

AUTHOR McClure, Rick E.
 TITLE Development and Results of an Effective School Survey for Leon County Schools: A Survey of Parent, Student, Teacher and Community Attitudes toward Their Schools.
 INSTITUTION Leon County Schools, Tallahassee, Fla.
 PUB DATE Apr 93
 NOTE 88p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
 PUB TYPE Reports - Research/Technical (143) --
 Tests/Evaluation Instruments (160) --
 Speeches/Conference Papers (150)
 EDRS PRICE MF01/PC04 Plus Postage.
 DESCRIPTORS Academic Achievement; *Attitude Measures; Educational Improvement; Educational Objectives; Elementary Secondary Education; *Parent Attitudes; Parent Participation; Pilot Projects; *Response Rates (Questionnaires); School Districts; School Effectiveness; School Surveys; *Student Attitudes; *Teacher Attitudes; *Test Construction
 IDENTIFIERS Focus Groups Approach; *Leon County School District FL; Parent Surveys; Student Surveys; Teacher Surveys

ABSTRACT

In January 1990, the Leon County (Florida) School District decided to develop an attitude survey focusing on effective school components and school improvement areas. Using focus groups, this survey was accomplished through a steering committee of parents, students, teachers, and community members, with input from school and district administrators. Elementary school, secondary school, and community surveys were developed and pilot tested in 1991 in 22 elementary schools, 7 middle schools, and 5 high schools. Respondents included over 4,000 parents, 7,000 students and 1,300 teachers. The surveys were endorsed and scheduled to be administered in spring 1992. Major points of the first surveys include: (1) an 80 percent or higher rating at the elementary school level for all the attitude surveys; (2) generally high academic area ratings; (3) lowest ratings made by secondary school students; (4) lowest student ratings in student services, facilities, school and community communication, and high expectations; (5) insufficient parent participation to make responses truly representative; and (6) high teacher and student response rates. One figure lists state education goals, and five tables present survey data. Details of the community survey compose the second part of the document. Five appendixes present community comments, survey instruments, results, data collection methodology, and a parent sampling chart. (SLD)

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

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

RICK E. McCLORE

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

**DEVELOPMENT AND RESULTS OF AN EFFECTIVE SCHOOL SURVEY
FOR LEON COUNTY SCHOOLS: A SURVEY OF PARENT,
STUDENT, TEACHER AND COMMUNITY ATTITUDES
TOWARD THEIR SCHOOLS**

PAPER PRESENTATION:

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
1993 ANNUAL MEETING
ATLANTA, GEORGIA
APRIL 1993

Rick E. McClure

RESEARCH, EVALUATION & USER SERVICES
INFORMATION SERVICES
LEON COUNTY SCHOOLS
TALLAHASSEE, FLORIDA

PAPER PRESENTED BY PERMISSION OF THE LEON COUNTY SCHOOLS, THE OPINIONS AND
CONCLUSIONS PRESENTED HEREIN DO NOT NECESSARILY REPRESENT THOSE OF THE
LEON COUNTY SCHOOLS

ED359232

71002001

ACKNOWLEDGMENTS

The author wishes to give his appreciation to the following individuals for their contributions, support and direction in the completion of this document:

Bill Piotrowski, Ph.D.
Executive Director
Information Services

Margarida Southard, Ph.D.
Director
Research, Evaluation & User Services

Marie Fairchild, B.S.
Research Assistant
Research, Evaluation & User Services

Danny O'Donnell, M.S.
Analyst I
Research, Evaluation & User Services

TABLE OF CONTENTS

PART I

ACKNOWLEDGMENTS	I
TABLE OF CONTENTS	II
LIST OF TABLES	III
LIST OF SUPPORTING DOCUMENTS	IV
STATE EDUCATION GOALS	V
OVERVIEW	1
EXECUTIVE SUMMARY	3
DATA COLLECTION	4
RESULTS	10
HIGHLIGHTS	15

PART II - COMMUNITY SURVEY

SUPERINTENDENT'S BRIEF	17
COMPOSITION OF THE SAMPLE	18
SURVEY RESULTS	19
GRAPHIC ANALYSIS	20
SURVEY INSTRUMENT	21
DATA COLLECTION CORRESPONDENCE	23
REMINDER/FOLLOW UP FORM	25
APPENDIX A COMMUNITY COMMENTS	26
APPENDIX B DISTRICT SURVEY INSTRUMENTS	44
APPENDIX C RESULT SUMMARIES, GRAPHICS & CROSSTABULATIONS	49
APPENDIX D DISTRICT DATA COLLECTION & FOLLOW UP MATERIALS	62
APPENDIX E PARENT SAMPLING CHART & CONFIDENCE INTERVALS	67
SELECTED REFERENCES	75

List of Tables

Table 1 - 1991 Survey Return Rates, page 8

Table 2 - 1992 Survey Return Rates, page 8

Table 3 - Elementary Effective School Results, page 12

Table 4 - Middle School Effective School Results, page 13

Table 5 - High School Effective School Results, page 14

OTHER:

Florida State Educational Goals - page v

List of Supporting Documents

Appendix A - Community Comments

Appendix B - District Survey Instruments

Appendix C - 1991 & 1992 results for the District and by level; Effective School Summaries - graph for the District and by level; and Crosstabulation Item (Safety) by parent, student, and teacher, across schools

Appendix D - District data collection & follow up materials - letter to principals, Survey Guidelines and Tips, and survey envelopes

Appendix E - Parent Sampling Chart, and 95% Confidence Intervals by items and level

State Education Goals

Following are the seven state goals set forth in Blueprint 2000.

GOAL 1:

Readiness to Start School

Communities and schools collaborate to prepare children and families for children's success in school.



GOAL 2:

Graduation Rate and Readiness for Postsecondary Education and Employment

Students graduate and are prepared to enter the workforce and postsecondary education.



GOAL 3:

Student Performance

Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.



GOAL 4:

Learning Environment

School boards provide a learning environment conducive to teaching and learning that includes sequential instruction in mathematics, science, reading, writing, and the social sciences and appropriate educational materials, equipment, and pupil-teacher ratio.

(NOTE: The Commission has recommended revising this goal statement as follows: School boards provide a learning environment conducive to teaching and learning. See Section 5 of this document.)



GOAL 5:

School Safety and Environment

Communities provide an environment that is drug-free and protects students' health, safety, and civil rights.



GOAL 6:

Teachers and Staff

The schools, districts, and state ensure professional teachers and staff.

GOAL 7:

Adult Literacy

Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.



PART I

**April 1993
AERA Paper Presentation
Atlanta, Georgia**

Attitude Survey

*PERCEPTIONS OF SCHOOL EFFECTIVENESS
IN LEON COUNTY*

Rick E. McClure, Coordinator
Research, Evaluation & User Services
Information Services

Development and Results of an Effective School Survey for Leon County Schools:

A Survey of Parent, Student, Teacher and Community Attitudes Toward Their Schools

Rick McClure, Coordinator
Student Information & Research
Leon County Schools
Tallahassee, FL 32304

OVERVIEW: In January 1990, it was recommended by the Superintendent's office and other district staff that the Research, Evaluation & User Services division of Information Services develop an attitude survey, focusing on effective school components and school improvement areas. Using focus groups, this process was accomplished through the efforts of a district steering committee made up of parents, students, teachers and community members. The school and district administrators were also given an opportunity to provide input into the survey development process. In addition key individuals from Florida State University were contacted for their expertise in survey development processes. During this lengthy process of writing, rewriting and reviewing with the committee and other groups, three surveys were developed; an elementary, secondary, and community survey. In January and February 1991, after about eight months of development, the new surveys were ready to be pilot tested. The new version was administered for district-wide pre-testing of parents, students, teachers, and community members, in the spring of 1991. The instrument was pre-tested in 22 elementary schools, 7 middle schools, and 5 high schools with a total population of nearly 30,000 students in grades PK-12. Our efforts were highly successful with over 4,000 parents, 7,000 students and over 1,300 teachers responding to the survey. The results were tabulated and shared with the district's decision makers. ESP's (Effective School Profiles) were developed for

the schools and the district to assist with identification of strengths and weaknesses for school improvement. We conducted an item analysis of the instrument which provided us with an overall instrument alpha reliability coefficient of .95. With only minor adjustments to the surveys as recommended by some of the key decision makers in the district, the LCS Attitude Surveys and Community Survey were endorsed and scheduled to be administered in the spring of 1992.

EXECUTIVE SUMMARY

1992 ATTITUDE SURVEY

RESEARCH, EVALUATION, & USER SERVICES
INFORMATION SERVICES
LEON COUNTY SCHOOLS

BACKGROUND: The District's *Annual Attitude Survey* for parents, students and teachers was administered during the spring of 1992. This is the second year that the newly revised Attitude Survey focuses on effective school components and assisting school decision makers and stakeholders in identifying need areas for *School Improvement and Accountability*, now the Attitude Survey will serve to support the data on the *Florida School Report data*. Two *special issue questions* were included in the Attitude Survey this year. At the elementary level there was a question about the Dare Officer (a drug education police officer), and at the secondary level there was a question dealing with the School Resource Officer.

