Fighting Insubordination	12 (PU) 11 (3-6) Repeat coursework; Chapter 1 counseling	—	Unstable	—	Good in/out; sani- tation system needs attention.
C	350 - Susp. 16 - Adm. T Insubordination Fighting Disruptive	14% nearly half-7th grade. Stay with same teacher; repeat course- work; discipline prob. lab support.	Steady popula- tion decline over 9 yr. period	Stable	Block	Good in/out; sani- tation needs attention; secur- ity poor.
D 64	- 0 -	No percent given. Stay with same teacher; repeat coursework; discipline problem; lab support.	High	Stable	—	Good in/out; sani- tation needs attention.
E	303 - Susp. 16 - Adm. T Insubordination Fighting Disruptive	6% more than 1/2 grades 3-7. Stay with same teacher; repeat course- work; discipline prob. lab support; first time repeaters.	Moderate - Pk-8 helps.	Stable	Block	Good in/out; sani- tation needs attention.
F	32 - Susp. 8 - Adm. T Insubordination Fighting Disruptive	5% over half - 7th gr. Stay with same teacher; repeat coursework; dis- cipline problem; lab support.	Lost 350 over 2 years; declining enrollment but moderate tran- sieny.	Stable	Standard	Sanitation needs attention; under utilized fair-in, good-out.
G	139 - Susp. 0 - Adm. T Insubordination Battery General Misc.	18 (PU) 7 (3-5) 1 (K) Repeat coursework; discipline problem; have ILP; are first time repeaters.	High	Stable	—	Sanitation system needs attention; fair-in and out.

(TABLE 4A cont.)

SCHOOL	DISCIPLINE CODE VIOLATIONS	PROMOTION/RETENTION	TRANSIENCY STUDENTS	MOBILITY STAFF	MIDDLE SCHOOL SCHEDULING	PHYSICAL PLANT
H	11 - Susp. 2 - Adm. T Insubordination Fighting Disruptive	2% - Stay with same teacher, repeat course-work; lab support; most first time repeaters.	High	—	—	Sanitation needs attention; good in/out, most facilities inadequate.
I	—	—	High	—	—	Security-serious, Sanitation poor, fair-in/out.
J	0 - Fighting Verbal abuse	18 (PU) 36 (3-5) Repeat coursework, lab support.	Stable	Stable	—	Attention needed-sanitation system
K 65	1 - Adm. T Insubordination Fighting Disruptive	11% for 2 years over 1/2 7th graders. Repeat coursework; lab support.	Population 610 to 569 in 4 months. High - Farm workers Mexicans - Move winters 47%	Unstable due to transfers to A.S.	Block and Standard	Sanitation system needs attention; good-in/out.
L	14 Exclusions 1 Adm. T	18 Non-promotions	High	Stable	—	Attention needed-sanitation
AVERAGE	122.3 - Susp. 7.3 - Adm. T					

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(TABLE 4A cont.)

SCHOOL	AVERAGE AGE TEACHERS	AVERAGE DEGREE	AVERAGE NO. (AT OR ABOVE MAXIMUM)		AVERAGE NO. 5-10 YEARS		AVERAGE NO. LESS THAN 5 YEARS	NUMBER TEACHING OUT OF MAJOR CERTIFICATION	NUMBER OF REPORTED PROGRAMS/PROJECTS	
									Chap. 1	Other
A	45	MA	19	86%	3	14%	0	1	6	1
B	42	MA	15	65%	1	4%	3	3	6	0
C	35	MA	23	68%	12	35%	1	1	2	1
D	40	MA	10	53%	15	79%	4	1	4	2
E	35	BA	21	47%	15	33%	11	0	4	0
F	41	BA	22	65%	10	30%	2	0	4	19
G	—	MA	22	58%	12	32%	4	1	3	21
H	—	—	—		—		—	—	2	14
I	—	—	—		—		—	—	0	0
J	42	BA	20	67%	5	17%	5	0	2	4
K	40	MA	17	47%	0		6	7 (20%)	3	22
L	45	BA	17	71%	5	21%	6		2	3
AVERAGE	40.5			62.7%		29.2%			3.2%	7.3%

TABLE 4B

PROJECT SCHOOL STRENGTHS/WEAKNESSES IN 5 COMPONENT OF THE SELF-STUDY

SCHOOLS	School Effectiveness Questionnaire		School Profile	
	Strengths	Weaknesses	Strengths	Weaknesses
A	CSM	HI Ex IL SLC	Stable Staff/Community Reading Achievement Class Size	Staff motivation Resistant to change Administrative Staffing Sanitation Systems
B	MSP	HI Ex R&P IL	Physical Plant Plan for Retained Student Discipline	Collegial among staff Lack of cohesiveness Reading Achievement
C	CSM	HI Ex HSR SLC IL	Self-contained Rooms for 6th graders and others who need. Counselor remains with group-3 yrs.	High no. of overaged students Safety/Security Attendance-Staff/Students Discipline/students retained
D	CSM	HI Ex MSP I.L.	Home-school relations Collegiality	Monitoring pupil progress Visibility of Principal- monitoring comp. ed. pro- gram congruency to need Attendance
E	CSM	SLC R&P HI Ex IL	K-8 program promotes stability Physical Plant	High no. of average students (27 MS-65 Elementary) Attendance/Discipline
F	EI	HI Ex SLC HSR	Collegiality Achievement Parent Involvement	Stable Staff Class Size
G	CSM	HI Ex IL SLC EI	Collegial Staff Community Support	Excessive programs/projects Congruence to needs Effective use of resources Achievement All Grades
H	CSM	HSR HI Ex SLC	Collegial Staff Supportive leadership Staff Attendance	Achievement Motivation for learning Unsafe environment Attendance
I	CSM	HI Ex HSR SLC	Class Size	Achievement all grades Motivation for learning Curriculum congruence Transiency students/safety
J	CSM	HI Ex HSR SLC EI	Leadership Stable staff/student population Discipline	Attendance staff/student
K	CSM	HI Ex HSR SLC	Enrollment/class size Ethnic Diversity Instructional Staff	No. of staff teaching outside major certification Discipline Staff/student relations
L	CSM	HI Ex R&P SLC	Class Size Stable Staff	Special Ed - population Transiency-Students Motivation for learning Leadership Parent involvement

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HI Ex = High Expectations
SLC = School Learning Climate
= Home-School Relations

IL = Instructional Leadership
EI = Effective Instruction
MSP = Frequent Monitoring of Student Progress

R&P = Rewards and Praise
CSM = Clear School Mission

TABLE 4B (continued)

