DOCUMENT RESUME

ED 308 632 EA 021 137

AUTHOR	Kolls, Mardel R.
TITLE	Shaping Tommorrow's Schools by Managing Information Today.
PUB DATE	Mar 89
NOTE	27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
PUB TYPE	Reports - Descriptive (141) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Database Management Systems; *Data Collection; Decision Making; *Educational Planning; Elementary Secondary Education; *Management Information Systems; *School Effectiveness
IDENTIFIERS	*Long Beach Unified School District CA

ABSTRACT

To meet growing demands for collecting and using quality information for decision-making, many U.S. school districts are developing database systems that increase their responsiveness to schools and communities. This paper describes how Long Beach Unified School District (California) designed and implemented a Database Management Information System (DBMIS) to improve information collection and use for districtwide planning. The major function of the DBMIS is to collect, accumulate, summarize, analyze, and report information on an annual basis, using 1986-87 as the baseline year from which longitudinal trends will be measured. Student achievement scores and the results of current, specialized Research Office studies will be integrated in the system to form a comprehensive data bank. Survey methodology will be used to identify areas for further study. Initially, the Research Office formed a steering committee to identify major planning issues to form the foundation of the management information system. Directed by a professional facilitator, the superintendent and committee identified issues categorized into eight major goal areas. Using these goals as a framework, the Research Office developed a bank of items to aid construction of district surveys. Ten items were then selected to address planning issues such as year-round schooling, job satisfaction, involvement in decision-making, facilities upkeep, and personnel issues. A second bank of 345 survey items was developed to assess school effectiveness variables influencing student achievement. In fall 1986 each school developed customized surveys for staff, students, and parents designed to meet that school's information and program needs. Survey methodology and findings are briefly summarized. Four figures and 11 tables are included. (MLH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED308632

SHAPING TOMORROW'S SCHOOLS

BY MANAGING INFORMATION TODAY

Mardel R. Kolls, Ph.D.
Long Beach Unified School District

U S DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mardel R Kolls

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

PAPER PRESENTED AT THE ANNUAL MEETING
OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

MARCH 27-31, 1989
SAN FRANCISCO, CALIFORNIA

54 021 137

BEST COPY AVAILABLE

Shaping Tomorrow's Schools by Managing Information Today

Introduction

In most of our nations' school districts, a combination of educational reform movements, changing demographics, budget constraints, and local politics have created a demand for the collection and use of quality information for decision making. Data-driven management has become the rule rather than the exception as technology has served to facilitate the availability of timely information. Interest has turned to the development of a database system to allow districts to be more proactive and responsive to changing conditions in schools and communities.

This paper will present an overview of how the Long Beach Unified School District (67,513) designed and implemented a Database Mangement Information System (DBMIS) to improve the collection and use of information for districtwide planning.

Background

In April of 1986, the Superintendent announced that the Research Office in the Long Beach Unified School District would be responsible for the design and implementation of a database system. The DBMIS would serve to centralize information sources for decision making at all levels and provide an ongoing system for monitoring systemwide effectiveness.

The major function of the DBMIS is to collect, accumulate, summarize, analyze, and report information on an annual basis. The 1986-87 school year serves as the baseline year from which longitudinal trends will be measured. The results of specialized studies currently conducted by the Research Office will be integrated into the system to form a comprehensive data bank. The long range goal of the Research Office is to establish on-line relational data banks that can be queried easily, providing fast and accurate information for problem analysis and decision making.

Although the system utilizes a variety of data collection techniques, the use of survey methodology will serve to identify areas for further study. Because surveys measure perceptions and opinions, hard data such as test scores and enrollment figures should be available for comparison when studying issues or planning change. For this reason, the Database Management Information System will incorporate achievement data and other specialized studies currently conducted by the Research Office and other departments. The Database Management Information System is broader than the survey results presented in this paper.

Initially, the Research Office formed a steering committee of 30 district personnel for the purpose of identifying major planning issues that would be targets or goals for data collection in the next decade. The targeted areas would serve to structure the foundation for the development of a mangement information system. Under the direction of a professional facilitator, the Superintendent and members of the steering committee identified planning

issues that were categorized into eight major goal areas. This goal-setting process used a scenario built on actual district projections to help participants develop a vision of the year 2000.

Goal areas identified by the steering committee included: (1) adequate funding, (2) adequate facilities, (3) school/community needs, (4) curriculum and instruction, (5) leadership, (6) staff interaction, (7) technology, and (8) personnel recruitment, selection, and retention.

Using these goal areas as a framework, the Research Office developed a bank of items to facilitate the construction of district surveys. Ten items were selected from the district bank to address planning issues such as year-round schools, job satisfaction, involvement in decision-making, facilities upkeep, and personnel issues.

A second bank of 345 survey items was developed to assess school effectiveness variables that research has shown impact student achievement. The school-based items were organized under eight dimensions of school effectiveness: (1) leadership, (2) instructional practices, (3) curriculum, (4) special needs students, (5) school climate, (6) school/parent/community interaction, (7) staff development, and (8) planning/implementing and evaluating the program.

In the fall of 1986, each school developed custom surveys for staff, students and parents, designed specifically to meet the information/program needs of that school. These same survey instruments were used in the 1987-88 database survey.

Scope of the Database Survey

All 56 elementary schools, 14 junior high schools, 5 senior high schools, one continuation high school, and 3 special education schools administered custom parent, staff, and student surveys.

Parents of all students in the district were surveyed. Translated questionnaires in four languages (Spanish, Cambodian, Vietnamese, Tagalog) were provided on an as-needed basis. All staff members, classified and certificated, were surveyed at each school site, along with all students in Grades 4 through 12. Only orthopedically handicapped students participated at the special educaiton schools; however, all parents and staff were surveyed at each site. Comment pages were enclosed with each survey form, and building administrators collected and summarized the comments for analysis and follow-up. This annual survey has been administered in the fall of the 1986-87 school year and again in the winter of the 1987-88 school year.