SURVEY GOALS: One of the major goals for developing the Attitude Survey was to include items that would reflect Leon County Schools' *Effective School Paradigm*, which was founded on the effective school research (Edmonds & Lezottes, 1979). This would give the district and schools an opportunity to assess how effective the schools are according to the perceptions of our parents, students, teachers, and community members. Leon County Schools' *Effective School Criteria* include Instructional Leadership (IL), Focus on Instruction (FI), High Expectations (HE), School and Community Communications (SCC), Monitoring Student Progress (MSP), Planning (PLN), and Positive School Climate (PSC). Also, data are collected on four other areas in the district's Attitude Survey: Core Academic Programs (CAP), Other Academic programs (OAP), Student Services (SS), and Facilities (FAC).

Other goals for the Attitude Survey include: to provide data for the districts and schools that reflects areas or programs that need changing or improvement; to provide data to evaluate the effects of current initiatives and innovations in the district and schools; and **to provide data for the district and schools that identifies needs for school improvement and accountability process** as required by the 1991 Florida Legislature - *Blueprint 2000*, and the Florida Department of Education's *Florida School Report*.

Florida's School Improvement and Accountability

In 1991 the Florida Legislature passed *Florida's School Improvement and Accountability Law*, also known as *Blueprint 2000*. This law directed local school boards to set up school advisory councils for each school in their district. The councils help prepare and evaluate the school's required plan for school improvement. The plan must be completed by June 1993, and put into practice the following year. The basis for each school's plan is the belief that all children can learn (an effective school component) and become productive citizens. As a result of this legislation Florida has developed 7 education goals (**State Educational Goals** beginning section - v) and is developing standards to assist in reaching or measuring progress toward these goals.

High Expectations are prescribed for all schools by the **Blueprint 2000** legislation. All schools are expected to: **Assess their progress on the state goals, set goals for improvement, put their school improvement plan into practice, and report their successes or failures in achieving the goals set by them and their school advisory council** (The Florida Commission on Education Reform and Accountability, 1992). The decision makers see the District and Community Attitude Surveys as playing a key role in providing feedback to the district and schools on how well they are progressing toward these state goals, and identifying areas or programs for school improvement.

Florida School Report: The Florida Department of Education (DOE) has the responsibility of implementing the components of the school improvement and accountability legislation. There is also a need for the establishment of benchmarks. Informing the schools, parents, and others as to where their schools are in relation to the state education goals and their own, and where they might need to improve is also important. To accomplish this task the DOE developed the *Florida School Report*. These school reports profile all schools in the district/state, and where appropriate district and state comparisons are provided. Each report contains: student demographics, financial information, achievement data, and school administrative facts. This process will also provide data baselines for future school improvement plans and directions. The first of these reports were sent home to all parents in January of 1993. The DOE expects that the Blueprint 2000 will issue the first progress reports in the fall of 1994.

DATA COLLECTION

INSTRUMENT DESIGN

A 6 point Likert scale was used for each item on the survey. The scale included response options such as agree, strongly agree, disagree, strongly disagree, undecided and don't know. The responses from each group (parents, students, teachers, and community members) will be counted to determine the percent favorable and unfavorable for all items and area summaries in the survey analysis. This analysis will also be produced for all schools in the district. Parents, students, and teachers answer the same questions on the survey with the exception of the students in the effective school criteria. During the design of the survey the committee met with groups of students at each level to get their input on survey items, as a result 10 questions were developed using "student language" relating to the seven effective school components (Appendix B). Another step that was taken to assure the quality of the survey was that individuals from THE FLORIDA STATE UNIVERSITY were used as exper

reviewers of the surveys. All surveys are numbered (1, 2, 3, etc.) to assist in data collection and to identify the school/subject where the instrument was sent. It is very important that individual schools receive the appropriate feedback, and again it helps increase the parent response rate in the individual schools.

Community Survey Instrument: The same survey format, with fewer items, was used for the Community Survey. In addition the community members (key informants) were asked to rate the quality of education in this district at every level (see PART II - page 17 to 22), the overall district and the Superintendent/School Board. A question was also included to gather data on their perceptions of what the biggest problems facing our district are.

SAMPLE SELECTION: All participant samples were drawn from Leon County's 22 elementary schools, 7 middle schools, and 5 high schools. All parents were surveyed at grades 3, 5, 6, 8, 9, and 11, with surveys sent home and returned via the students. Interpretation of parent results should be qualified considering that parent survey responses were voluntary and therefore may not be representative of all parents. All 3rd and 5th grade elementary students were surveyed. Random samples of 6th and 8th grade classes (at least 150 students per grade) were surveyed, along with random samples of 9th and 11th grade classes (at least 165 students per grade level). All teachers (k-12) were surveyed.

Community Survey: For the Community Survey about 400 key informants and stakeholders were selected to be sampled in the Community Survey. Survey packets for implementation/administration including directions, timelines, survey collection and letters for community mail outs were developed and readied for each survey administration period.

During the survey period cover letters explaining the importance and the need for this data

collection, and surveys were mailed to the Chamber of Commerce and Tallahassee's 21st Century Council. Several follow up techniques were developed to increase our response rates (see Part II - page 23 to 25). Also a separate demographic form was developed so that the data could be analyzed by the different variables of the community group. (see Part II - page 18).

RETURN RATES: The following tables reflect the return rates for the years 1991 (Table 1) and 1992 (Table 2). As you can see the return rates remain high for **students** and **teachers** (even though there was a drop in these groups for the 1992 Survey). **Parent** response rates remain low, at all levels, even though they are up slightly for the 1992 Survey, and are significantly lower at the secondary levels. Moreover, parent rates should be studied circumspectly due to the fact that they may not be representative of the school groups at that level. However, in a continuous attempt to improve the reliability of our parent data we have developed several strategies to assist schools in this area. Survey sampling charts were developed (Appendix E) based on the school's population to be sampled and needed returned responses to assure a 95% confidence interval, with an average of 80% favorable rating for all items. In addition a confidence interval of 95%, with an error rate of +/- 5% was produced for all items and all groups by school and levels (Appendix E). Finally **Survey Guidelines and Tips** (Appendix D) were developed and school decision makers were trained in this process.

TABLE 1

1991 Attitude Survey Return Rates

ELEMENTARY	# SURVEYS DISTRIBUTED	# SURVEYS RETURNED	% RETURNED
PARENTS	7,054	2,487	35.3
STUDENTS	4,585	3,977	86.7
TEACHERS	838	764	91.2
SECONDARY MIDDLE & HIGH			
PARENTS	7,770	1,594	20.5
STUDENTS	3,750	3,202	85.4
TEACHERS	603	593	98.3
OVERALL DISTRICT			
PARENTS	14,824	4,081	27.5
STUDENTS	8,335	7,179	86.1
TEACHERS	1,441	1,357	94.1

TABLE 2

1992 Attitude Survey Return Rates

ELEMENTARY	# SURVEYS DISTRIBUTED	# SURVEYS RETURNED	% RETURNED
PARENTS	7,053	2,735	38.8
STUDENTS	4,588	3,960	86.3
TEACHERS	944	796	84.3
SECONDARY MIDDLE & HIGH			
PARENTS	7,835	1,361	17.4
STUDENTS	3,646	3,095	84.9
TEACHERS	790	626	79.2
DISTRICT OVERALL			
PARENTS	14,888	4,096	27.5
STUDENTS	8,234	7,055	85.7
TEACHERS	1,734	1,422	82

HOW WAS THE PERCENT OF FAVORABLE RATINGS DETERMINED FOR THE DISTRICT SURVEY?

Only the responses from *Agree* and *Strongly Agree*, *Disagree* and *Strongly Disagree* from each group were counted to determine the percent of favorable and unfavorable ratings for all items and area summaries in the survey analysis. The items marked with *Uncertain*, *Don't Know* or items not answered were not tabulated in the survey analysis for the district or the schools. For example, let's say an item had 100 parent respondents, 65 rated the item *Agree*, 10 rated it *Strongly Agree*, and 15 rated it *Uncertain*, *Don't Know* or *Didn't Answer*. The total number of respondents marking the item *Agree* or *Strongly Agree* is 75, and the total number *Disagreeing* and *Strongly Disagreeing* is 10. This gives us a total of 85 parents responding for these categories. Thus, we have an 88% parent favorable rating and a 12% unfavorable rating for this item. It should be noted that this causes some inflation of the percent favorable rating, and in some cases discounts data in the other categories that may be valuable to the results. However charts are produced using a crosstabulation format by item and by group (parents, students & teachers), across schools (Appendix C). These crosstabulations show a breakdown of all responses on the scale, by percent and number of the group responding. Schools are encouraged to review this analysis and compare their results with other schools.