SCHOOLS	Chapter 1 Study		Parent Perceptions	
	Strengths	Weaknesses	Strengths	Weaknesses
A	Competent Staff Coord. and paraprof. Some staff development money/ field trips.	No money for remedial reading labs! (See Ach. scores) Not clear who determines learning objectives.	Parents feel welcome; Know the Homework Policy Believe school is effective.	Uncertain about the existence, function of LSCO.
B	Some materials Some money for field trips	No clear link to regular program. Little articulation-teacher.	Parents feel welcome; Believe school is effective; safe.	Uncertain about existence, function of LSCO
C	Strong qualified teacher Excellent program	Over 1 retained are 7th gr-No lab for them until 2nd Sem. target selection ??	Feel welcome; Know the mission High expectation for teachers.	Concerns for student safety; School effectiveness; function of LSCO
D 68	Materials SSA's - more needed.	Teacher with No link to regular program; congruence to needs; target selection	Feel welcome Know the mission Safe	Uncertain about schools effectiveness, existence/function LSCO.
E	Use of Chapter 1 Money	Link to regular program continuity-use of test data	Feel welcome	Uncertain about LSCO, safety, Homework Policy
F	Chapter 1 staff Use of Chapter 1 money.	Instructional strategies too much single skill focus; Link to reg. prog; need "processing" strategies.	Feel welcome Have high expectations for teachers	Uncertain about Parent LSCO Student Safety
G	Availability of Computers for CAL.	Too many programs; Use of computers; Pull outs destroy regular program.	Feel welcome	Don't feel part of "Team"; uncertain about LSCO; student safety.
H	Comp Ed staff-creative	Computer asst. learning only medium used. No link to reg. program.	Feel welcome	Uncertain about School Homework Policy
I	Balanced use of Chapter 1 funds	No linkage Target selection	High expectations Feel welcome Know homework policy	Uncertain about LSCO; student safety
J	Balanced use of Chapter 1 funds	Training of Comp Ed staff- tchrs & SSA's target selection	Active Parent Group Feel welcome	Student safety
K	Chapter 1 staff Use of Chapter 1 funds balance.	Student attendance in Ch. 1 programs. No linkage	Feel welcome Know the mission	Uncertain about existence, role of LSCO
L	Chapter 1 staff	Pull outs interrupt basic program.	Feel welcome	Don't know schools's mission; Homework Policy

TABLE 4 B (Continued)

SCHOOL	ACHIEVEMENT					
	Strengths			Weaknesses		
	MEAP	CAT	ABCS	MEAP	CAT	ABCS
A	4-R	5-M	1-5-M 1-2-R	4-M	3,5-R 3-M	3-5-M
B	 	5-R,M 3M	2R 3M	4-R,M	3R	1,3-5R 1,2,4,5M
C	7R	 	 	7M	8 R,M	6-8 R,M
D	4R	 	1-3,5R 1-2M	4M	3,5 R,M	4-R 3-5M
E	4R 7R,M	8R,M	7R,M 8R	4M	3,5 R,M	1-6R,M 8M
F	 	 	6,7 M	7R,M	8R,M	6-7R 8R,M
G	 	 	 	4R,M	3-5 R,M	1-5 R,M
H	4R,M	 	2-R 1M	 	3-5 R,M	1,3-5R 2-5M
I	 	 	 	4R,M	3-5 R,M	1-5 R,M
J	4R,M	3M	1,3R 1-3M	 	3,5R 5M	2R 4-5R,M
K	7R	 	7,8 M	7M	3,5,8 R,M	6-8R 6M
L	4M 7M	3M	1-4,6-8 M 2,5,6-8 R	4R 7R	3R 5,8,R,M	5M 1,3,4R

TABLE 4C

A comparison of Mean Test Scores for Students Attending School I
for Varying Periods of Time for California Achievement Tests (CAT)*
and Michigan Education Assessment Program (MEAP) Tests

	CAT*										MEAP (9-85)		
	Grade 3 (11-84; Form C)					Grade 5 (11-86; Form E)					Grade 4		
	Read			Math		Read			Math		Read		Math
	N	GEU	%ile	GEU	%ile	N	GEU	%ile	GEU	%ile	N	R.S.	R.S.
School I K-5	24	2.7	40	2.9	46	28	3.2	15	4.8	35	28	13	21
Not School I K-5	27	2.3	30	3.0	49	54	3.4	16	4.8	35	38	14	22
School I 3-5						25	3.7	20	4.9	36	25	14	22
School I 4-5						13	3.2	15	4.6	28	13	13	21
School I 5 only						16	3.1	12	4.9	38			

*The California Achievement Tests, Form C and Form E, are different and distinct editions which were normed on different populations. COMPARISONS MUST NOT BE MADE BETWEEN THE FORM C ADMINISTERED TO STUDENTS IN 1984 AND THE FORM E ADMINISTERED IN 1986.

TABLE 4D

A Comparison of Mean Percents of Students Attaining
Mastery of Objectives, School I Students to Not School I
Students ABCS Tests, Level 15, Grade 5
April, 1987

Content Area	Percents Attaining	
	School I	Not School I
READING		
Decoding		
Vocabulary	18	25
Levels of Reality	14	22
Main Idea	46	56
Details	36	44
Sequence	46	55
Cause and Effect	61	58
Generalizing	32	55
Drawing Conclusions	36	44
Inference	25	31
Reference Materials		
WRITING		
First Name		
First and Last Name		
Street Address		
City and State		
Sentence Development	44	31
Writing Conventions	25	35
Spelling	33	38
Grammar and Word Usage	11	11
Paragraph Development	30	27
MATHEMATICS		
Operations	4	5
Numeration	21	40
Estimation	25	18
Patterns	14	7
Geometry	4	2
Measurement	25	24
Sets and Logic	25	18
Functions and Relations	0	4
Statistics and Probability	7	9
NUMBER OF STUDENTS TESTED	28	55

Number of objectives on which School I students
outscored "Not School I" students: 8
 Number of objectives on which "Not School I"
students outscored School I students: 14
 Number of objectives on which School I students
equaled "Not School I" students: 1

TABLES 4E and 4F

COMPARISONS OF GRADE 7 MEAP READING AND
MATH SCORES WITH STUDENTS ATTENDING
SCHOOL K DURING THEIR 6TH GRADE
WITH STUDENTS NEW TO SCHOOL K
IN THE 7TH GRADE

Table 4E
READING

GROUP	NUMBER OF STUDENTS TESTED	PERCENTS OF STUDENTS PER CATEGORY			
		4	3	2	1
"Old" School K	91	59	20	12	9
"New" School K	116	59	20	15	6
Total School	208*	59	20	14	7

*Missing one student

Table 4F
MATHEMATICS

GROUP	NUMBER OF STUDENTS TESTED	PERCENTS OF STUDENTS PER CATEGORY			
		4	3	2	1
"Old" School K	85	35	48	14	2
"New" School K	124	44	33	17	6
Total School	209	42	39	15	3

TABLES 4G and 4H

COMPARISONS OF GRADE 7 MEAP READING AND
MATH SCORES OF STUDENTS ATTENDING
SCHOOL K DURING THEIR 6TH GRADE
WITH STUDENTS NEW TO SCHOOL K
IN THE 7TH GRADE