Methodology

Design

Based on the need to centralize information for a variety of users, INVOLVEMENT became an essential element in the overall design of the management information system. Planners recognized the need to include people

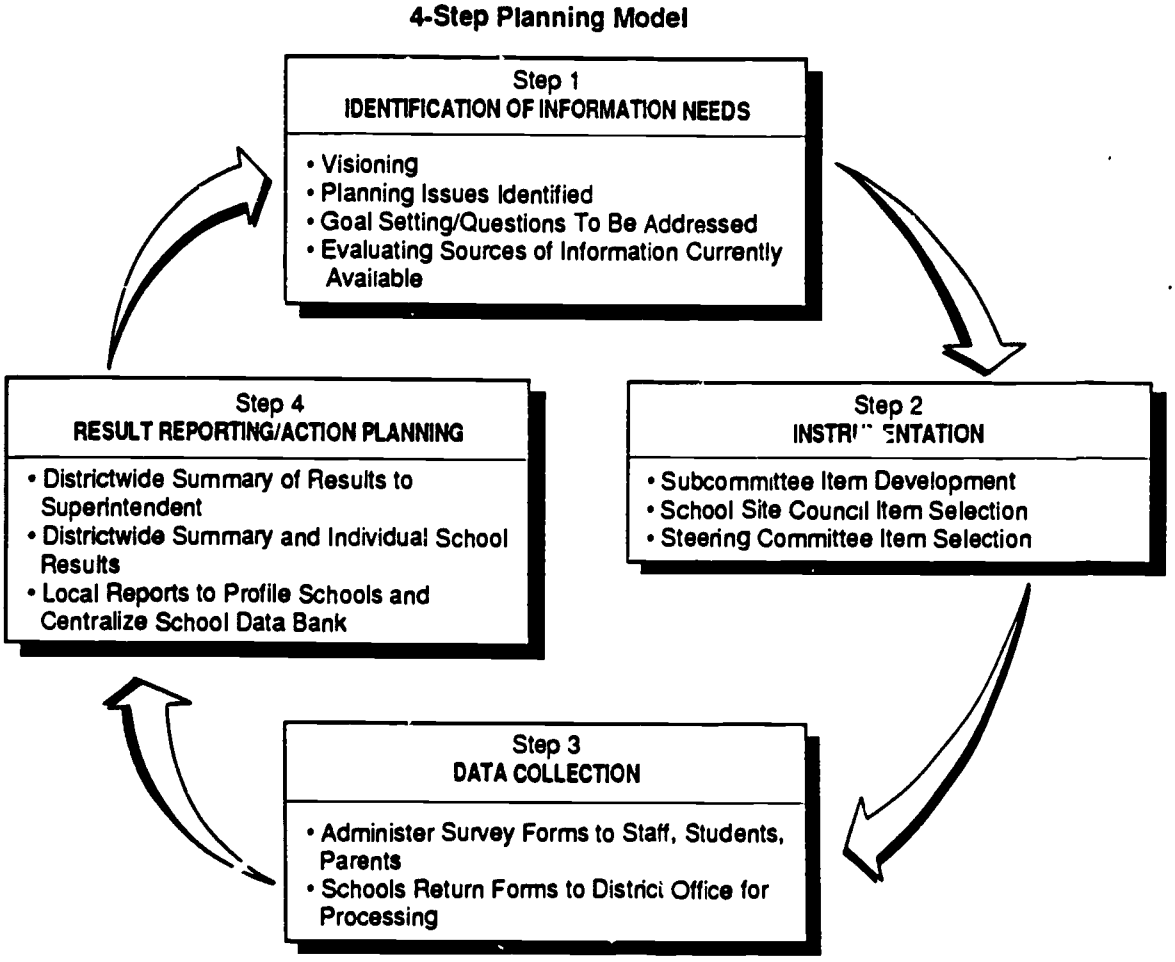
who were not only potential users of the system, but also potential recipients of change resulting from plans based on the information.

Another reason for an emphasis on broad involvement in terms of project design relates to the diversity of the school and community populations served by the Long Beach Unified School District. Although all schools have similar needs for informaton, there is considerable variation across programs. By allowing schools to select their own survey items based on local needs, each site gained a sense of "ownership" in the process.

The second design element directing the process was UTILITY. In order for information to be deemed useful to the site administrator, it needed to (1) be related to program and community needs specific to his/her school population, and (2) fit in with existing information needs currently required by the State and the district.

A 4-step planning model served as the conceptual framework for implementing a cyclic process that would ensure involvement in the selection of useful information in targeted areas with changing conditions. The sequence followed in the planning process is presented in Figure 1.

FIGURE 1



The State currently required schools to collect information regarding Program Review, Quality Indicators, high school accreditation, and School Improvement. Schools are expected to conduct self-studies and needs assessments to meet these requirements. It was prudent then for the database system to accommodate these multiple information needs, affording maximum utility of the information, while at the same time providing districtwide data for system planning.

Item Bank Development

Use of an item bank met the design criteria, INVOLVEMENT and UTILITY, by allowing schools to select their own items. Although each school selected different items, all items across schools could be aggregated by the eight dimensions of school effectiveness to provide district measures.

Quality criteria taken from State documents for Program Review, WASC accreditation, and Quality Indicators were classified by the eight dimensions of school effectiveness to form a bank of items. Additional survey items were added from the Connecticut instruments and other research based school effectiveness resources. All items were coded to indicate their source. This coding allowed school personnel to select items that would be needed for Program Review needs assessment or accreditation. This bank of 345 items would be used in the survey development process to construct custom survey forms for school site staff and parents.

A separate but complementary bank of survey items was developed for use by students in Grades 4 through 12. Ten district items were selected from a separate bank to track planning issues, and appeared on all parent and staff surveys.

Survey Design

Following the 4-step Planning Model (Figure 1) during the 1986-87 school year, each school site was asked to (1) determine its current information needs, (2) establish a parent advisory committee or utilize an existing site council to develop community and staff survey forms, (3) administer surveys to staff, students, and parents, and (4) report results to staff and parents for reviewing/planning school effectiveness.

Each site council or advisory committee had an equal number of parents and staff representing school/community needs. Using copies of the item bank, members of the Research Office staff conducted a 2-hour meeting, directing council members through an item selection process designed to facilitate priority-setting and consensus building.