Community Survey: The responses from all rating scales are used in tabulating the results of the Community Survey. The *Agree* and *Strongly Agree* rating scales are collapsed to form the favorable ratings. *Disagree* and *Strongly Disagree* are collapsed to tabulate the unfavorable results. To report the other rating scales, the *Uncertain* and *Don't Knows* were collapsed and tabulated.

HOW WILL THE RESULTS BE USED?

For each school and level report, an *Effective School Profile* (ESP) will be produced for each of the 7 *Effective School Components*. Percent favorable analysis reports for the past two years (1991 & 1992) were produced by item for all schools, levels and district for comparison purposes. Also the two years of data will allow schools to look for downward trends that may be beginning to occur at the school or district levels (Appendix C). The major focus of the *ESPs* will be to assist schools and the district in identifying areas with strengths and needs as perceived by parents, students and teachers. The survey results could also serve as a measure of success or progress in reaching Superintendent/School Board, district, division, and school goals/objectives. Moreover, individual schools can develop their own plan for how the survey results can assist them with school or program improvement.

Survey Comments: To further validate the survey results, the comments of parents, students, and teachers were transcribed by school, topic and effective school criteria. This information was then sent to the individual school principals, to the superintendent, and to other key decision makers at the district office for further analysis. A good example of the comments' analysis may be found in Appendix A under Community Comments.

STANDARDS: Based on the following standards, the Attitude Survey results were analyzed. For Core Academic Programs the ratings would be considered high if the favorable ratings are at 90% or higher for parents and students, and a 95% favorable rating or higher for teachers. For all other areas, including Other Academic Programs, Student Services, Facilities, and the 7 Effective School Components, 80% or higher for parents and students and 85% or higher for teachers would be the standard used to determine a high rating or, if you will, a high effectiveness profile (ESP). However,

schools may choose to set their own standards or adjust these up or down to determine their own successes or effectiveness for students, programs and school. At the present time standards have not been set for the Community Survey.

WHAT DO THE OVERALL RESULTS SHOW US ?

With the exception of Academics, the 1992 Attitude Survey ratings for the district overall are lower than the previous years' surveys. This is especially true for the ratings of secondary teachers. The Community Survey results are reported in Part II of this paper - Superintendent's Brief.

ELEMENTARY DISTRICT RESULTS

Most Academic programs were rated high by all three groups. *Student Services* received lower ratings in "lunchroom" by teachers and students. Teachers also gave lower ratings for "School Psychologist/Social Worker" and "Guidance Counseling". Overall *Facilities* ratings were generally satisfactory at this level.

EFFECTIVE SCHOOL COMPONENTS: The majority of the effective school components were rated high by the respective respondent groups. However, there are a few items in the effective school components that received lower favorable ratings, these are identified in table 3.

TABLE 3

P = Parents, S = Students, & T = Teachers

Effective School Components - Items with lower ratings based on standards as indicated at the beginning of this section.

ELEMENTARY LEVEL		
COMPONENTS	GROUP(S)	SURVEY ITEM(S)
INSTRUCTIONAL LEADERSHIP	T	CLASS TIME IS PROTECTED FROM INTERRUPTIONS
FOCUS ON INSTRUCTION	T	INSTRUCTIONAL MATERIALS ARE PROVIDED
MONITORING STUDENT PROGRESS	T	STATE/DISTRICT TESTING IS APPROPRIATE
PLANNING	S	STUDENTS ARE INVOLVED IN PLANNING
POSITIVE SCHOOL CLIMATE	T	HIGH STAFF MORALE

MIDDLE SCHOOL DISTRICT RESULTS

Academic programs received favorable ratings from all groups (parents, students and teachers) except for "Reading" and "Foreign Language." The *Student Services* area had several items with lower ratings from parents, students and teachers. Students continue to give lower ratings to the "School Clinic", "Lunchroom", and "Transportation." The item "School Clinic" and "Lunchroom" received the lowest ratings. *Facilities* received lower favorable ratings, overall.

EFFECTIVE SCHOOL COMPONENTS: Overall the effective school ratings for middle schools were good. However, there were some lower ratings from within each of the areas at the middle school level.

TABLE 4

P = Parents, S = Students, & T = Teachers

Effectiveness School Components - Items receiving lower ratings based on standards as indicated at the beginning of this section. Items that are asterisk (*) are at least 10 % points below the standard.

MIDDLE SCHOOL COMPONENTS	GROUP(S)	SURVEY ITEM(S)
INSTRUCTIONAL LEADERSHIP	T *	CLASS TIME IS PROTECTED FROM INTERRUPTIONS
FOCUS ON INSTRUCTION	P,T	INSTRUCTIONAL MATERIALS ARE PROVIDED
	P,T *	SCHOOL EFFECTIVELY MEETS STUDENT NEED
HIGH EXPECTATIONS	P	INSTR. MATERIALS/ACTIV. MEET STUDENT NEEDS
	S	TEACHERS HELP STUDENTS FEEL SUCCESSFUL
SCHOOL/COMMUNITY COMMUNICATION	S *	TEACH, ADM. TRY TO UNDRSTND STUDENTS FEELINGS
MONITORING STUDENT PROGRESS	P *,T	STUDENTS BELOW POTENTIAL ARE HELPED
PLANNING	T	STATE/DISTRICT TESTING IS APPROPRIATE
	S *	TEACHERS AND STUDENTS WORK TOGETHER
	S *	STUDENTS ARE INVOLVED IN PLANNING
POSITIVE SCHOOL CLIMATE	S *	STUDENTS HAVE PRIDE IN SCHOOL
	S	STUDENTS KNOW/UNDERSTAND SCHOOL RULES
	T *	HIGH STAFF MORALE

HIGH SCHOOL DISTRICT RESULTS

The academic programs generally received favorable ratings from all groups except for the item "Career Ed." as rated by parents and teachers. Also the areas of *Student Services* and *Facilities* generally received lower ratings from all groups.

EFFECTIVE SCHOOL COMPONENTS: Most of the effective school components were rated positively by the respective groups. However, like the middle schools, there are several items receiving lower ratings from within the effective school items and are identified in table 5.

TABLE 5

P = Parents, S = Students, & T = Teachers

Effective School Components - Items receiving lower ratings based on standards as indicated at the beginning of this section.

HIGH LEVEL COMPONENTS	GROUP(S)	SURVEY ITEM(S)
INSTRUCTIONAL LEADERSHIP FOCUS ON INSTRUCTION	P, T*	CLASS TIME IS PROTECTED FROM INTERRUPTIONS
	S*	TEACHERS TRY DIFFERENT WAYS OF LEARNING
HIGH EXPECTATIONS SCHOOL/COMMUNITY COMMUNICATION	P*, T*	INSTRUCTIONAL MATERIALS ARE PROVIDED
	P	SCHOOL EFFECTIVELY MEETS STUDENT NEEDS
	P*	INSTR. MATERIALS/ACTIV. MEET STUDENT NEEDS
	S*	TEACHERS HELP STUDENTS FEEL SUCCESSFUL
MONITORING STUDENT PROGRESS	S*	TEACH, ADM. TRY TO UNDRSTND STUDNTS FEELINGS
	P	GOOD COMMUNICATION BETWEEN REG. & ESE TEACH.
PLANNING	T	SCHOOL HAS AN ACTIVE PTO/PTA
	P*, T	STUDENTS BELOW POTENTIAL ARE HELPED
	T*	STATE/DISTRICT TESTING IS APPROPRIATE
POSITIVE SCHOOL CLIMATE CLIMATE	S*	TEACHERS AND STUDENTS WORK TOGETHER
	S*	STUDENTS ARE INVOLVED IN PLANNING
	P	COMMUNITY IS INVOLV./INFORM. ABOUT SCHOOL ACT.
	P*	EVALUATION OF STUD. ACHIEV. IS USED TO PLAN
CLIMATE	S*	STUDENTS HAVE PRIDE IN SCHOOL
	S	STUDENTS KNOW/UNDERSTAND SCHOOL RULES
	P, T*	HIGH STAFF MORALE
	T	THERE IS PRIDE IN THE SCHOOL
	P	TEACHERS USE VARIED METH. TO MEET STDNT NEEDS

HIGHLIGHTS:

- ◆ All of the Attitude Survey summary areas, including the Effective School Components as rated by parents, students and teachers, received an 80% or higher rating at the elementary level
- ◆ Academic area ratings remain high from all groups but some items have dropped below 90%, especially at the secondary level (Appendix C)
- ◆ Secondary students gave the lowest ratings in all areas
- ◆ Students reported lower ratings in *student services, facilities, school/community communication and high expectations*
- ◆ The number of parents responding to the Attitude Survey needs to be increased, especially at the secondary levels, if the response ratings are to be representative
- ◆ Response rates from teachers and students are very high
- ◆ The Community Survey analysis is reported in PART II of the paper

PART II

April 1993
AERA Paper Presentation
Atlanta, Georgia

Community Attitude Survey

PERCEPTIONS OF SCHOOL EFFECTIVENESS
IN LEON COUNTY

Rick E. McClure, Coordinator
Research, Evaluation & User Services
Information Services

page 16

SUPERINTENDENT'S BRIEF
 ---1992 COMMUNITY ATTITUDE SURVEY RESULTS---
 prepared by Research, Evaluation & User Services - IS 2/93

Background: The district's "Community Attitude Survey" was developed at the same time the district's attitude survey was rewritten. The process began in January of 1990 and this is the second year it has been administered to a community group. The survey closely parallels the district's attitude survey, focusing on effective school components and assisting in identifying need areas for "School Improvement."

children in the public school system appeared to be less negative in their views. For reporting purposes it should be noted that the racial breakdown was not proportionally balanced and therefore was not a consideration when analyzing the results.