Table 4G
READING

GROUP	NUMBER TESTED	MEAN RAW SCORE
"Old" School K	91	16
"New" School K	116	16

Table 4H
MATHEMATICS

GROUP	NUMBER TESTED	MEAN RAW SCORE
"Old" School K	85	19
"New" School K	124	19

Table 5A

Chapter 1 Services and Program Budget Expenditures
TOTAL PROGRAM

	1984-85		1985-86		1986-87	
	Number of Staff	Amount	Number of Staff	Amount	Number of Staff	Amount
SCHOOL ALLOCATION		\$1,366,646		\$1,507,443		\$1,772,374
School Service Asst.	44.5	401,749	46	434,275	42	436,704
Reading Program	11.7	493,736	12.1	551,710	11.1	589,140
Math Program	4.7	187,666	4.7	201,927	6.7	343,776
Field Trips		5,415		11,281		19,994
Parent Advisory Council	Schools H, B, A	6,786	Schools J,I,D,B	13,211	Schools H, K, B	2,518
In-service	Schools I, H	6,749	Schools K,I,H,G	14,375	Schools J,I,H,G D,C,A	68,800
Staff Coordinator	Schools J,G,E,A	167,862	Schools J,G,E,A	175,652	Schools J,G,E,A	193,840
Asst. Attendance Officer	Schools G,F,C	36,871	Schools G,F,C	13,992	Schools G,F	14,343
Prescription Learning Lab	School I	18,500		28,745		47,730
Computer Literacy Lab (HOTS)	School G			55,913		53,915

TABLE 5B

DETROIT PUBLIC SCHOOLS
ECIA Chapter 1
School Program for A

	1984-85		1985-86		1986-87	
	No. of Staff	Amount	No. of Staff	Amount	No. of Staff	Amount
School Allocation		\$100,532		\$106,070		\$96,660
School Budget						
School Service Assistants	4	35,264	4	37,440	4	41,748
Reading Program	0.5	21,117	0.5	26,034		4,514
Math Program						
Field Trips		1,000				1,000
Parent Advisory Council		419				
In-service						2,000
Elem. Staff Coordinator	1	42,732	1	52,602	1	47,398

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TABLE 5C

DETROIT PUBLIC SCHOOLS
ECIA Chapter 1
School Program for B

	1984-85		1985-86		1986-87	
	No. of Staff	Amount	No. of Staff	Amount	No. of Staff	Amount
School Allocation		\$119,796		\$146,975		\$130,477
School Budget						
School Service Assistants	6	53,556	6	57,446	6	63,107
Reading Program	1.02	60,133	1.1	75,899	1.1	62,170
Math Program						
Field Trips				3,000		
Parent Advisory Council		5,867		10,630		2,000
In-service						
Clerical Overtime		240				

DETROIT PUBLIC SCHOOLS
ECIA Chapter 1
School Program for C

	1984-85		1985-86		1986-87	
	No. of Staff	Amount	No. of Staff	Amount	No. of Staff	Amount
School Allocation		\$63,123		\$72,017		\$103,452
School Budget						
School Service Assistants	5.5	50,830	7	66,744	6	63,792
Reading Program			0.1	4,697		19,660
Math Program						
Field Trips						5,000
Parent Advisory Council						
In-service						15,000
Assistant Attend. Office	1	12,293		576		

TABLE 5E

DETROIT PUBLIC SCHOOLS
ECIA Chapter 1
School Program for D

	1984-85		1985-86		1986-87	
	No. of Staff	Amount	No. of Staff	Amount	No. of Staff	Amount
School Allocation		\$117,388		\$103,597		\$109,714
School Budget						
School Service Assistants	2	17,630	2	18,720	2	109,004
Reading Program	1	40,029	1	47,213	1	47,916
Math Program	0.5	19,542	0.7	34,483	0.7	31,821
Field Trips				1,000		
Parent Advisory Council				2,181		
In-service						10,973
Teacher Counselor	1	40,187				

TABLE 5F

DETROIT PUBLIC SCHOOLS
ECIA Chapter 1
School Program for E

	1984-85		1985-86		1986-87	
	No. of Staff	Amount	No. of Staff	Amount	No. of Staff	Amount
School Allocation		\$117,043		\$136,176		\$224,889
School Budget						
School Service Assistants	4	35,671	5	46,938	6	61,423
Reading Program	1	39,918	1	44,178	1	52,721
Math Program						
Field Trips				85		2,144
Parent Advisory Council						
In-service						
Elem. Staff Coordinator	1	40,969	1	44,491	1	49,597
Clerical Overtime		485	484	400		

DETROIT PUBLIC SCHOOLS
 ECIA Chapter 1
 School Program for F

TABLE 5G

	1984-85		1985-86		1986-87	
	No. of Staff	Amount	No. of Staff	Amount	No. of Staff	Amount
School Allocation		\$74,302		\$67,525		\$81,094
School Budget						
School Service Assistants	2	18,731	2	19,274	1	9,788
Reading Program					0.5	23,698
Math Program	1	42,626	1	41,179	1	46,983
Field Trips				500		
Parent Advisory Council						
In-service						
Assistant Attendance Officer	1	12,945		1,088		625

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DETROIT PUBLIC SCHOOLS
 ECIA Chapter 1
 School Program for G

	1984-85		1985-86		1986-87	
	No. of Staff	Amount	No. of Staff	Amount	No. of Staff	Amount
School Allocation		\$ 234,173		\$ 240,960		\$ 294,784
School Budget						
School Service Assistants	2	20,773	2	19,402	5	53,668
Reading Program	2	82,177	1	61,999	1	69,819
Math Program	2	77,668	1	41,913	1	45,269
Field Trips				475		3,000
Parent Advisory Council						
In-service				4,636		8,429
Elem. Staff Coordinator	1	41,922	1	44,294	1	46,966
Assistant Attend. Officer	1	11,633	1	12,328	1	13,718
Computer Educ. Lab & HOTS			1	55,913	1	53,915

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TABLE 5I

DETROIT PUBLIC SCHOOLS
ECIA Chapter 1
School Program for H

	1984-85		1985-86		1986-87	
	No. of Staff	Amount	No. of Staff	Amount	No. of Staff	Amount
School Allocation		\$106,552		\$136,203		\$143,485
School Budget						
School Service Assistants	6	54,660	5	45,797	3	33,007
Reading Program	1	39,890	1	41,734	1	50,029
Math Program	0.2	8,813	1	42,670	1	50,475
Field Trips		1,000		1,337		800
Parent Advisory Council		500				500
In-service		1,289		4,665		8,674
Clerical Overtime		400				

DETROIT PUBLIC SCHOOLS
ECIA Chapter 1
School Program for I

	1984-85		1985-86		1986-87	
	No. of Staff	Amount	No. of Staff	Amount	No. of Staff	Amount
School Allocation		\$124,611		\$182,975		\$259,262
School Budget						
School Service Assistants	5	44,851	6	55,638	4	42,892
Reading Program	1	52,611	2.4	95,218	1.5	89,318
Math Program					1	63,508
Field Trips		3,189		1,200		2,850
Parent Advisory Council				200		
In-service		5,460		1,974		12,964
Prescription Learning Lab.		18,500		28,745		47,730