Survey Design parameters were as follows:

- a designated number of bank items must be selected from each of the school effectiveness categories
- the group must reach consensus as to priority items selected

- a core of about 10 or 12 items must appear on each of the three survey forms (staff, students, parent) to allow comparisons
- only 26 items can be selected for the parent and student forms and 35 items for the staff survey
- ten district items would appear on all staff and parent forms.

Survey Production

The bank items were put on-line and dBase III Plus software was used to develop 234 custom survey forms. The frequency with which various items were selected was also recorded. This information served as a values audit for the district and also provided greater definition for the eight aggregate reporting categories.

Parent surveys were printed in four languages (Spanish, Cambodian, Vietnamese, Tagalog). Responses to all survey forms were on scannable answer sheets. Each survey had a comments page asking two questions:

1. What do you like best about this school?
2. What would you like to see change?

Administration and Processing of Survey Forms

The second database survey was administered to staff, students, and parents during the month of January. This year no survey forms were mailed. All parent forms were sent home with elementary and secondary school students. Students in Grades 4 through 12 completed their forms in class. Each site processed its own comments pages, returning only the scannable response sheets to the Research Office for data analyses. School reports were returned to schools in April for use in Budget preparation, program review, and planning.

Rate of Return

A baseline measure of any survey is the rate of return and the representativeness of the sample. Efforts were made to secure data from as many participants as possible. Student surveys were administered during the school day, and staff surveys were distributed during faculty meetings. In 1986, at considerable expense to the district, all surveys for parents of secondary students, with the exception of Washington Junior High School, were sent in the U.S. mail with self-addressed return envelopes provided.

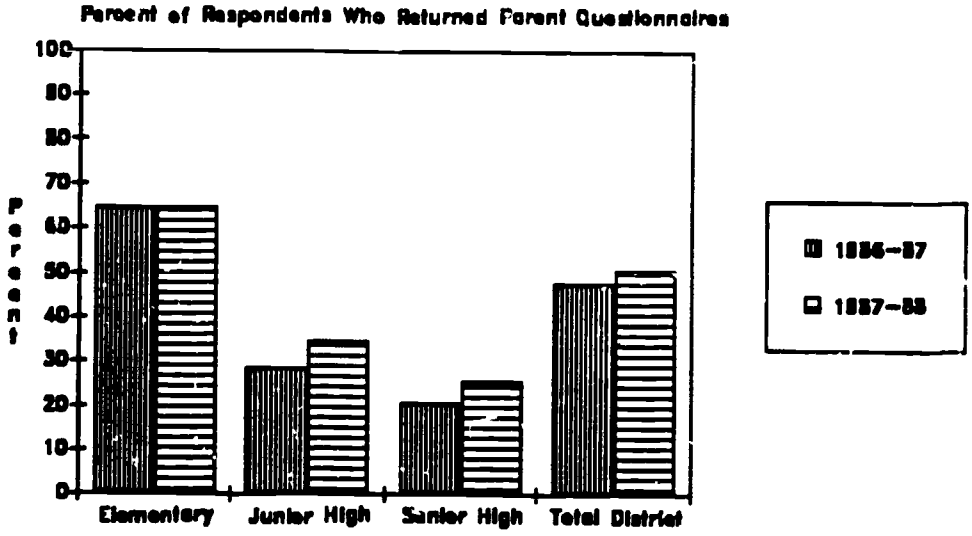
After reviewing the high return rate at Washington Junior High, it was decided that all parent surveys would be hand carried by students for the 1988 survey. As a result, the rate of return increased this year at the secondary level.

The rate of return for students was 80% of the more than 41,000 surveys distributed. This represents a 10% drop from the previous year. Return rate for the staff of over 4,000 was in the 90% range.

In 1986, the rate of return for the parents was much higher (48%) than is normally expected for a voluntary survey. This year, 51% (or 33,168) of the 65,365 parent surveys were returned. The 3 percent increase over the 1986 return rate represents an increase in the response rate among parents of students attending secondary schools.

When compared to 1986-87, the elementary division's rate of return of parent surveys for 1988 remained the same at 65%, with 25,182 of the 39,012 surveys returned. The junior high school and senior high school rates of return were 35% and 26% respectively (up from 29% and 21%), with 4,711 of the 13,522 junior high school surveys returned and 3,275 of the 12,831 senior high school surveys returned (Figure 2).

FIGURE 2



To establish the representativeness of the sample, parents were asked to identify their ethnicity. It was interesting to note that eight percent (8%) of the parent respondents reported more than one category for ethnicity, or chose to leave this item blank. Under current state categories used for racial/ethnic surveys, respondents must select one of the following ethnic groups: Black; White (not of Hispanic origin); Asian, Filipino or Pacific Islander; Hispanic; American Indian.

The ethnicity of the respondents (Figure 3) closely parallels the K-12 student ethnicity (Figure 4) of the district.