WHAT DO THE OVERALL RESULTS SHOW US?

NEW SURVEY GOALS: One of the major goals of the attitude survey is to include questions that reflect Leon County schools *Effective School Paradigm*. This would give the schools and district an opportunity to assess how effective our schools are as measured by the perceptions of our community informants. Also, two other areas from the district's previous attitude survey were retained (with revisions): Academic Programs and Facilities.

Highlights: Overall academic programs were not perceived as meeting the needs of students, especially in the fine arts and computer areas. However, it should be noted that over 50% of the respondents indicated that they were uncertain or didn't know about academic programs. The majority of the respondents feel the schools are not adequately funded. Respondents with out kids in school are more critical. Elementary schools are more positively rated by the respondents.

Survey Participants: Survey participants were selected from two key informant groups in our community. Forty members were selected from the Chamber of Commerce (the Executive Committee), and all members (337) of a recently formed 21st Century Council for Leon County. This last group has been charged with developing a "Quality of Life Report Card" for Tallahassee, and one of the areas to be reviewed is the quality of education in Leon County schools.

Respondents were dissatisfied with classroom space, that schools do not communicate their philosophy and goals. Respondents disagree that there is high staff morale in the schools, and one of the lowest ratings was given to "schools are safe and orderly." Facilities received some of the highest ratings, cleanliness and appearance received the highest ratings along with some of the effective school areas. School and community communication area also received a high favorable rating. A high percentage of the respondents rated many of the survey items as don't know or uncertain. This may be an indication that this group of key informants is not as informed about the school system as they could or should be.

1992 Attitude Survey Return Rates :

COMMUNITY SURVEY	# RETURNED	% RETURNED
CHAMBER	25	62.5
21st CENTURY	211	62.6
COMBINED	236	62.6

Educational Quality: Again elementary schools received the highest ratings (2.45), and the overall district (2.00) and high schools (2.01) were rated as average. The superintendent/school board (1.67) and middle schools (1.66) received the lowest ratings. These ratings are based on a 4.00 scale.

DEMOGRAPHICS: Demographic information was collected in the following areas - gender, race, level of education, age, and source of employment. We also asked participants to identify whether they have children attending Leon county schools. This piece of demographic information seemed to be the only one significantly impacting answers. Respondents with

For more information regarding this report please contact Dr. Margarida Southard or Rick McClure at 487-7196.

1992 COMMUNITY ATTITUDE SURVEY
COMPOSITION OF THE SAMPLE

DO YOU HAVE CHILDREN ATTENDING LEON COUNTY SCHOOLS?

	%
YES	25.2
NO	66.7

GENDER

FEMALE	34.2
MALE	63.7

AGE

18 - 29	6
30 - 49	55.6
50 AND OVER	36.3

RACE

WHITE	84.6
BLACK	10.3
HISPANIC	0.9
OTHER	1.3

HIGHEST DEGREE EARNED

HIGH SCHOOL	5.1
BACHELORS	35
MASTERS	28.6
DOCTORATE	23.1
OTHER	6.4

EMPLOYED BY

STATE GOVERNMENT	16.7
LOCAL GOVERNMENT	6
COLLEGE / UNIVERSITY	11.1
PRIVATE OR NON- PROFIT ORGANIZATION	42.7
OTHER	20.1

01/93

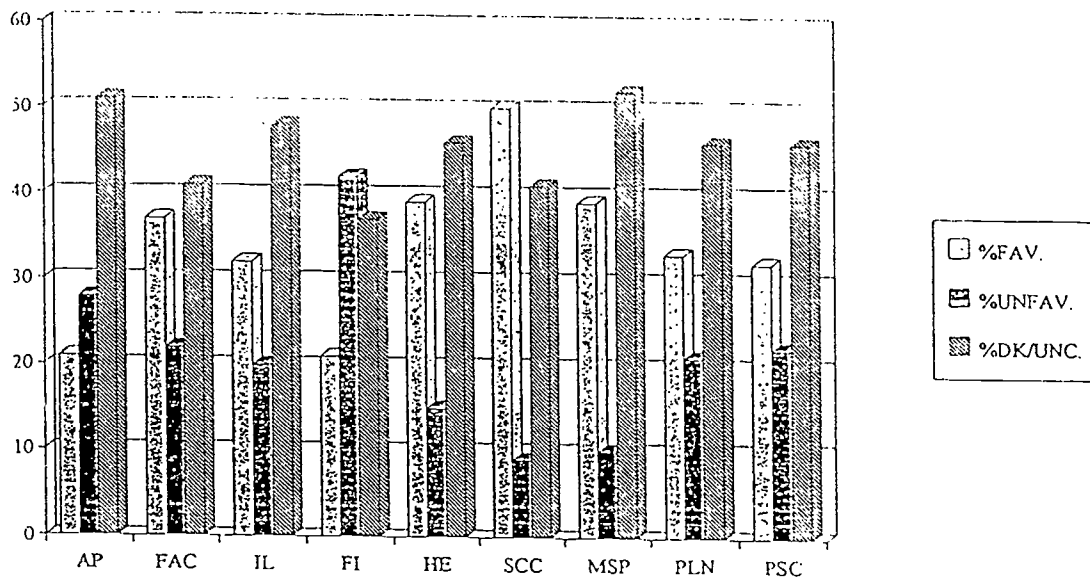
1991-92 Attitude Survey - All Groups Analysis
Community Summary

	% Fav.	% Unfav.	% DK/Unc
Academic Programs			
1 READING/ENGLISH	24	35	41
2 SPELLING	24	30	46
3 LANGUAGE ARTS/ENGLISH	23	31	46
4 MATH	25	29	46
5 SCIENCE	21	28	50
6 SOCIAL STUDIES	26	20	55
7 FINE ARTS	21	26	53
8 COMPUTER ED.	15	29	56
9 VOCATIONAL ED.	15	24	62
Summary for Area	21	28	51
School Facilities			
10 REPAIRS AND MAINTENANCE	38	16	45
11 CLEANLINESS AND APPEARANCE	51	18	32
12 SAFETY	35	19	46
13 INSTRUCTIONAL/CLASSROOM SPACE	23	35	42
Summary for Area	37	22	41
Instructional Leadership			
14 SCH./DIST. COMMUNICATE GOALS/PHILOSOPHY	23	47	30
16 ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	42	20	38
18 PRINC. & OTHER OFFICIALS ARE HIGHLY VISIBL	38	7	55
20 ASST. PRINCIPAL HIGHLY VISIBLE	24	7	69
Summary for Area	32	20	48
Focus on Instruction			
27 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	16	44	41
30 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL	34	24	43
33 SCHOOLS ARE ADEQUATELY FUNDED	12	59	29
Summary for Area	21	42	37
High Expectations			
17 SCH./DIST. BELIEVE ALL CAN LEARN	44	17	39
29 TCHRS PARTICIPATE IN PROF. DEV.	34	5	61
32 COMMUNITY SUPPORTS PROGRAMS	40	22	38
Summary for Area	39	15	46
School/Community Communication			
15 SCHOOL HAS ACTIVE PTO/PTA	50	9	41
Summary for Area	50	9	41
Monitoring Student Progress			
25 STATE/DISTRICT TESTING IS APPROPRIATE	23	15	62
26 STUDENT PROGRESS REGULARLY REPORTED	54	4	42
Summary for Area	39	10	52
Planning			
21 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	32	36	32
24 INVOLV. COMM./USE OF PRTRNS IS EFFCT.	40	10	50
31 ADM., TEACH, PARENTS, COMM. HELP PLAN GOALS	27	18	56
Summary for Area	33	21	46
Positive School/Climate			
19 THERE IS PRIDE IN THE SCHOOL	44	20	36
22 A WRITTEN SET OF RULES EXISTS	44	5	51
23 SCHOOLS ARE SAFE AND ORDERLY	26	29	44
28 HIGH STAFF MORALE	13	33	53
Summary for Area	32	22	46
Rating of Educational Quality (A=4, B=3, C=2, D=1, F=0)			
Elementary		2.45	
Middle		1.66	
High		2.01	
Overall (District-Wide)		2.00	
School Board\Superintendent		1.67	

Total Respondents : 234

GRAPHIC ANALYSIS

1992 Community Attitude Survey



KEY

- AP - Academic Programs
- FAC - School Facilities
- IL - Instructional Leadership
- FI - Focus on Instruction
- HE - High Expectations
- SCC - School/Community Communication
- MSP - Monitoring Student Progress
- PLN - Planning
- PSC - Positive School/Climate

COMMUNITY ATTITUDE SURVEY FORM (SIDE 2)

DO
NOT
WRITE
IN
THIS
SHADED
AREA

4. If you were to rate the quality of education in the community, what grade would you give?

	A	B	C	D	F	Don't Know
Elementary Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall (District-wide)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Board/Superintendent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

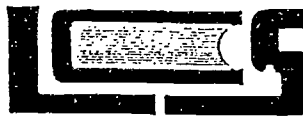
5. What are the biggest problems facing Leon County Schools?