DETROIT PUBLIC SCHOOLS
 ECIA Chapter 1
 School Program for J

TABLE 5K

	1984-85		1985-86		1986-87	
	No. of Staff	Amount	No. of Staff	Amount	No. of Staff	Amount
School Allocation		\$130,029		\$140,889		\$171,054
School Budget						
School Service Assistants	1	8,815	1	10,716	1	11,840
Reading Program	1	39,958	1	42,626	1	48,345
84 Math Program	1	39,017	1	41,682	1	47,562
Field Trips				1,000		2,000
Parent Advisory Council				200		
In-service						11,428
Elem. Staff Coordinator	1	42,239	1	44,265	1	49,879

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TABLE 5L

DETROIT PUBLIC SCHOOLS
 ECIA Chapter 1
 School Program for K

	1984-85		1985-86		1986-87	
	No. of Staff	Amount	No. of Staff	Amount	No. of Staff	Amount
School Allocation		\$ 65,491		\$ 66,141		\$ 65,775
School Budget						
School Service Assistants	3	26,563	3	28,080	3	28,652
Reading Program	1	38,928	1	33,380	1	37,105
Math Program						
Field Trips				1,581		
Parent Advisory Council						18
In-service				3,100		

TABLE 5M

DETROIT PUBLIC SCHOOLS
ECIA Chapter 1
School Program for L

	1984-85		1985-86		1986-87	
	<u>No. of Staff</u>	<u>Amount</u>	<u>No. of Staff</u>	<u>Amount</u>	<u>No. of Staff</u>	<u>Amount</u>
School Allocation		\$113,606		\$107,915		\$91,728
School Budget						
School Service Assistants	4	34,405	3	28,080	1	7,783
Reading Program	2	78,975	2	78,732	2	83,945
98 Math Program						
Field Trips		226		1,103		
Parent Advisory Council						
In-service						

TABLE 6A

NUMBER OF STATEMENTS, AVERAGE PERCENTS OF POSITIVE RESPONSES AND THEIR RANKINGS PER SCHOOL EFFECTIVENESS CATEGORY FOR ALL TWELVE SCHOOLS

School Effectiveness Categories	Number of Statements per Category	Average of the Percents Responding Positively	Rank
School Learning Climate	19	49.8%	7
Clear School Mission	8	73.6	1
Instructional Leadership	14	62.7	4
High Expectations	8	44.3	8
Effective Instruction	14	68.2	2
Frequent Monitoring of Student Progress	8	63.8	3
Home-School Relations	8	55.5	6
Rewards and Praise	8	61.4	5

TABLE 6B

MARKS GIVEN LOCAL SCHOOLS* AND THE DETROIT PUBLIC SCHOOLS BY NUMBER AND PERCENT

Marks	Marks Given to the			
	Local Schools		Detroit Public Schools	
	N	Percent	N	Percent
A	13	4.8%	9	3.3%
B	80	29.6	59	22.2
C	93	34.4	84	31.6
D	64	23.7	85	32.0
E	20	7.4	29	10.9
Total	270	99.9	266	100.0

*Each respondent was asked to grade his/her school in the same way each graded the quality of their students' work. The frequencies and percents displayed were derived by summing the response frequencies of the twelve schools.

TABLE 6C

AVERAGE PERCENTS OF POSITIVE RESPONSES PER
SCHOOL EFFECTIVENESS CATEGORY BY SCHOOL

Schools	School Effectiveness Categories							
	School Learning Climate	Clear School Mission	Instructional Leadership	High Expectations	Effective Instructions	Frequent Monitoring of Student Progress	Home-School Relations	Rewards & Praise
A	57%	84%	60%	55%	73%	69%	67%	67%
B	61	60	57	46	64	68	64	59
C	42	64	52	33	62	54	49	63
D	57	69	51	41	64	52	55	63
E	40	74	51	45	65	57	51	50
F	53	71	71	49	72	65	49	68
G	42	69	54	39	61	57	58	59
H	53	88	79	57	78	71	52	65
I	46	80	68	44	70	72	55	62
J	61	86	78	52	76	75	65	71
K	45	68	66	37	66	61	46	56
L	64	88	77	53	84	81	73	69
All Schools	50	74	63	44	68	64	56	61

TABLE 6D

PROFILE OF SCHOOL STRENGTHS AND WEAKNESSES: NUMBER OF SCHOOL EFFECTIVENESS CATEGORIES THAT ARE STRONG, MODERATE, OR WEAK BY SCHOOL

Schools	Number of School Effectives Categories That Are		
	Weak	Moderate	Strong
A	0	6	2
B	1	7	0
C	3	5	0
D	1	7	0
E	2	5	1
F	2	3	3
G	2	6	0
H	0	4	4
I	2	3	3
J	0	3	5
K	3	5	0
L	0	3	5

TABLE 6E
 HIGH AND LOW MARKS GIVEN LOCAL SCHOOL
 AND THE DETROIT PUBLIC SCHOOLS
 IN PERCENTS BY SCHOOL

Schools	Percents of High Marks*		Percents of Low Marks**	
	Local Schools	Detroit Public Schools	Local Schools	Detroit Public Schools
A	33.3%	25.0%	41.7%	58.3%
B	29.4	23.5	47.1	64.7
C	30.4	30.4	26.1	39.1
D	15.8	11.1	36.8	61.1
E	26.7	16.7	43.3	40.0
F	57.1	36.4	19.1	22.7
G	24.2	24.2	42.4	55.6
H	45.5	45.5	18.2	27.3
I	28.1	31.0	31.3	34.5
J	43.5	17.4	30.4	47.8
K	44.1	17.6	17.7	38.2
L	46.7	50.0	13.3	28.6
Total	34.4	25.5	31.1	42.9

*Aggregate of the percents choosing marks A or B.

**Aggregate of the percents choosing marks D or E.

TABLE 6F

PERCENTS RESPONDING POSITIVELY TO EACH ITEM
ON THE SCHOOL EFFECTIVENESS QUESTIONNAIRE
GROUPED BY SCHOOL EFFECTIVENESS CATEGORY

CATEGORY Item	Percents Answering Positively
<u>SCHOOL LEARNING CLIMATE</u>	
4. Vandalism or destruction of school property is <u>not</u> a problem.	40.0%
9. Most students are eager and enthusiastic about Learning.	42.1
15. Students treat each other with respect.	24.7
22. The school building is neat, bright, clean and comfortable.	54.3
30. Students abide by school rules.	42.9
33. Students treat staff with respect.	55.6
35. Staff treat students with respect.	86.6
40. Administrators support teachers in dealing with student discipline matters.	61.9
41. This school is a safe and secure place to work.	47.1
47. Students generally believe that school rules are reasonable and appropriate.	70.9
49. Generally, discipline is <u>not</u> a problem in this school.	31.7
54. Students and staff take <u>pride</u> in the school and help keep the buildings and grounds clean and attractive.	49.3
57. As a regular practice, teachers talk with each other about the academic work of students for whom they share responsibility.	74.1
62. Teachers and other staff members support, respect, and generally care about each other.	73.7
67. Property of students is secure.	42.0
69. A positive feeling permeates the school.	44.0
71. Teachers are encouraged to visit other classrooms to observe the instructional activities of their colleagues.	35.9
75. Property of staff is secure.	36.1
87. The counseling program is effective in modifying student behavior.	32.4
<u>CLEAR SCHOOL MISSION</u>	
5. In language arts there is an identified set of objectives or skills that all students are expected to master at each grade level.	74.2%
14. Your school has a strong feeling of "Let's get things done," especially basic skills.	61.5
24. This school's School Improvement Plan focuses on student learning and achievement as the school's major responsibility.	79.2