Figure 3

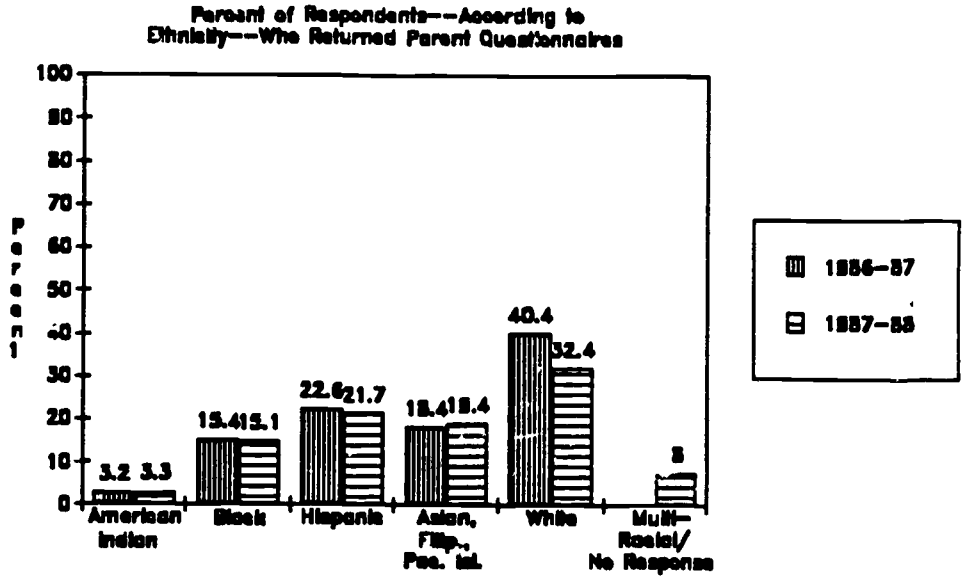
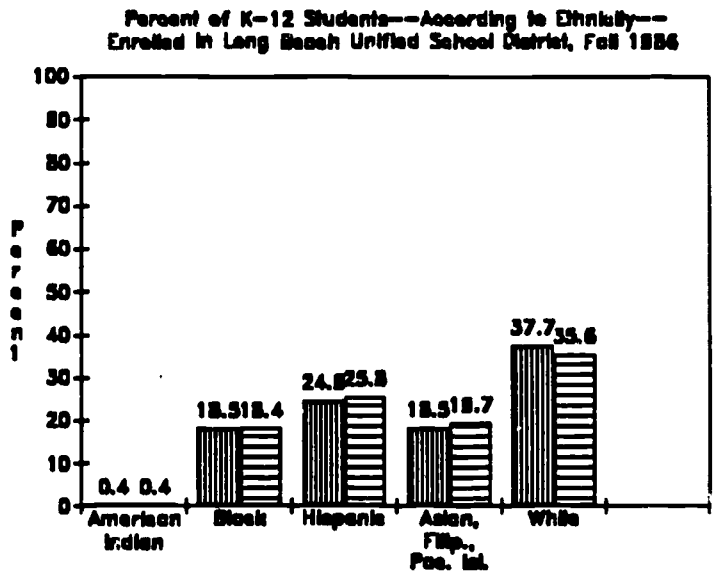


Figure 4



In 1987-88, approximately 8,249 parents responded in a language other than English. This number represents 25% of the total parent response group, an increase of 3 percent (1,339) over the 1986 number of non-English parent responses.

Data Analysis

All 70,120 parent, staff, and student responses were scanned and programs were written for mainframe analyses. Schools received comprehensive analyses of the data which were summarized in a series of supplementary reports prepared on an IBM PC using dBase III Plus software. Supplementary reports included: (1) a Common Item Report for comparing responses across respondent groups, (2) percent of responses by category on each questionnaire, (3) mean item ratings by various subgroupings. Samples of district analyses are represented in Tables 1 through 7.

Findings

It is not the intent of this paper to summarize the results of the database survey. However, a comprehensive report of findings is available in the district's Database Management Information System Annual Report for 1987-88. Overall results are generally very favorable. Increased percents of parent satisfaction were reported in administrative leadership, curriculum, and clarity of purpose. Some parents (22%) of high school students expressed concern with school climate. Teacher ratings increased substantially in confidence in the district administration and district support, however, administrator ratings on these items dropped. Student ratings were very positive, however 35% of the secondary students reported disagreement with items related to positive school climate.

1986 Areas Targeted for Improvement

Areas target for improvement based on the 1986 baseline results included: (1) increased staff and parent awareness of school curriculum, (2) the planning and program evaluation process used by schools; (3) the availability and effectiveness of staff development programs for classified staff and classroom aides; (4) school culture and climate; (5) personnel evaluation procedures; and (6) confidence in district administration among secondary school site staff.

Increased percents of agreement were noted in all targeted areas except: (1) student ratings for school climate, (2) secondary personnel evaluation procedures, and (3) confidence in district administration (particularly among high school staff).

Recommended Targeted Areas for 1988 Include:

- Improvement efforts at individual schools where students reported lower percents of agreement with positive school climate items.
- Review of personnel evaluation procedures at the secondary level.

- Continue efforts to recognize and appreciate staff efforts and accomplishments.
- Explore ways to improve confidence in district administration and district support at the secondary level.
- Continue efforts to improve lines of communication between district administration and school site staff.
- Expand publicity on year-round school options and advantages.
- Continue to promote the district mission and efforts to clarify district purpose and direction.
- Continue efforts to involve non-English-speaking and minority parents in the educational process.
- Formalize district procedures for implementing changes based on survey results.

General Conclusions

- The 1988 results confirm many existing strengths identified in the baseline survey and continue to target areas of need.
- DBMIS has served to open lines of communication and public support continues, as evidenced by the increased number of parents participating.
- Continued efforts to reach the non-English-speaking community can and will make a difference in the level of understanding and willingness of that community to participate in the schools' programs.
- Change efforts can affect the outcomes, as evidenced by the increased agreement between 1986 and 1988 with items related to clarity of purpose and district communications.
- In keeping pace with rapidly changing communities, schools may need formalized district procedures to assist them with prioritizing and implementing change efforts based on these and other data.

Problems and Limitations

There are several problems in drawing concrete inferences about our educational system based on survey data:

- Questionnaires deal with perceptions and opinions and may or may not reflect reality. Therefore, results must be used along with other factual data for decision-making.

- Respondents self-select into the sample and one cannot generalize as to the attitudes and perceptions of those choosing not to respond. It is difficult to draw conclusions on the effectiveness of secondary programs when over 50% of the parents did not respond to the survey.

- How to include the "no response" when interpreting survey results presents a dilemma. For example, 23-27% of parent respondents who responded in a language other than English left items dealing with curriculum blank. (See Tables 8 to 11).

- It would appear, based on the nonresponses, that language minority parents do not have information about school programs so they leave those items blank, even though they could mark "not enough information".

Schools must continue to seek ways to involve non-English speaking parents in the educational process. In the meantime, districts continue to report available survey data recognizing certain limitations.