Comments:

Thank you for your time in filling out this survey and for your comments. Please use additional sheets to comment beyond the limited space provided on this form. PLEASE MAIL THIS SURVEY AS SOON AS POSSIBLE to Superintendent of Schools, 2757 West Pensacola Street, Tallahassee, Florida 32304

FIRST LETTER

SUPERINTENDENT
William M. Woolley
BOARD CHAIR
Donna Uzell
EXECUTIVE DIRECTOR
William D. Piotrowski, Ph.D.



BOARD MEMBERS
Mike Conley
Donna Harper
Emily Millett
Curtis Richardson

July 22, 1992

Dear 21st Century Council Member:

Enclosed is a 1992 Community Attitude Survey for Leon County Schools. As a key community member, we are asking that you complete the survey and return it in the enclosed envelope by August 3, 1992. Also please complete the Demographic Information form which will assist us in analyzing the results.

We at Leon County Schools are interested in seeking opinions and ideas of our major stakeholders regarding our schools and programs. This survey was also administered to students, teachers, and parents in Leon County Schools.

We feel that this survey will provide needed information on quality indicators of school effectiveness and guidelines for school improvement. In addition, the survey will provide information that can be used for developing a Quality of Life Report Card for Education in Tallahassee.

All responses will be confidential. We will be sharing the results of this survey with appropriate Leon County School Staff and 21st Century Council Committees.

Thank you in advance for contributing your ideas and opinions through this survey. We will be happy to answer any questions you may have; please call Rick McClure at 487-7196. We are looking forward to hearing from you.

Sincerely,

Margareta F. Southard
Margareta F. Southard, Ph.D.
Director, Research, Evaluation and
User Services

cc: William M. Woolley, Superintendent, Leon County Schools
Mr. Stan Tait, Executive Director, 21st Century Council
Bill Piotrowski, Ph.D., Executive Director, Information
Services

INFORMATION SERVICES
2757 West Pensacola Street - Tallahassee, Florida 32304 - 2998 - (904) 487-7196

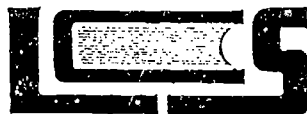
The Best Place to Learn

SECOND LETTER

SUPERINTENDENT
William M. Woolley

BOARD CHAIR
Donna Uzzell

EXECUTIVE DIRECTOR
William D. Piotrowski, Ph. D.



BOARD MEMBERS
Mike Conley
Donna Harper
Emily Millett
Curtis Richardson

September 2, 1992

Dear Chamber of Commerce Member:

Recently, we sent you a 1992 Leon County Schools Community Attitude Survey. As of this date, we have not received your completed survey. If you still have the Community Survey and the Demographic Form please fill them out and send them to Rick McClure at the address listed below. If you no longer have them in your possession, please give us a call, we will be glad to send you other copies.

We are now in the final stages of the Community Attitude Survey data collection process, and would like to have your survey responses included in our results. Please take the time to contribute your ideas and opinions through this survey and return it today, it would be appreciated.

Please call us at 487-7196 if you have any questions about the survey.

Again, let me say THANK YOU for your cooperation with this project. We appreciate you helping us attain a high response rate.

Sincerely,

Margarida F. Southard, Ph.D.
Director Research, Evaluation and User Services

Rick McClure
Leon County Schools
Research, Evaluation and User Services Department
2757 West Pensacola Street
Tallahassee, FL 32304




INFORMATION SERVICES
2757 West Pensacola Street - Tallahassee, Florida 32304 - 2998 - (904) 487-7196

The Best Place to Learn

REMINDER FORM

INPUT REQUESTED ON COMMUNITY ATTITUDE SURVEY
PLEASE TELL US WHAT YOU THINK

By now you should have received a copy of "The 1992 Community Attitude Survey and Demographic Information Form." Which will be used to aid with school improvement. We welcome your input, which may be submitted by:

-  returning the enclosed Community Survey and Demographic Information Form to Marie Fairchild or Rick McClure at 2757 West Pensacola Street, Tallahassee, Florida 32304;
-  calling either of us at 487-7196 and giving your comments by phone;
-  or fax us your Community Survey and Demographic Information Form at 487-0022.

Please, we need your input as soon as possible. Thank you for your cooperation with this project.

Appendix A

1992

COMMUNITY ATTITUDE SURVEY

COMMENTS

*COMMUNITY MEMBERS WHO DID NOT ANSWER QUESTION 1
(DO YOU HAVE CHILDREN ATTENDING LCS?)*

ACADEMICS:

-Our schools need to get back to the basics, we need to be sure that our children can read and write legibly, and that they know math well enough to survive in today's society. It is the basic life skills we need to emphasize, not all these other subjects and ideas.

ADMINISTRATION:

-We need an appointed superintendent!

EFFECTIVE SCHOOL CRITERIA:

-The biggest problem facing LCS - leadership and innovation in handling diverse learning needs of students.

-One of the biggest problems is to create community and parent involvement.

-Until the quality of education is equal in all schools throughout the county, the educational programs here are not meeting the needs of our children.

-The experience of my colleagues, those whose children were not admitted to the DRS, has been mixed. I know some good teachers in the system, and I am sure there are some duds, but that would be natural. I suspect that the presence of two universities and a community college creates a pool of place-bound educators who give Leon county a better core of teachers than the county deserves or could pay for. I know some of those teachers personally.

-It has been 20 years or more since I have visited the local schools and I have traveled widely. It is only inadvertently that I tried to obtain some public school textbooks to teach English to a Japanese lady - and discovered the really awful stuff your schools are using! Throw it out, burn it and wake up to what life is all about. Shame - shame - shame!!

-Terrible communication from middle schools to parents.

-Too much emphasis on "enhancing" gifted instead of enhancing all students, esp. basic who could with attention, become more motivated.

-There are some excellent teachers and administrators in our Leon County Schools. The major problem is that too much money is being diverted to upper level administrators (both on the local and state level) and not enough of our tax dollars are going where they belong -- into the classroom. It is shameful that the District purchased and provides automobiles for administrators when at the same time classroom teachers must request that students bring paper from home for schoolwork. It is unconscionable that our best and brightest teachers are bogged down by useless paperwork which is necessary fodder for the bureaucrats on Pensacola Street. I cannot understand how school administrators can justify spending money on extras when there isn't enough money for text books. The voters of this community spoke out on September 1st, I believe they will continue to speak out and demand that our tax dollars be spent educating our children and not providing an income for paper pushers.

FUNDING:

-One of the biggest problems is the need for adequate funding.

-One of the biggest problems facing LCS is money!

-Adequate funding remains the single most important factor affecting the quality of education in Leon County.

-Lack of funding is a problem.

-Funding and increasing student enrollment are problems.

NOT FAMILIAR WITH LCS:

-I regret very much that I do not know enough about the LCS system to offer a reasonable evaluation of it.

MISCELLANEOUS:

-Under section 4, is the last selection "OK" or "Don't Know"?

PHILOSOPHY OF EDUCATION:

-The textbooks used to teach our children to read - the basic skill upon which their entire education is built - are appalling - junk! Teddy bears going on picnics and other flotsam and Jetson are guaranteed to anesthetize and/or destroy what brain power their parents haven't destroyed by the time they enter school. I attended FSU teacher training classes and made top grades (working towards my doctorate) but left - as have done many good educators - because teachers are carefully prevented from focusing on child development and teaching and understanding the whole child. Dr. Witherspoon was one of these top faculty members. If?? you really want to educate our children, there are two thoroughly tested systems of education that are found to be using good textbooks. You should send to these schools and ask for a complete set of their textbooks - especially those used in grades 1 -3 and really compare them, thoughtfully with what you are now using. The Winnetka Public Schools, Winnetka Illinois have gained world wide acclaim for the past 50 years, their students have tested in the highest echelons and been followed for a life time. They provide top leaders in their professions and communities. The Dalton School in New York leads the nation in a demonstration school thoroughly grounded in child development and their focus is on the whole child. Go and observe these schools in action, they are both doing a very very - measurable and observable good job of educating children.