<u>CATEGORY</u> Item	Percents Answering Positively
<u>CLEAR SCHOOL MISSION (Cont'd)</u>	
42. The mission of this school is clearly communicated to staff and parents and serves as a framework for making decisions.	58.5
48. The students in your school are told what objectives they are expected to learn.	84.5
59. The principal frequently communicates to teachers their responsibilities in relation to student achievement.	76.5
76. All staff in your school clearly understand their responsibility for basic skill achievement.	79.3
80. In mathematics, there is an identified set of objectives or skills that all students are expected to master at each grade level.	75.3
<u>INSTRUCTIONAL LEADERSHIP</u>	
8. Most problems facing this school can be solved by the principal and staff without a great deal of outside help.	58.2%
12. The principal encourages and facilitates staff working together to improve instruction.	62.1
13. Teachers have materials, supplies, and equipment that are needed to carry out this school's instructional objectives.	37.5
28. The principal (or other school administrators) requires and regularly reviews lesson plans.	87.0
34. The principal (or other school administrators) makes several formal classroom observations each year.	66.3
38. Formal observations by the principal (or other school administrators) are regularly followed by a post-observation conference.	54.5
45. The principal puts much emphasis on the meaning and use of standardized test results.	68.3
51. There is a clear and strong instructional leadership from the principal.	50.7
52. The principal is highly visible throughout the school.	63.5
61. The principal actively promotes inservice training for staff.	74.7
64. The principal is an important instructional resource person.	48.2
72. Teachers consult with the principal (or other school administrators) about instructional concerns or problems.	73.6

<u>CATEGORY</u> Item	Percents Answering Positively
<u>INSTRUCTIONAL LEADERSHIP (Cont'd)</u>	
81. Discussions with the principal (or other school administrators) often result in improved instructional practices.	54.4
86. The principal conducts frequent meetings concerning instruction and student achievement.	78.3
<u>HIGH EXPECTATIONS</u>	
11. Teachers believe that every student in this school can master basic skills as a direct result of the instructional program.	44.1%
20. Staff spend more time communicating with parents about the good things students do than about the bad.	22.6
27. Students that achieve identified standards do so regardless of home background.	54.0
32. Teachers in this school believe they are responsible for all students mastering basic skills at each grade level.	67.0
44. Low-achieving students do not present more discipline problems than other students.	17.3
50. Low-achieving students usually answer classroom questions as often as other students.	21.1
56. Teachers believe that a student's home background is not the primary factor that determines individual student achievement.	43.8
83. Students in this school are expected to master basic skills at each grade level.	84.1
<u>EFFECTIVE INSTRUCTION</u>	
1. Classroom atmosphere is generally conducive to learning for all students.	76.9%
3. A variety of teaching strategies (e.g., lecture, discussion, cooperative/team learning) are used in classrooms.	77.2
7. There are few interruptions during class time.	34.1
17. Students are offered multiple opportunities to practice new skills in group and individual settings.	54.2
18. Daily lessons in classrooms typically follow this sequence: student focus on the intended learning, teacher presentation, guided practice, specific feedback, independent work, and evaluation of achievement.	74.4
23. Students not achieving identified standards are given additional help until standards are achieved.	50.9

<u>CATEGORY</u> Item	Percents Answering Positively
<u>EFFECTIVE INSTRUCTION (Cont'd)</u>	
36. Most homework assigned to students is related to what has already been learned in class.	83.9
37. Remedial programs are effective in helping low achieving students attain reading and mathematics skills.	55.4
55. Activities that address all learning modalities (e.g., visual, auditory, kinesthetic/tactile) are provided in classrooms.	54.5
63. Reteaching and specific skills remediation are important parts of the teaching process.	88.8
73. Teachers provide activities that develop student thinking skills.	82.4
77. During instructional time, students are engaged in tasks which they can accomplish with a high degree of success.	78.2
82. During instructional time, students are actively engaged in learning tasks most of the time.	79.8
85. This school provides students with a balanced curriculum.	64.2
<u>FREQUENT MONITORING OF STUDENT PROGRESS</u>	
6. Teachers thoroughly review and analyze test results to plan instructional program modifications.	61.6%
21. Multiple assessment methods are used to assess student progress (e.g., criterion-referenced tests, work samples, and mastery check lists).	73.4
29. The standardized testing program is an accurate and valid measure of the basic skills curriculum in this school.	36.1
31. The principal uses test results to recommend modifications or changes in the instructional program.	56.0
46. Students assignments in basic skills areas are corrected daily.	63.4
60. Teachers give students specific feedback on daily assignments.	77.7
68. There is systematic, regular assessment of students' basic skills in most classrooms.	80.4
79. Criterion-referenced tests are used to assess basic skills throughout the school.	61.8
<u>HOME-SCHOOL RELATIONS</u>	
2. Teachers and parents are aware of the homework policy in this school.	80.0%
16. There is an active parent group in this school.	40.3

CATEGORY Item	Percents Answering Positively
<u>HOME-SCHOOL RELATIONS (Cont'd)</u>	
19. Parent-teacher conferences result in specific plans for home-school cooperation aimed at improving student achievement.	53.8
26. Parents are welcome at this school.	88.5
43. Most parents would rate this school as an effective school.	51.8
53. During parent-teacher conferences, there is a focus on student achievement and basic skills mastery.	80.5
58. Almost all students complete assigned homework.	28.5
65. Many parents are involved in a home-school support network.	20.5
<u>REWARDS AND PRAISE</u>	
10. Many students are acknowledged and rewarded for academic improvements and achievements in this school.	70.3%
25. Teachers who have the highest proportion of students mastering grade level objectives receive recognition from the principal.	33.0
39. The effective teachers in this building receive both praise and recognition from their colleagues.	44.8
66. Staff members are recognized for their instructional improvement efforts.	45.8
70. Students are praised for specific behavior immediately after the behavior occurs.	73.5
74. Students' academic work is publicly displayed or featured.	84.4
78. Rewards, appropriate praise and recognition are given to all deserving students--including those who may not be at the top of their class but are successful at the tasks assigned them.	75.0
84. Teachers who have neat and attractive classrooms receive praise from the principal and their colleagues.	64.6

0039Y(D)

Table 7A

NUMBERS OF INTERVIEWS CONDUCTED BY SCHOOL AND GRADE LEVEL

School	Grade Level									Other*
	K	1	2	3	4	5	6	7	8	
A	2	3	9	1	2	4				4
B	5	2	3	4	7	4				
C							10	10	5	
D	3	3	6	4	2	5				2
E	1		4	3	2	1	2	7	4	1
F							9	5	13	
G	4	4	6	5	1	2				1
H	9	5	1	2	6	4				
I	8	4	2	9	2	2				
J		5	4	6	3	4				2
K							5	11	6	3
L	2	5	4	2	1	1	2	2	1	6
Overall	34	31	39	36	26	27	28	35	29	19

*Special education or grade unknown

Table 7B

DO YOU FEEL THAT YOU (AND PARENTS IN GENERAL) ARE WELCOME TO VISIT
YOUR CHILD'S SCHOOL?