Table 1

Percent of Responses to Database Management Information Surveys
Completed by Selected Groups of Respondents
Fall 1986/Spring 1988

DISTRICT TOTAL

Category of Items	Year	Percent of Responses* Chosen by:								
		Total Staff/a (Fall 1986 N = 4,113) (Spr. 1988 N = 3,626)			Parents (Fall 1986 N = 31,089) (Spr. 1988 N = 33,168)			Students (Fall 1986 N = 36,319) (Spr. 1988 N = 33,320)		
		Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Leadership	1986	84%	12%	4%	87%	6%	7%	77%	18%	5%
	1988	84	13	3	87	7	6	76	19	5
Instructional Practices	1986	83	10	8	85	10	6	73	23	4
	1988	85	9	6	84	11	5	73	24	4
Curriculum	1986	71	12	17	76	11	13	66	29	5
	1988	75	11	15	78	11	11	67	29	5
Special Needs Students	1986	75	16	10	73	10	17	74	19	6
	1988	75	16	9	75	10	16	76	18	6
School Culture/ Climate	1986	80	16	5	82	10	9	66	29	5
	1988	81	16	4	81	11	8	64	30	5
Staff Development	1986	70	16	14	Not Applicable			Not Applicable		
	1988	73	16	12	Not Applicable			Not Applicable		
School/Parent/Community Interaction	1986	74	16	10	85	10	5	66	29	4
	1988	73	18	9	83	11	6	65	31	4
Planning/Implementing/ Evaluating the Program	1986	68	15	17	66	11	22	60	32	8
	1988	69	16	16	68	12	20	60	33	8

a/Total Staff includes all responding teachers, administrators, classified staff, certificated support staff, and aides.

*Percents may not total 100% due to rounding.

Table 2

Percent of Responses to Database Management Information Surveys
Completed by School Staff Members
Fall 1986/Spring 1988

DISTRICT TOTAL

Category of Items	Year	Percent of Responses* Chosen by: Teachers (Fall 1986 N = 2,198) (Spr. 1988 N = 2,163)			Administrators (Fall 1986 N = 117) (Spr. 1988 N = 113)			Certificated Support (Fall 1986 N = 389) (Spr. 1988 N = 343)			Classified Staff (Fall 1986 N = 581) (Spr. 1988 N = 410)			Aides (Fall 1986 N = 572) (Spr. 1988 N = 463)		
		Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Leadership	1986	83%	15%	2%	93%	6%	1%	87%	11%	2%	81%	11%	9%	82%	7%	11%
	1988	82	16	1	92	6	2	89	8	3	82	9	8	86	6	8
Instructional Practices	1986	85	10	4	91	8	1	85	9	6	70	9	21	82	7	10
	1988	86	11	3	92	6	2	85	6	8	73	7	20	86	6	8
Curriculum	1986	75	13	12	83	13	4	71	10	19	58	7	35	68	10	22
	1988	77	12	11	84	12	5	72	9	19	60	8	33	75	8	17
Special Needs Students	1986	74	20	6	90	9	2	83	11	6	69	8	22	73	11	15
	1988	74	20	6	87	11	2	81	10	10	70	8	22	76	9	14
School Culture/ Climate	1986	78	19	2	95	4	1	86	10	4	76	14	10	80	9	11
	1988	80	19	2	91	8	1	87	9	4	78	13	9	84	7	9
Staff Development	1986	72	22	7	86	10	3	74	11	15	64	6	29	64	6	30
	1988	73	21	6	88	11	1	77	10	13	66	6	28	70	4	26
School/Parent/Community Interaction	1986	75	20	5	84	14	2	77	13	10	71	10	19	72	10	19
	1988	72	23	5	82	15	3	79	11	11	68	10	22	74	11	16
Planning/Implementing/ Evaluating the Program	1986	71	19	10	81	13	6	74	10	16	57	11	32	59	8	33
	1988	70	20	11	87	11	2	76	11	14	58	9	33	65	7	28

NOTE: The numbers of respondents shown on this table do not match the numbers shown on Table 9 because all staff members responding did not identify their position.

*Percents may not total 100% due to rounding.

Table 3

Percent of Responses to District Items on
Database Management Information Surveys Completed by School Staff Members
Fall 1986/Spring 1988

DISTRICT TOTAL

Category of Items	Year	Percent of Responses* Chosen by: Teachers (Fall 1986 N = 2,198) (Spr. 1988 N = 2,163)			Administrators (Fall 1986 N = 117) (Spr. 1988 N = 113)			Certificated Support (Fall 1986 N = 389) (Spr. 1988 N = 343)			Classified Staff (Fall 1986 N = 581) (Spr. 1988 N = 410)			Aides (Fall 1986 N = 572) (Spr. 1988 N = 463)		
		Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Year-Round Schools	1986	36%	53%	11%	57%	38%	5%	38%	51%	11%	45%	44%	11%	53%	39%	7%
	1988	38	51	11	48	46	5	38	49	14	41	48	11	56	36	8
Decision Making	1986	59	38	3	89	10	0	75	24	1	65	30	5	68	25	7
	1988	61	37	2	90	10	0	79	19	1	68	27	4	65	26	9
Program Quality	1986	90	9	1	99	1	0	93	7	0	86	8	5	88	5	7
	1988	90	9	1	95	5	0	92	6	1	90	6	5	90	5	5
Communication	1986	42	53	5	81	19	0	60	37	3	49	42	9	56	18	26
	1988	50	45	4	79	20	1	65	33	3	57	34	9	61	16	23
Clarity of Purpose	1986	71	26	3	86	14	0	77	20	3	67	24	9	68	12	20
	1988	79	18	2	88	12	0	89	8	2	75	17	8	74	10	16
Evaluation Procedures	1986	55	41	4	82	18	0	64	30	5	68	24	8	75	11	15
	1988	61	35	4	82	17	1	71	27	2	72	23	5	84	9	7
Recognition	1986	52	45	3	82	18	0	65	34	1	68	29	3	88	14	6
	1988	56	42	3	79	21	0	72	28	1	73	25	2	83	12	5
Work Environment	1986	87	11	3	98	2	0	96	4	0	95	3	1	97	1	2
	1988	90	9	1	95	5	0	96	4	0	95	4	1	97	1	2
District Support	1986	59	30	11	91	8	1	85	11	4	68	21	10	57	15	28
	1988	65	26	9	91	9	0	86	12	2	76	14	10	63	12	25
Confidence in District Administration	1986	58	33	9	92	8	0	80	16	4	75	18	7	68	13	20
	1988	65	29	7	91	8	1	80	17	3	78	15	8	72	11	16

NOTE: The numbers of respondents shown on this table do not match the numbers shown on Table 9 because all staff members responding did not identify their position.