COMMUNITY MEMBERS WHO HAVE CHILDREN IN LCS:

ACADEMICS:

- All students? Compared to what standards?
- Further involvement for terminal or students with vocational training.
- The SAT scores of both my son and daughter show there should be improvement in English and Language skills taught by the schools.
- Not adequately preparing vocational students for world of work.
- Many special programs are developed while not "fixing" core education - there are many examples of fine education in Europe/Japan/some American cities - don't have to reinvent wheel with fancy programs just need to prepare students to think and to understand the world around them.
- Passing children who shouldn't be passed especially in 9th grade.
- Inadequate drop out prevention, too little too late.
- There seems to be a greater commitment to athletics than academics.
- Coordination of regular and handicapped pre-k programs with existing child care programs is a problem.
- Dropout rates and student achievement trends and the proportion of high school graduates who must take remedial instruction in community colleges.
- Poor English and Math skills are a problem.
- More focus on English, Math and History knowledge - back to basics.
- Teachers who's skills are outdated and have no desire to improve (specific: math and science).
- Need more foreign languages, and more science starting in middle schools.

ADMINISTRATION:

- Too much administration (too many administrators). Insufficient innovation.
- Education in general has suffered - I think the administrative part of the Board of Education is too large - it should be cut before teacher positions are eliminated. I don't want to relabor the point but my perception is that there is room for change and reorganization.
- The Superintendent and school board fail to put the classroom first...financially and otherwise.
- Lack of a clear goal is one of our biggest problem.
- A strategic plan which defines a clear destination, and landmarks which identify it, is the starting place for Leon County.
- Inadequate management of funding. Need top position to be a qualified professional - not a politician. Teachers must be adequately compensated for time & energy, not given less and less.

- Cessation of capricious rotation of administrators - particularly w/o equal privilege for teachers and other staff.
- Work to cease FTE formulas based on attendance.
- The school board/superintendent seem out of touch. They should all be required to teach a class every year.
- Poor job done at the top: poor leadership at the supt. level even though the quality at the teacher level seems to be good.
- One problem is excessive administration.
- One of the problems facing LCS is adequate planning for future needs and growth.
- Administration is (in my opinion) reckless and unable to produce goals and objectives that the entire community is seeking.
- Too much political bickering, hence "management by crisis".
- The board is characterized by petty and not so petty political bickering. The office of superintendent is ineffective. the district seems incapable of performing its job and what good that occurs appears to occur in spite of the district and because of dedication and hard work in the classroom and sometimes at the school house.
- The lack of trust between school board and district management.
- Who runs LCS system? The board or the superintendent?

EFFECTIVE SCHOOL CRITERIA:

- It is difficult to say whether the educational programs of this county are effectively meeting the needs of the students. I think they are for students that are high achievers, I'm concerned that they are not for below average and some average students. I have to work with my children at home every evening with their school work. One of my children would be considerably behind his class if I didn't. Some of the reasons for this are: 1. Class size - 27 to 30. 2. No aid. 3. Several active classmates. 4. The teacher spends more time trying to keep control of the class and has less time to teach. 5. Testing of emotional and educational handicaps is delayed ridiculously long 2-3 months (one part-time psychologist comes to the school one day a week, if that). I also think that more money is spent on the gifted program - there's more need in the LD program.
- Lack of teacher evaluation criteria (so that teacher performance is better understood).
- One of the biggest problems facing LCS - adequate staff numbers.
- One of the biggest problems is - student teacher ratio is too high.
- One of the biggest problems is the availability of state of the art materials for the students.
- One of the biggest problems is the loss of discipline at home and at school.
- Inconsistency b/n memos/letters and policies. Need more emphasis on Elementary levels - this is where you entuse kids.
- From what I can tell there seems to be pride in the school.
- I would have to assume that student progress is reported on a regular basis.
- There is high staff morale - I have heard to the contrary.
- There is too much red tape for teachers.
- Children without "special needs" (not "gifted" or "learning disabled") often don't have the challenges they need.
- Need to expect more of everyone - students, teachers, administrators; too many videos, class parties (Friday is party day), and bribes for good behavior - need longer school year and fewer early release days.
- The principals and other school officials are highly visible at school and during school activities - what does this measure?
- Discipline - management of disruptive students (esp. as it relates to drugs, alcohol, weapons) must bring this under control - seems somewhat better (?) this past year.
- Further needs to separate "troublemakers" (second chance type schools, at all levels).
- Development of a firm policy to prohibit all individuals (parents and students) from restricting teachers in areas of curriculum and behavior.
- Development of a flexible tracking program policy needed.
- No teacher should have to deal with any student with psychotic, criminal or drug affected behavior.

- WT Moore and Springwood have active PTO/PTA.
- Also, I shudder when I think of my children entering middle school due to violence and chaos in those schools.
- Biggest problem facing LCS - school/community communications/relations. In school communications - administration/other staff.
- For a community like Tallahassee with 2 major universities and a high number of degreed residents, our schools are a disgrace. There is no forward thinking happening; nothing new being tried except at the administrative level. We don't apply enough pressure on FAMU and FSU to more actively participate in our school system.
- Our schools don't effectively communicate with divorced parents to keep all parties informed of a child's progress.
- Stop accepting mediocrity! Challenge students and demand that parents get involved!
- One of the problems facing LCS is crimes/drugs on campus.
- My daughter is a student at SAIL. She is very happy with her experience there and has had very good teachers.
- SAIL has been a good experience for my daughter. I would like to see expansion of alternative and magnet educational options for all kids.
- Safety and drugs are a problem.
- Some schools do a much better job than others - teachers who are motivated to teach and supported in that endeavor make the critical difference - they "turn on" kids to learning.
- Some of the biggest problems facing LCS are: Not instilling value of learning, not teaching students to think, focus is on memorizing facts and not on understanding - spoon feeding.
- No peer counseling.
- Although I do not have any children in public schools now, all 4 of my children graduated from Leon High. the "disagree" ratings on the reverse were based largely on the fact that there is such a wide disparity between the schools in south Leon county and those in the North of the county. Something must be done to raise the standards in the south to those in the north.
- Even though this is a "university town" there seems to be a lack of support for public schools.
- There is pride in the schools - come on?
- The assistant principals are highly visible at school and during school activities - so what?
- The amount of state and district testing is appropriate - for what?
- Learning is seen as the most important reason for attending school in this community - come on. I would hope so.
- One of the problems is the inequities in resources including instructional staff among the schools.
- Teacher paperwork is a problem.
- One of the problems facing LCS is low teacher salaries.
- The administration encourages parents, students, teachers, and the community members to cooperate in planning and achieving the goals of the schools - there is room for improvement.
- One problem is that classrooms are too large.
- At Nims there are no materials for science classes.
- No participation in the community's educational programs, i.e. (ACT-SO), Afro/Academic Cultural Technological Scientific Olympics, African American Writing Contests. No encouragement to enter science fairs, art contests, talent contests, etc.
- Discipline is a problem.
- Teacher/student ratio is a problem.
- Parental involvement is a problem.
- No sense of long range vision is a problem.
- Suggest a "blue ribbon" team of business people to support the schools in the legislative process.
- Old books and crowded classrooms are a problem.
- Teachers are underpaid, overworked, and they need to use their own money for supplies - this is a big problem.
- Racial tension, fighting, safety is a problem, and weapon control.
- The community, school board and superintendent are not aligned on long-range goals and strategic

plan for how to achieve them.

- Low morale, and lack of communication.
- The failure of parents in supporting high academic goals for youngsters is a problem.
- There are also treats from within the system including poor teachers, disincentives to teach critical thinking - teaching for tests, and politicization of administration.
- Safety issues are a problem, particularly in middle school where weapons are common place.
- Program quality varies by principal and teacher. There is no clear average.
- A lot of people are trying hard to help - that's good, not a problem.
- One problem is the differential quality in teachers/site administrators.
- Difficulty in obtaining change is a problem.
- Discipline appears to be less than a priority.
- Schools forget that children of divorced/separated parents have more than one parent, information should be sent to the parent with whom the child does not live.
- The biggest problem is discipline, it is not taught in most homes, therefore it must be taught in schools. It must then be monitored and rewards and punishments awarded. Students have no respect for others or others' property, for the most part.
- I like the stand and direction of Mr. Woolley, but I don't think that the school board listens to parents.
- Need better enforcement incentives for discipline - overall need for all cultures, race, sex and age.
- The lack of energetic, innovative, imaginative teamwork, except in isolated instances.
- I have never seen classrooms with 37 students in a 6th grade geography class! Poor teacher and poor students!
- Interracial harmony is a problem.
- Substance abuse is a problem.
- Teacher salaries are a problem.
- PTO/PTA effectiveness varies from school to school.
- The community appears to have become resigned to mediocrity in its schools.
- Safety on campus by school and thugs disrupt any learning environment. My daughter was at Deerlake the past 2 years and she encountered it there - one of our flagship school. God help those at Nims. She's in Maclay for High School. That's a sad state of affairs. P.S. Our "thugs" come in all colors in Leon County.
- Schools need to report their progress each year to the public and in the paper!
- The security of our students while on campus is a problem.
- Safety in schools. More one on one attention and time with students. Classrooms are too large. More follow-through by teachers/administration.
- Need higher student expectations and heavier student work demands.
- I think teachers are exasperated with discipline problems and that they have too many children per class.