School	Yes N (%)	No N (%)	Don't Know N (%)
A	25 (100%)	0	0
B	25 (100%)	0	0
C	24 (96%)	1 (4%)	0
D	25 (100%)	0	0
E	24 (96%)	1 (4%)	0
F	26 (96%)	1 (4%)	0
G	23 (100%)	0	0
H	26 (96%)	1 (4%)	0
I	26 (96%)	1 (4%)	0
J	24 (100%)	0	0
K	21 (91%)	1 (4%)	1 (4%)
L	25 (95%)	0	1 (4%)
Overall	294 (97%)	6 (2%)	2 (1%)

Table 7C

Do You Feel That The School Staff Spends More Time Communicating
Good Or Bad Things That Students Do?

School	<u>Good Things</u>	<u>Bad Things</u>	<u>Don't Know</u>	<u>Both</u>
	N (%)	N (%)	N (%)	N (%)
A	21 (84%)	0	1 (4%)	3 (12%)
B	21 (84%)	0	1 (4%)	3 (12%)
C	10 (40%)	7 (28%)	8 (32%)	0
D	20 (80%)	4 (16%)	1 (4%)	0
E	14 (56%)	2 (8%)	2 (8%)	7 (28%)
F	14 (52%)	4 (15%)	5 (18%)	4 (15%)
G	12 (52%)	6 (26%)	4 (17%)	1 (4%)
H	22 (82%)	3 (11%)	2 (7%)	0
I	24 (89%)	2 (7%)	1 (3%)	0
J	10 (42%)	3 (12%)	10 (42%)	1 (4%)
K	17 (71%)	2 (8%)	5 (21%)	0
L	19 (73%)	0	7 (27%)	0
Overall	204 (67%)	33 (11%)	47 (16%)	19 (7%)

Table 7B

Do You Feel That You Are Part Of a Home/School Support Team
Working With The School To Help Your Child?

School	<u>Good Things</u>	<u>Bad Things</u>	<u>Don't Know</u>
	N (%)	N (%)	N (%)
A	22 (84%)	2 (8%)	1 (4%)
B	20 (83%)	2 (8%)	2 (8%)
C	22 (88%)	3 (12%)	0
D	24 (96%)	1 (4%)	0
E	21 (84%)	4 (16%)	0
F	22 (82%)	3 (11%)	1 (7%)
G	17 (74%)	5 (22%)	1 (4%)
H	25 (93%)	2 (7%)	0
I	23 (85%)	4 (15%)	0
J	20 (83%)	4 (17%)	0
K	20 (80%)	4 (12%)	0 (8%)
L	23 (88%)	2 (8%)	1 (4%)
Overall	259 (86%)	35 (12%)	9 (3%)

Table 7E

Do You Feel That You Understand The School's Mission Or Goals?

School	Yes N (%)	No N (%)	Don't Know N (%)
A	22 (88%)	2 (8%)	1 (4%)
B	21 (84%)	2 (8%)	2 (8%)
C	23 (92%)	2 (8%)	0
D	25 (100%)	0	0
E	21 (84%)	2 (8%)	2 (8%)
F	24 (89%)	2 (7%)	1 (4%)
G	19 (83%)	3 (13%)	1 (4%)
H	24 (89%)	3 (11%)	0
I	24 (89%)	2 (7%)	1 (4%)
J	17 (71%)	6 (25%)	1 (4%)
K	23 (92%)	1 (4%)	1 (4%)
L	21 (81%)	0	5 (19%)
Overall	264 (87%)	25 (8%)	15 (5%)

Table 7F

Is There An Active Parent Group At Your Child's School?

School	Yes N (%)	No N (%)	Don't Know N (%)
A	19 (76%)	1 (4%)	5 (20%)
B	16 (64%)	3 (12%)	6 (24%)
C	10 (40%)	4 (16%)	11 (44%)
D	20 (80%)	1 (4%)	4 (16%)
E	13 (52%)	4 (16%)	8 (32%)
F	15 (56%)	7 (26%)	5 (18%)
G	18 (78%)	0	5 (22%)
H	20 (74%)	4 (15%)	3 (11%)
I	16 (59%)	4 (15%)	7 (26%)
J	24 (100%)	0	0
K	12 (48%)	5 (20%)	8 (32%)
L	11 (42%)	1 (4%)	14 (54%)
Overall	194 (64%)	34 (11%)	76 (25%)

Table 7G

Are You Aware Of The School's Homework Policy?

School	Yes	No	Don't Know
	N (%)	N (%)	N (%)
A	23 (92%)	2 (8%)	0
B	22 (88%)	2 (8%)	1 (4%)
C	22 (88%)	2 (8%)	1 (4%)
D	25 (100%)	0	0
E	19 (76%)	5 (20%)	1 (4%)
F	21 (78%)	6 (22%)	0
G	22 (96%)	0	1 (4%)
H	19 (70%)	6 (22%)	2 (7%)
I	26 (96%)	1 (4%)	0
J	19 (79%)	5 (21%)	0
K	19 (76%)	6 (24%)	0
L	21 (81%)	0	5 (19%)
Overall	258 (85%)	35 (12%)	11 (4%)

Table 7H

Are Vandalism And/Or Destruction Of School Property A Problem At
Your Child's School?

School	Yes N (%)	No N (%)	Don't Know N (%)
A	0	22 (88%)	3 (12%)
B	1 (4%)	23 (92%)	1 (4%)
C	6 (24%)	14 (56%)	5 (20%)
D	1 (4%)	20 (80%)	4 (16%)
E	9 (36%)	15 (60%)	1 (4%)
F	7 (26%)	19 (70%)	1 (4%)
G	3 (13%)	15 (65%)	5 (22%)
H	2 (7%)	24 (89%)	1 (4%)
I	4 (15%)	20 (74%)	3 (11%)
J	7 (29%)	11 (46%)	6 (25%)
K	10 (40%)	14 (56%)	1 (4%)
L	4 (15%)	8 (31%)	14 (54%)
Overall	54 (18%)	205 (67%)	45 (15%)

Table 7I

Would You Rate Your Child's School As An Effective School?

School	Yes N (%)	No N (%)	Don't Know N (%)
A	25 (100%)	0	0
B	24 (96%)	0	1 (4%)
C	19 (76%)	5 (20%)	1 (4%)
D	19 (76%)	1 (4%)	5 (20%)
E	16 (64%)	7 (28%)	2 (8%)
F	21 (81%)	1 (4%)	4 (15%)
G	20 (87%)	0	3 (13%)
H	21 (78%)	4 (15%)	2 (7%)
I	23 (85%)	2 (7%)	2 (7%)
J	18 (75%)	3 (12%)	3 (12%)
K	15 (68%)	3 (14%)	4 (18%)
L	19 (73%)	1 (4%)	6 (23%)
Overall	240 (80%)	27 (9%)	33 (11%)

Table 7J

What Grade Would You Give Your Child's School?