*Percents may not total 100% due to rounding.

Table 4

Percent of Responses to Database Management Information SurveysCompleted by Parents of Students Attending Neighborhood and Non-Neighborhood Schools Fall 1986/Spring 1988

DISTRICT TOTAL

Category of Items	Year	Percent of Responses* Chosen: Parents of Students Attending Neighborhood Schools (Fall 1986 N = 20,744) (Spr. 1988 N = 20,632) Agree	Disagree	Not Enough Information	Parents of Students Attending Non-Neighborhood Schools (Fall 1986 N = 8,412) (Spr. 1988 N = 9,610) Agree	Disagree	Not Enough Information
Leadership	1986	87%	6%	6%	88%	5%	7%
	1988	87	6	6	88	7	6
Instructional Practices	1986	84	11	6	86	8	5
	1988	84	10	5	86	10	5
Curriculum	1986	75	11	14	79	10	11
	1988	77	11	12	80	11	9
Special Needs Students	1986	71	10	19	76	8	16
	1988	73	9	17	77	9	13
School Climate	1986	81	10	9	83	8	8
	1988	81	10	9	82	10	7
School/Parent/Community Interaction	1986	85	10	6	86	9	5
	1988	84	11	6	84	11	5
Planning/Implementing/ Evaluating the Program	1986	64	12	24	70	9	20
	1988	66	12	22	71	11	18

NOTE: The numbers of respondents shown on this table do not match the total numbers shown on Table 9 because all parents responding did not identify the student's school--neighborhood or non-neighborhood.

*Percents may not total 100% due to rounding.

Table 5

Percent of Responses to District Items on
Database Management Information Surveys Completed by Parents of Various Ethnic Groups
Fall 1986/Spring 1988

DISTRICT TOTAL

Category of Items	Year	Percent of Responses* by Parents of the Ethnic Group Indicated:														
		American Indian (Fall 1986 N = 948) (Spr. 1988 N = 1,115)			Black (Fall 1986 N = 4,534) (Spr. 1988 N = 5,039)			Hispanic (Fall 1986 N = 6,635) (Spr. 1988 N = 7,223)			Asian, Filipino, Pacific Islander (Fall 1986 N = 5,387) (Spr. 1988 N = 6,468)			White (Fall 1986 N = 11,816) (Spr. 1988 N = 10,813)		
		Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Year-Round Schools	1986	66%	30%	4%	49%	44%	7%	64%	30%	6%	72%	24%	4%	42%	48%	10%
	1988	68	28	4	46	47	7	58	36	6	63	33	4	37	53	10
Involvement	1986	73	14	13	69	15	16	58	17	25	68	18	15	72	16	11
	1988	77	14	9	70	16	14	59	17	24	67	20	13	72	17	11
Communication	1986	75	15	10	70	16	14	77	10	13	77	11	12	64	21	15
	1988	79	13	8	72	16	12	77	11	12	77	13	11	66	20	14
Clarity of Purpose	1986	74	14	12	67	16	17	74	11	15	77	11	12	60	24	16
	1988	78	14	8	70	16	14	75	11	14	76	13	11	62	23	15
Facilities Upkeep	1986	87	10	3	90	7	3	88	9	3	87	10	3	89	10	2
	1988	84	13	4	88	9	3	85	10	4	84	12	3	87	11	2
Discipline	1986	81	11	8	80	12	8	86	8	5	85	10	5	75	13	12
	1988	81	13	6	80	12	7	86	10	5	83	12	5	76	12	12
Friendliness	1986	89	8	3	92	6	2	94	4	2	92	5	2	92	6	2
	1988	90	8	2	91	8	2	93	5	2	90	7	3	92	6	2
Adequate Reading Instruction	1986	86	9	5	85	9	5	90	7	3	86	9	5	86	10	4
	1988	87	10	3	85	11	4	89	8	3	86	10	4	86	10	4
Adequate Math Instruction	1986	84	11	5	85	10	5	89	7	4	87	9	4	86	11	4
	1988	85	11	4	85	12	4	89	8	3	86	10	4	86	11	3
Adequate Language Instruction	1986	86	9	5	86	9	5	89	7	4	89	8	3	85	11	4
	1988	85	12	3	86	11	4	89	8	3	87	9	4	85	11	3

NOTE: The numbers of respondents shown on this table do not match the numbers shown on Table 9 because all parents did not identify their ethnic group.

*Percents may not total 100% due to rounding.

Table 6

Percent of Responses to District Items on
Database Management Information Surveys Completed in Different Languages by Parents
Fall 1986/Spring 1988

DISTRICT TOTAL

Category of Items	Year	Percent of Responses* Chosen by Parents in the Languages Indicated:														
		English (Fall 1986 N = 22,908) (Spr. 1988 N = 22,593)			Vietnamese (Fall 1986 N = 873) (Spr. 1988 N = 1,293)			Cambodian (Fall 1986 N = 1,739) (Spr. 1988 N = 2,356)			Hispanic (Fall 1986 N = 3,649) (Spr. 1988 N = 3,861)			Other (Fall 1986 N = 546) (Spr. 1988 N = 739)		
		Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Year-Round Schools	1986	46%	46%	8%	80%	15%	4%	84%	12%	4%	77%	17%	6%	72%	22%	6%
	1988	41	51	8	74	22	4	77	20	3	72	23	5	55	36	9
Involvement	1986	70	17	14	68	15	17	73	17	10	54	13	32	56	27	17
	1988	70	17	13	69	18	13	74	18	9	54	14	32	54	28	18
Communication	1986	68	18	14	79	12	10	78	12	9	82	6	13	68	17	15
	1988	70	17	13	80	12	8	78	14	8	80	7	13	70	18	12
Clarity of Purpose	1986	64	20	16	79	10	11	82	10	8	77	7	16	70	15	16
	1988	67	19	14	78	13	8	80	13	7	77	7	16	69	18	14
Facilities Upkeep	1986	89	9	2	86	9	5	89	8	3	88	8	4	79	16	5
	1988	87	10	2	80	16	4	84	13	3	85	10	5	74	19	7
Discipline	1986	78	12	10	86	10	5	86	10	4	91	5	4	76	15	8
	1988	79	12	9	83	12	5	83	13	4	89	7	4	74	18	8
Friendliness	1986	92	6	2	90	7	3	91	6	3	96	3	2	85	12	3
	1988	92	6	2	86	11	3	87	10	3	94	4	2	81	12	7
Adequate Reading Instruction	1986	86	10	4	87	9	4	86	10	4	93	4	3	79	13	8
	1988	87	10	4	83	13	4	84	12	4	92	5	3	75	16	8
Adequate Math Instruction	1986	86	10	4	86	9	5	86	10	4	91	6	3	80	13	7
	1988	86	11	3	83	13	4	84	12	5	91	6	3	78	14	8
Adequate Language Instruction	1986	86	10	4	88	7	4	88	9	3	92	5	4	81	14	5
	1988	87	10	3	84	13	3	84	12	4	91	6	4	77	15	8