FACILITIES:

- One of the biggest problem facing LCS - facilities are overcrowded.
- Adequate facilities is one of the biggest problems facing LCS.
- One of the biggest problems is the availability of state of the art facilities.
- Classrooms are very overcrowded - 28 kindergarten pupils is ridiculous!
- Limit class sizes drastically.
- Equipment/technology and class size are a problem.
- My comments and observation relate to Kate Sullivan and Raa schools - I am not too familiar with the entire county.
- Overcrowding is a problem.
- There is never enough classroom space and too many students in each class.
- Facility repair/maintenance is a problem.
- The equipment is not kept up and lockers need repairs.
- Bathroom graffiti.

FUNDING:

- Lack of funding.
- One of the biggest problem facing LCS - funding to meet academic needs to increase teachers for growth.
- The biggest problem is the lack of funding, and therefore teacher shortages and inadequate special learning situations.
- The biggest problem is funding.
- More money would not solve any problems - it might make life a little easier for administrators, and teachers requesting raises, but it would not make education better.
- Inadequate funding.
- Need more \$ for teachers and classrooms.
- The lack of adequate funding and lack of effective use of existing funding.
- The biggest problem facing LCS is the reduced state & federal revenue.
- Because of funding class size is too large and we have inadequate equipment and resources.
- Securing funding to keep up with growth is a problem.
- Funding may be adequate, but money is not being spent effectively.
- Districts are not adequately funded by the legislature & local government.
- Funding is a problem facing our schools.
- Funding is a problem.
- The growth in student population paired with the fiscal crisis is a problem.
- Money - there is never enough. We don't seem to be keeping up due to lack of funds.
- Serious funding limitation in Leon County due to funding formula.
- Budget cuts are a problem.
- Funding is a problem.
- There should be appropriate funding for whatever schools need - it should be a top priority.
- The continuing lack of funding and hence importance of subject areas that in my estimate, create a well rounded individual - the arts, music, home etc., shop whenever there are cuts these areas are cut.

NOT FAMILIAR WITH LCS:

- My knowledge is limited to my child's school. I have no basis upon which to evaluate the entire system, this survey is ridiculous!
- All this survey can measure is my own prejudices and perceptions, on a personal level. I am delighted with the experience of my son at Gilchrist Elementary. I have no way of judging the system on a whole, however. How can I possibly venture an opinion of schools other than those of which I have personal knowledge?
- Billy attended Satellite High School in Satellite Beach, FL. The last two years - we just moved into the Leon High zone and I have no basis to make any judgments.
- I can only judge based on 2 schools which are generally known as good schools (WT Moore and Springwood), so community wide my answers may be different but I have no knowledge of other schools.
- My answers are very biased due to limited exposure to the school system. My children in elementary school are receiving a good ed., but from what I have read/heard other school children in other schools may not be as fortunate.
- This survey asks the respondent to evaluate all schools and the district as an entity... my experience on the items is limited to a single school. I've responded to those I feel comfortable I know something about.
- I have a stepchild in Godby, my involvement is unfortunately limited.
- I started to complete this form earlier, but found that most of my replies were in the don't know category and gave up. I am filling this out now, but again most are don't know. My three daughters all went through the Developmental Research School (Florida High) from kindergarten through high school. I have not had a great deal of experience therefore with the public schools in Leon County.

MISCELLANEOUS:

- Improve middle schools so the public image will improve.
- Lively is not doing a thing for this community. i.e. med. tech students in mid July Democrat article.
- Middle schools are a mess. Teachers are fantastic, reward them.
- 6th grade belongs in elementary, and 9th in middle school.
- Your participation might increase if you sent a return envelope. Perhaps a professional firm should handle the survey.
- This is a terrible questionnaire. The items do not reflect the real issues and generally assume too much knowledge on the part of the respondents.
- One of the biggest problems facing LCS is that it's a hard job.

PHILOSOPHY OF EDUCATION:

- The "traditional" method of delivering instruction is no longer doing the job. Innovation / technology needs to be utilized - break with the traditional teacher standing in front of the class lecturing - take some risks! Increase individualized instruction!
- Not a clear vision of what schools need to teach - too much emphasis upon process and not enough on outcomes.
- Realign philosophy from process to content.

COMMUNITY MEMBERS WHO DO NOT HAVE CHILDREN IN LCS

ACADEMICS:

- I disagree with all areas - my answers are in relation to all students.
- High School graduates cannot communicate verbally or written.
- The drop out rate is increasing. We should develop a "Cities in Schools Program" at the lower, middle and High school level.
- Biggest problems facing LCS - to totally focus the equation on Math, Science, English, and Computer Literacy. Eliminating other parts of the curriculum if necessary to achieve proficiency in these areas.
- One of the biggest problem facing LCS is the dropout rate.
- The biggest problem is the student drop outs.
- Two of the biggest problems are increasing test scores and decreasing drop outs.
- There is a desperate need for a supervisor of Fine Arts. The lack of a string program really short changes instrumental music. The TSO program is a start but just a start.
- One of the problems facing LCS is the lack of vocational education (appealing, attractive vocational ed.).
- One of the biggest problems facing LCS is dropout prevention.
- Priorities should go to increasing program differentiation and school-based autonomy.
- There is too much sports.
- Little emphasis on academics. Too much sports.
- More emphasis on academics with teacher participation and planning as well as control.
- Not enough money to provide essential courses that build self-concept, character and enjoyment of learning, e.g. art, music, theater, and small child-teacher ratio.
- Students preparing for college seem to be getting a better education than those who are not (the vast majority). I hire students from local schools and they can't read, write or reason.
- There should be more emphasis placed on vocational training and more opportunities in the vocational area.
- The biggest problem facing LCS is that more is not being done to educate students about HIV/AIDS. Why teach them math when their unsafe behavior is going to kill them before they turn 30?
- Our schools are producing high school graduates lacking in basic skills. these children are passed from grade to grade without appropriate interventions when they are in elementary school. Many

children with basic skills have no analytical or critical thinking skills.

- Adequate preparation for all students is a big problem.
- One of the problems facing LCS is training for employable skills.
- One of the biggest problems facing LCS is a lack of relevance or connection between what is being taught and how it will be used following graduation.
- Vocational programs need to be revamped and rethought. Innovative programs need to be implemented.
- I have taught at the freshman level at FAMU for 8 years. The general level of knowledge in social studies and art in the students, and their ability to write English was abysmal.
- Leon County Schools continue to prepare students for our past, not their future. The curriculum and use of technology is very inadequate for the 21st century.
- It is impossible for me to answer most of these questions as I have no children and did/do not attend schools in Leon County. My answers reflect the experiences of my work place - my colleagues who were locally educated and the general public I deal with on a frequent basis. From this experience, I would say reading and math skill levels are insufficient.
- Insufficient "head start" type of programs is a big problem.
- Insufficient summer programs.
- Students we hire can't spell or write.
- More art and music education.

ADMINISTRATION:

- I am greatly concerned about the future of Florida's educational system, and I do favor the appointed superintendent as a leader.
- Top, heavy bureaucratic administration is a problem.
- The lack of accountability/standards.
- There is not enough implementation of planning recommendations from parents, teachers, etc.
- Weak elected school board because of the elected superintendent.
- Administrators who don't teach - more administrative cost should be shifted to teaching following the private school example.
- Lack of confidence in the Superintendent is one of our biggest problems. State, I am quite appalled by the large number of coordinators and in my one attempt at working with them - a total lack of interest and a general "passing the buck attitude".
- We need a professionally trained and certified Superintendent - hired after an in-depth study of county needs and a county wide search - not a local person - but an educator who has been educated in the business of school administration (Bachelors, Masters, EDS) and Superintendent certification as minimum requirements.
- I am also concerned over the constant reports of missed application dates leading to no funds: stories of shortages; then the reports of 3 million excess "to be distributed at tonight's board meeting". A good administrator would be sure these things do not happen.
- Voters need an elected school board and an appointed Superintendent. We need to keep trying on this issue. Policy is still very fuzzy and schools appear to lack direction.
- Too much bureaucracy and directions from Woolley and his potentates.
- I have heard many good things about LCS administration, but we still do not have the level of student performance that we need.
- One of the problems is the lack of cohesive leadership.
- One of the problems is that there is no (reliable) long term plan. Leadership is effective. The board is mixed, but negatively impacted by the local Democratic hacks.
- Too much administration - such salaries and positions should be allocated to teaching and facilities.
- I've also been dismayed by Woolley, who appears to pad his own payroll. In general, it appears to me that school administrators are paid far above the US average, while teachers are paid below the US average. Quality education cannot occur so long as such an inequality remains.
- Unprofessional management at both school and district levels. The district needs reorganization in structure and personnel in both educational and support departments: some personnel is

unqualified, incompetent, to hold certain key positions.