School	A N (%)	B N (%)	C N (%)	D N (%)	E N (%)
A	7 (28%)	16 (64%)	2 (8%)	0	0
B	8 (32%)	14 (56%)	3 (12%)	0	0
C	5 (20%)	11 (44%)	6 (24%)	3 (12%)	0
D	9 (36%)	14 (56%)	2 (8%)	0	0
E	3 (12%)	11 (44%)	8 (32%)	3 (12%)	0
F	5 (19%)	11 (42%)	8 (31%)	2 (8%)	0
G	4 (17%)	11 (48%)	8 (35%)	0	0
H	9 (33%)	14 (52%)	3 (11%)	1 (4%)	0
I	6 (22%)	12 (44%)	7 (26%)	1 (4%)	1 (4%)
J	1 (4%)	12 (50%)	10 (42%)	0	1 (4%)
K	3 (13%)	12 (52%)	8 (35%)	0	0
L	11 (42%)	13 (50%)	2 (8%)	0	0
Overall	71 (24%)	151 (50%)	67 (22%)	10 (3%)	2 (1%)

Table 7K

What Grade Would You Give Your Child's Teachers?

School	A N (%)	B N (%)	C N (%)	D N (%)	E N (%)
A	14 (56%)	8 (32%)	2 (8%)	1 (4%)	0
B	13 (52%)	5 (20%)	6 (24%)	0	1 (4%)
C	7 (28%)	11 (44%)	5 (20%)	2 (8%)	0
D	13 (52%)	10 (40%)	2 (8%)	0	0
E	8 (36%)	8 (36%)	5 (23%)	0	1 (5%)
F	9 (38%)	6 (25%)	8 (33%)	1 (4%)	0
G	10 (44%)	9 (39%)	4 (17%)	0	0
H	13 (48%)	9 (33%)	2 (7%)	3 (11%)	0
I	16 (59%)	9 (33%)	2 (7%)	0	0
J	5 (21%)	10 (42%)	7 (30%)	2 (8%)	0
K	9 (39%)	13 (57%)	0	1 (4%)	0
L	14 (56%)	10 (40%)	1 (4%)	0	0
Overall	131 (44%)	108 (37%)	44 (15%)	10 (3%)	2 (1%)

Table 7L

Do Your Child's Teachers Expect Him/Her To Do The Most
That He/She Can?

School	Yes	No	Don't Know
	N (%)	N (%)	N (%)
A	24 (96%)	1 (4%)	0
B	19 (83%)	2 (9%)	2 (9%)
C	24 (96%)	0	1 (4%)
D	24 (96%)	1 (4%)	0
E	22 (88%)	2 (8%)	1 (4%)
F	25 (100%)	0	0
G	20 (87%)	2 (9%)	1 (4%)
H	24 (89%)	2 (7%)	1 (4%)
I	27 (100%)	0	0
J	19 (79%)	4 (17%)	1 (4%)
K	20 (80%)	5 (20%)	0
L	21 (81%)	1 (4%)	4 (15%)
Overall	269 (89%)	22 (7%)	11 (4%)

Table 7M
Is Your Child's School Building Neat, Bright,
Clean And Comfortable?

School	Yes N (%)	No N (%)	Don't Know N (%)
A	23 (92%)	1 (4%)	1 (4%)
B	25 (100%)	0	0
C	24 (96%)	0	1 (4%)
D	25 (100%)	0	0
E	23 (92%)	1 (4%)	1 (4%)
F	23 (89%)	1 (4%)	2 (8%)
G	22 (96%)	1 (4%)	0
H	26 (96%)	0	1 (4%)
I	23 (85%)	4 (15%)	0
J	19 (79%)	4 (17%)	1 (4%)
K	21 (84%)	1 (4%)	3 (12%)
L	21 (81%)	0	5 (19%)
Overall	275 (91%)	13 (4%)	15 (5%)

Table 7N

Do You Feel That Your Child Is Safe At School?

School	Yes N (%)	No N (%)	Don't Know N (%)
A	24 (96%)	1 (4%)	0
B	25 (100%)	0	0
C	16 (64%)	8 (32%)	1 (4%)
D	25 (100%)	0	0
E	15 (60%)	10 (40%)	0
F	18 (67%)	8 (30%)	1 (4%)
G	18 (78%)	2 (9%)	3 (13%)
H	25 (93%)	1 (4%)	1 (4%)
I	18 (67%)	9 (33%)	0
J	16 (67%)	4 (17%)	4 (17%)
K	17 (71%)	6 (25%)	1 (4%)
L	15 (58%)	0	11 (42%)
Overall	232 (77%)	49 (16%)	22 (7%)

Table 70

What Do You Think Should Be Done To Improve Your Child's School?

(Numbers of Respondents By Category and School)

Response Category	School												Overall
	A	B	C	D	E	F	G	H	I	J	K	L	
More security, including hall monitors	2	0	10	0	8	9	3	2	8	5	10	2	59
More/better parent-teacher communication	3	0	0	4	5	2	6	6	0	6	3	2	37
More effective/concerned teachers	4	0	4	0	3	3	5	3	3	4	2	0	31
Better discipline: control fighting	3	0	3	0	1	4	2	0	4	5	3	0	25
Improve physical environment	2	0	0	5	2	1	0	3	3	5	2	2	25
Need more extra-curricular activities	2	1	1	5	2	1	2	0	2	5	0	2	23
O.K. as is, Good	0	6	7	0	0	2	0	0	0	0	0	0	15
Need more staff/teachers	2	6	0	0	0	0	0	0	1	0	0	0	9
School needs more money	0	0	0	0	0	0	0	0	8	0	0	0	8
More homework	0	1	0	0	1	1	0	0	1	3	1	0	8
We have very good teachers	4	2	0	0	0	0	0	0	0	0	0	1	7
Physical abuse of students	0	0	0	0	0	0	5	0	0	0	0	0	5
More special education	2	0	0	0	1	2	0	0	0	0	0	0	5
Individualized attention	0	0	0	0	0	0	3	0	0	6	3	2	37
Better Curriculum	0	0	0	0	2	1	0	0	0	0	0	0	3
Student/Teacher Involvement	0	0	0	0	0	0	0	0	0	3	0	0	3
Control Drugs	0	0	0	1	0	1	0	0	0	0	0	0	2
Miscellaneous	3	2	0	0	4	5	5	4	1	3	1	4	32

SCHOOL SELF-STUDY INSTRUMENT

I. SCHOOL PROFILE

A. DEMOGRAPHICS

1. School Name _____

2. School Address _____

3. School Telephone Number _____ Emergency Number _____

4. Enrollment by Grade

K	1	2	3	4	5	6	7	8	9	10	11	12

5. Average Class Size _____

6. Special Education Enrollment by Category

Other _____

L.D.	E.I.	E.M.I.	T.M.I.	PHI.