NOTE: The numbers of respondents shown on this table do not match the total numbers shown on Table 9 because all parents responding did not identify the language in which they responded.

*Percents may not total 100% due to rounding.

Table 7

Percent of Responses to Database Management Information Questionnaires
Completed by Selected Groups of Respondents
Fall 1986/Spring 1988

Category of Items / School Level	Percent of Responses* Chosen by:																	
	Total Staff/a Elem. School N = 2,396 Jr.Hi.School N = 688 Sr.Hi.School N = 542						Parents Elem. School N = 25,182 Jr.Hi.School N = 4,711 Sr.Hi.School N = 3,275						Students Elem. School N = 12,785 Jr Hi.School N = 11,414 Sr.Hi.School N = 9,127					
	Agree		Disagree		Not Enough Information		Agree		Disagree		Not Enough Information		Agree		Disagree		Not Enough Information	
	Fall 1986	Spr. 1988	Fall 1986	Spr. 1988	Fall 1986	Spr. 1988	Fall 1986	Spr. 1988	Fall 1986	Spr. 1988	Fall 1986	Spr. 1988	Fall 1986	Spr. 1988	Fall 1986	Spr. 1988	Fall 1986	Spr. 1988
Leadership																		
Elementary	87%	87%	10%	10%	4%	3%	88%	89%	5%	5%	6%	6%	84%	85%	11%	11%	5%	4%
Junior High	82%	79%	13%	17%	5%	4%	85%	84%	8%	10%	6%	6%	74%	71%	20%	24%	6%	5%
Senior High	75%	75%	20%	21%	5%	4%	82%	77%	10%	16%	8%	7%	72%	71%	23%	24%	5%	5%
Instructional Practices																		
Elementary	88%	89%	6%	5%	6%	5%	87%	87%	8%	8%	5%	5%	84%	84%	12%	13%	4%	4%
Junior High	77%	78%	13%	14%	9%	8%	78%	77%	15%	16%	7%	7%	71%	68%	24%	28%	4%	4%
Senior High	68%	73%	18%	18%	13%	8%	74%	73%	18%	21%	7%	6%	61%	61%	35%	36%	4%	3%
Curriculum																		
Elementary	78%	82%	9%	7%	14%	11%	78%	80%	9%	9%	13%	11%	78%	79%	17%	17%	5%	4%
Junior High	62%	61%	15%	16%	24%	23%	71%	71%	16%	17%	14%	12%	59%	58%	34%	36%	6%	6%
Senior High	59%	61%	19%	18%	22%	21%	68%	68%	17%	22%	15%	11%	58%	58%	38%	38%	5%	4%
Special Needs Students																		
Elementary	77%	78%	13%	14%	9%	8%	74%	76%	8%	8%	18%	16%	86%	86%	9%	9%	5%	5%
Junior High	73%	73%	17%	18%	10%	9%	72%	72%	14%	14%	14%	14%	69%	69%	25%	24%	6%	7%
Senior High	65%	64%	23%	23%	12%	12%	63%	66%	18%	21%	19%	13%	71%	72%	22%	21%	8%	7%
School Culture/Climate																		
Elementary	84%	85%	12%	11%	5%	4%	85%	85%	8%	8%	8%	7%	76%	75%	15%	20%	5%	5%
Junior High	74%	72%	21%	24%	5%	4%	74%	73%	16%	18%	9%	9%	63%	58%	32%	36%	6%	6%
Senior High	70%	71%	25%	25%	5%	3%	68%	66%	17%	22%	15%	13%	58%	57%	37%	38%	5%	5%
Staff Development																		
Elementary	78%	80%	9%	9%	13%	11%	Not Applicable						Not Applicable					
Junior High	63%	62%	20%	24%	17%	14%	Not Applicable						Not Applicable					
Senior High	52%	56%	34%	32%	14%	12%	Not Applicable						Not Applicable					
School/Parent/Community Interaction																		
Elementary	81%	81%	11%	12%	9%	7%	88%	87%	7%	8%	5%	7%	84%	84%	12%	13%	4%	3%
Junior High	58%	59%	29%	30%	13%	11%	76%	73%	16%	19%	8%	8%	62%	59%	34%	37%	4%	4%
Senior High	68%	57%	22%	33%	10%	10%	74%	69%	18%	23%	8%	8%	50%	49%	45%	46%	5%	5%
Planning/Implementing/ Evaluating the Program																		
Elementary	74%	77%	10%	9%	16%	14%	69%	71%	10%	10%	21%	20%	71%	70%	20%	22%	9%	8%
Junior High	56%	54%	24%	25%	20%	21%	61%	61%	18%	19%	21%	20%	54%	53%	37%	37%	9%	9%
Senior High	60%	55%	21%	28%	19%	17%	52%	56%	15%	20%	32%	25%	58%	56%	35%	37%	6%	7%

a/ Staff includes all teachers, administrators, classified staff, certificated support staff, and aides.

* Percents may not total 100% due to rounding.