7. Bilingual/Other Special Needs Programs

Program	Grade	Enrollment

8. Student Ethnic Population by Percentage

Black	White	Hispanic	Other

9. Student Scheduling (Middle Schools) (Please include a copy)

_____ Block _____ Flexible _____ Standard _____ Other

10. Student Scheduling (High Schools) (Please include a copy)

11. Describe Feeder Pattern (e.g. schools, stability)

12. Number Staff by Category:

_____ Principal _____ Asst. Principal _____ Counselors

_____ Dept./Unit Heads _____ Paraprofessionals _____ Teachers

_____ Chapter I Labs _____ Article 3 Labs _____ Engineer

_____ Custodian Other _____

13. Average age of Staff _____ Average Degree Earned _____
 Teaching Staff at Maximum _____ 5-10 Years _____
 Less than 5 Years _____
14. Marginal Teachers
 _____ Number unsatisfactory
 _____ Number requiring supervisory assistance
15. Number of Teachers not Teaching in Area of Subject Major
 Minor/Special Training _____
16. Role of Administrative Unit Head _____

17. Role of Guidance and Counseling Department Head _____

B. ATTENDANCE

1.

		INSTRUCTIONAL STAFF*										
		K	PU	3-5	6	7	8	9	10	11	12	Spec. Ed
Sept.												
Dec.												
March												
June												
TOTALS												

*It may be important to gather additional information about specific teacher absences by instances and/or frequency.

2. Discuss Staff Transiency: (Stability/Mobility) _____

3.

		STUDENTS										
		K	PU	3-5	6	7	8	9	10	11	12	Spec. Ed
Sept.												
Dec.												
March												
June												
TOTALS												

140

4. Overage Students

Review reports from Department of Information Systems.

5. Discuss Student Transiency: (Stability/Mobility) _____

C. DISCIPLINE

1. _____ Yes _____ No Uniform Code of Conduct Enforced.

2. _____ Yes _____ No School Rules Established.

3. _____ Yes _____ No Classroom Rules Posted.

4. _____ Number of students suspended 1986-87 to date.

5. _____ Number of students given administrative transfers 1986-87 to date.

6. Most frequent reasons for disciplinary actions:

a) _____ b) _____ c) _____

D. PROMOTIONS/RETENTIONS

1. _____ Yes _____ No Uniform school promotion requirements.

_____ Yes _____ No Uniform school retention criteria.

2. Number of students retained, 1985:

K _____ PU _____ 3-5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____

11 _____ 12 _____

3. Students retained generally:

_____ remain with same teacher

_____ repeat coursework not mastered

_____ are discipline problems

_____ receive additional support services (e.g., Labs, Counseling)

_____ have individualized learning plans

_____ are first time retentions other _____

E. PHYSICAL PLANT

1. Year built _____ Additions _____ Annexes _____

2. Repairs needed: (check)

_____ roof _____ outside doors

_____ floors _____ alarm system

_____ windows _____ sanitation systems
(e.g., lavatories,
water fountain)

_____ ceiling/walls
(e.g., peeling paint,
cracks)

_____ lawn/landscaping

Other _____

II. SURVEY PRESENT CHAPTER 1 SERVICES AND PROGRAM BUDGET EXPENDITURES (1986-87)

Total Allocation \$ _____
 Target Population _____
 Actual Number Serviced _____

PROGRAM/SERVICE	COST	STAFFING	PROGRAM MATERIALS	PROGRAM DESCRIPTION (Brief)	RATIONALE	PULL OUT?
115						

1. Is there articulation between Regular Classroom and Chapter 1/Article 3 Teachers? ___ Yes ___ No
 How often? _____ Who initiates? _____ Who Monitors? _____
2. Do Chapter 1/Article 3 students use the same materials in their remedial classroom instructions as in their regular classroom instruction? ___ Yes ___ No
3. Who is responsible for developing objectives for students in the remedial instruction program? _____
4. What is the source for the objectives? (e.g. curriculum strands, test item analyses, etc.) _____

III. SURVEY OF ARTICLE 3 AND OTHER PROGRAMS/PROJECTS

PROGRAM/PROJECT NAME	PURPOSE AND DESCRIPTION (Brief)	FUNDING ALLOCATION	SOURCE	STAFFING	NUMBER STUDENTS SERVED
116					143

Consider whether the programs listed above are:

• doable

• congruent to needs identified

• consistent with research on effective schools

Review of the School Effectiveness Questionnaire
by
John H. Schweitzer

This review of the School Effectiveness Questionnaire was based on a content analysis of the items and statistical analyses provided by the Evaluation and Testing Department of the Detroit Public Schools. I have reviewed the instrument from the following perspectives:

Statistical Analysis - This review was based on the reliability analyses of each of the eight item clusters and the factor analysis of the items. The internal consistency reliabilities of the eight subscales or clusters were acceptably high. As was expected, the clusters with more items had higher reliabilities than those containing fewer items. In addition, the data from the elementary/middle schools produces slightly higher reliability than the high schools. Overall it can be concluded, based on the empirical findings, that each of the eight subscales reliably measures a specific aspect of school effectiveness.

The results of the factor analysis, while not as clear-cut as the reliability data, lend some support to priority assignment of items to clusters. Since factor analyses based on item scores are inherently unstable, not too much importance should be attached to the fact that some items do not have their highest factor loadings on the expected factors.

Content Analysis - I am in general agreement with the assignment of the items to the eight clusters measuring different aspects of school effectiveness. However, because some items relate to more than one factor, one could argue that a given item should be moved from one factor to another. For example, item 53 on the elementary/middle school edition (item 5 on the high school edition) reads: "The principal frequently communicates to teachers their responsibilities in relation to student achievement." This item is included in the Clear School Mission cluster, but it also could be assigned

to the Instructional Leadership cluster. I don't see any problem with this; it merely reflects the interdependence of the two factors.

Percent Positive Responses - Since this scale is designed to measure improvement in school effectiveness, it is desirable that each item not generate too positive a response. Based on the data from the sample of 31 schools, five items of the elementary/middle school edition had over 90 percent positive responses, and the Rewards and Praise cluster averaged 84 percent positive. On the high school edition, no items had over 90 percent positive responses. Considering the fact that the 12 target schools are likely to have generally fewer positive responses, I feel that the items allow sufficient room to show improvement.

Number of Items - Three of the clusters contain only five items. This seems to be a small number on which to base measures of change. These clusters could be strengthened by the addition of items from the School Climate Instrument used in the Memphis Effective Schools Project. This instrument was a valid measure of the school climate factors, and it also was effective in measuring change. Perhaps other clusters could also be strengthened by the addition of items from the Memphis instrument.

Conclusion - As it currently stands, the School Effectiveness Questionnaire provides reasonably reliable measures of the eight factors with sufficient room to measure positive changes on the factors. The instrument could be strengthened by the addition of items from the Memphis Effective Schools instrument.



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