Table 8

Number and Percent of Parents--According to Ethnicity--Who Did NOT Respond to Database Management Survey Items in 1987-88

Item Category	Number and Percent of Parents NOT Responding to Item Category									
	Am.Indian (N = 1115)		Asian (N = 6468)		Black (N = 5039)		Hispanic (N = 7223)		White (N = 10813)	
	N	%	N	%	N	%	N	%	N	%
Leadership	58	5%	156	2%	108	2%	190	3%	132	1%
Instructional Practices	61	5%	170	3%	100	2%	178	2%	135	1%
Curriculum	65	6%	189	3%	127	3%	222	3%	167	2%
Special Needs Students	82	7%	224	3%	151	3%	259	4%	199	2%
School Culture/Climate	72	6%	203	3%	138	3%	220	3%	182	2%
Staff Development										
School/Parent/Community Interation	78	7%	232	4%	144	3%	250	3%	189	2%
Planning/Implementing/ Evaluating the Program	46	4%	164	3%	119	2%	209	3%	152	1%
Year-Round Schools	61	5%	151	2%	113	2%	199	3%	133	1%
Decision Making/Involvement	105	9%	271	4%	173	3%	317	4%	213	2%
Communication	32	3%	140	2%	81	2%	167	2%	117	1%
Clarity of Purpose	43	4%	136	2%	75	1%	170	2%	113	1%
Facilities Upkeep	46	4%	124	2%	78	2%	156	2%	93	1%
Discipline	45	4%	110	2%	72	1%	141	2%	94	1%
Friendliness	70	6%	219	3%	113	2%	250	3%	168	2%
District Support										
Confidence in District Administration										
Adequate Reading Instruction	48	4%	141	2%	80	2%	166	2%	138	1%
Adequate Math Instruction	68	6%	203	3%	125	2%	256	4%	170	2%
Adequate Language Instruction	46	4%	127	2%	74	1%	160	2%	109	1%

NOTE: 2510 respondents (8%) did not indicate their ethnicity.

Table 9

Number and Percent of Parents--According to Their Primary Language--Who Did NOT Respond to Database Management Survey Items in 1987-88

Item Category	Number and Percent of Parents NOT Responding to Item Category									
	Hispanic (N = 3861)		Cambodian (N = 2356)		Vietnamese (N = 1293)		English (N = 22593)		Tagalog (N = 739)	
	N	%	N	%	N	%	N	%	N	%
Leadership	477	12%	245	10%	145	11%	330	1%	81	11%
Instructional Practices	514	13%	269	11%	169	13%	316	1%	105	14%
Curriculum	1035	27%	540	23%	328	25%	395	2%	200	27%
Special Needs Students	189	5%	106	4%	63	5%	477	2%	41	6%
School Culture/Climate	732	19%	431	18%	270	21%	398	2%	171	23%
Staff Development										
School/Parent/Community Interation	585	15%	349	15%	217	17%	432	2%	130	18%
Planning/Implementing/ Evaluating the Program	129	3%	66	3%	45	3%	343	2%	28	4%
Year-Round Schools	125	3%	72	3%	50	4%	318	1%	25	3%
Decision Making/Involvement	201	5%	118	5%	76	6%	490	2%	39	5%
Communication	97	3%	65	3%	12	1%	265	1%	19	3%
Clarity of Purpose	108	3%	51	2%	24	2%	267	1%	20	3%
Facilities Upkeep	108	3%	51	2%	26	2%	200	1%	16	2%
Discipline	85	2%	54	2%	25	2%	204	1%	16	2%
Friendliness	161	4%	93	4%	33	3%	353	2%	24	3%
District Support										
Confidence in District Administration										
Adequate Reading Instruction	113	3%	52	2%	23	2%	269	1%	22	3%
Adequate Math Instruction	161	4%	79	3%	35	3%	383	2%	25	3%
Adequate Language Instruction	107	3%	49	2%	16	1%	248	1%	18	2%

NOTE: 2326 respondents (7%) did not indicate their primary language.

Table 10

Number and Percent of Parents--According to Residence Area--Who Did NOT Respond to Database Management Survey Items in 1987-88

Item Category	Number and Percent of Parents NOT Responding to Items			
	Non-Neighborhood Parents (N = 9410)		Neighborhood Parents (N = 29217)	
	N	%	N	%
Leadership	193	2%	390	1%
Instructional Practices	193	2%	394	1%
Curriculum	231	2%	470	2%
Special Needs Students	275	3%	543	2%
School Culture/Climate	243	3%	485	2%
Staff Development				
School/Parent/Community Interation	278	3%	522	2%
Planning/Implementing/ Evaluating the Program	200	2%	415	1%
Year-Round Schools	183	2%	405	1%
Decision Making/Involvement	325	3%	630	2%
Communication	161	2%	314	1%
Clarity of Purpose	147	2%	331	1%
Facilities Upkeep	161	2%	268	1%
Discipline	134	1%	248	1%
Friendliness	247	3%	463	2%
District Support				
Confidence in District Administration				
Adequate Reading Instruction	170	2%	316	1%
Adequate Math Instruction	247	3%	477	2%
Adequate Language Instruction	153	2%	285	1%

Table 11

Number and Percent of School-Site Staff Who Did NOT Respond to Database Management Survey Items in 1987-88

Item Category	Number and Percent of Staff NOT Responding to Items			
	Teachers (N = 2163)		All Other Staff (N = 3626)	
	N	%	N	%
Leadership	9	0%	20	1%
Instructional Practices	10	0%	26	1%
Curriculum	12	1%	32	1%
Special Needs Students	11	1%	36	1%
School Culture/Climate	11	1%	33	1%
Staff Development	13	1%	40	1%
School/Parent/Community Interation	9	0%	55	2%
Planning/Implementing/ Evaluating the Program	15	1%	70	2%
Year-Round Schools	13	1%	71	2%
Decision Making/Involvement	5	0%	60	2%
Communication	17	1%	72	2%
Clarity of Purpose	4	0%	57	2%
Evaluation Procedures	15	1%	71	2%
Recognition	17	1%	77	2%
Work Environment	22	1%	94	3%
District Support	24	1%	101	3%
Confidence in District Administration	19	1%	105	3%
Program Quality	6	0%	53	1%