- Politics guide actions of board and superintendent in policy development (and all matters!) to the detriment of students.
 - Too many committees/bureaucracy in the decision making process.
 - Only the Supt. and Millet have any idea of what education is about! The board - one member is naive concerning learning and schools. Woolley is really trying, Millet is lonely but usually right. Get J. Auseman's influence ended!
 - Administration should do less dictating of programs and listen to the teachers. Administration should facilitate classroom activities not direct it.
 - The board, except for Millet is incompetent and political.
 - Woolley is good, the board run by Ausman is a disaster, and the central office is O.K.
 - There is a lack of a strategic plan which looks to a real future, the board is quick-fix oriented, Millett cares.
 - The fact that we have a political superintendent instead of an appointed professional is a problem.
 - Teacher/student morale, and the learning process, can be best supported by administrators that permit for strict disciplinary action, regardless of the political consequences.
 - Lack of vision and leadership are big problems.
 - Excessive administration is a problem and so is micro-managing by the school board. We need a more decisive superintendent.
 - Poor administrative management and too many administrators are problems.
 - Need a hired superintendent, not elected so a highly qualified person can administer.
 - The school board is a problem.
 - I rate the school board as an "F" and the superintendent as a "B".
 - We need to define our goals.
 - Too many ineffective administrators.
 - Too much school board management of the schools.
 - Having been a teacher and later a school administrator in an other state, I am convinced that the superintendent and most of the school-based...
- EFFECTIVE SCHOOL CRITERIA:**
- Some school facilities are satisfactory and some aren't.
 - Some schools have active parent/teacher organizations.
 - Some schools are safe and orderly.
 - The quality of teachers is a problem.
 - Safety is a problem, controlling drug abuse and crime.
 - I feel the biggest problems facing LCS are - the lack of discipline. The lack of high expectations for all children, and the lack of parental involvement in their child's education.
 - Middle schools are horrible - I will send my child to a private school when she reaches middle school.
 - Schools must become community centers and resources for their communities - that includes evenings and weekends.
 - Little imagination for the many possibilities for teaching both children and parents.
 - Lack of faith in children's inherent creativity and individual growth - Learning Time Lines.
 - Parents have a low level of modeling, of personal control (self-discipline) and intrigue with life long learning.
 - One of the biggest problem facing LCS is discipline.
 - Two of the biggest problems facing LCS are safety and teacher dedication.
 - Some of the biggest problems facing LCS are - discipline and a safe learning environment in Middle and High Schools. Low morale in the schools.
 - I do not hear of goals beyond funding.
 - The biggest problem facing LCS - the one I worry about most is safety.
 - Questions are geared toward the existence of programs not toward the effectiveness or quality of those programs. Active PTA doesn't equate to effective PTA involvement.
 - Overall, I believe the system needs major overhaul to meet the needs of our children to learn and

to stay in school. We are not effectively accomplishing that goal.

- Community acceptance!
- If the schools and districts communicated their philosophy and goals effectively I would have been able to give you more opinions on parts 1,2 and 3 of this survey.
- If the community was well informed about the schools and school activities, not only would I have been able to answer this survey better, I would be more involved.
- An overabundance of staff and administrators. Not enough focus on delivering resources to classrooms. An emphasis on qualification (students as a statistic) and not on qualification (getting enough resources into the classrooms so as to give students the skills to make their way in the real world after graduation).
- I was a mentor at Fairview Middle School. The teacher of the alternative program didn't work hard.
- One of the biggest problems is meeting the needs of the students.
- instilling, nourishing the desire to learn is one big problem facing LCS.
- Providing different learning situations; to meet the different learning styles of the students is also a problem.
- Providing a quality education for all students - as much as their ability allows.
- Providing equal opportunity for a quality education to all students.
- Failure to educate the majority of students. As a result, many.
- One of the biggest problems is the lack of meaningful involvement from parents.
- One of the biggest problems is the lack of adequate education for students who are not college bound.
- The teachers are not given enough freedom to plan and teach.
- The teacher association needs to be stronger.
- One of the problems facing LCS is class size.
- One of the problems is the poor communication with the community.
- Student ethics at school are a big problem.
- Drugs are a problem.
- Teachers and Ed. Administrators are not paid nor treated as professionals.
- Students should not be allowed off grounds during school hours, including lunch hour. This would eliminate a lot of problems.
- Children arriving are not ready to learn. Need to help young kids 0 to 5 and involve the families.
- Social change is requiring schools to radically change. Teachers need help to learn how to relate to generations of children who are emotionally and culturally different.
- We need health and social service supports in schools.
- Society is less and less supportive of teachers and schools. That, plus drug problems, seriously undermines the ability of the schools to get the job done. In addition there is a wide variation in the levels of competence and professionalism from teacher to teacher, administrator to administrator, school to school, and district to district.
- High school students should be given more freedom and treated as young adults rather than older children.
- One of the biggest problems facing LCS is teacher morale.
- We need to find creative ways to teach reading, writing and reasoning.
- Motivating students who are not in the honors program, and are not going to college is one of LCS's problem.
- Teaching teachers how to be creative in the classroom and get away from role.
- Getting parents to follow through with school work & programs at home.
- One of the problems is class discipline, which makes learning difficult.
- Obviously LCS need better publicity, weekly calendars published, etc.
- Two of the biggest problems facing LCS are the need to acquire quality teachers and boost school morale.
- Crime impacting the schools is a problem.
- We need smaller classes and better trained teachers.
- My limited contact with parents and teachers suggests low morale of staff, fear on the part of

students, and lack of respect for teachers among the community, in general .

- Some of the biggest problems facing LCS are drugs, lack of discipline at home, violence, and self-esteem.
- Children are not feeling safe in school from abuse by peers or older students.
- It appears to me that there is too much politics and not enough dedication in the system.
- Poor moral at the schools and district office.
- Classroom discipline and student attitude toward education lacking.
- Too many students per teacher at some schools, especially in the K, 1 and 2 grades. Overall average for a school or the district looks good, but individual grades show a pattern of year after year overloading. Too many children in these grades, especially K and 1, cause problems that "roll over" into higher grades, need caps; K = 20-22, 1 = 22-23, 2 = 23-24.
- The board does not encourage parents, students, teachers, and community members to cooperate in planning and achieving the goals of the school.
- Many unqualified teachers, which I know from 1st hand experience, but administrators do nothing.
- Too few programs to reward good teachers.
- Many students feel as if they're in school to be entertained rather than to be educated.
- Discipline is a big problem.
- Recruit the best teachers available, pay them well and let them teach.
- One of the biggest problems facing LCS is the lack of interest by teachers and administrators due to the lack of funding, discipline and support.
- One of the biggest problems facing LCS is getting quality teachers, materials and equipment to maintain a great school experience for children.
- For action learning to take place school must be a safe place for students and faculty.
- One of the biggest problems facing LCS is real community partnership and also better resources.
- Changing role is a problem.
- The ability to retain effective teachers is a problem.
- The inability to dismiss ineffective teachers is a problem.
- Overly burdensome and ineffective state - required testing and reporting.
- We need clearly defined goals and more parent concern which can be generated by getting parents involved in the process.
- Teachers and parents should be encouraged to give their input and ideas.
- Preparation for the rest of life is the reason for school. This encompasses a sound base in reading, writing, math and methods of reasoning and making decisions. Basic health skills are also important as are skills in interacting with people and your surroundings.
- Discipline is a problem. The safety of students from other students and parent involvement are also problems.
- Bill Montford of Lincoln is very visible in school activities.
- More effectively articulating the goals and plans to the community at large. Increasing parent involvement in the educational process. Implementing the quality process into the educational culture.
- Not meeting the individualized needs of students is a big problem.
- Some schools appear to have more pride than others.
- First I think this school system is doing a good job.
- We need more involvement from the community.
- Many students arrive at school ill-prepared overall each day due to a poor home environment.
- I have lived here six years with little contact with the schools.
- Teaching students that it is important to acquire the tools that allow them to become self-sufficient and to contribute to the community as opposed to being dependent upon the vicissitudes of society. It is also very important that education be couched in the context of increasing one's expectations of "quality of life." Why else would one (actively) participate in such a system?
- The pride in the schools is leaving.
- Need to implement rules and behavior procedures.

- Leon County has severe cultural problems reflected in the schools, auto-learning, politics of the school board favoring talls & slims, protection of the private schools, the segregation of FAMU and Fla High! Bad! Bad!
- Too few teachers is a problem.
- Discipline and the lack of community support are problems.
- The above reflects my observations that there is poor discipline control, poor overall planning to meet students' needs, low expectations of teachers, very low teacher quality and the graduation of illegitimate students.
- I have been a middle school and high school teacher in Florida and elsewhere, and I don't believe more money will solve this problem of terrible, undedicated teachers, get rid of the bad ones!!!
- Discipline and order are a problem.
- Too much bureaucracy is a problem.
- Pay teachers more and let them teach - not babysit.
- More discipline imposed on students.
- Standards are lowered and there is not enough attention for the average student (doesn't excel but isn't at risk, either).
- The second problem facing LCS is that attendance seems to be more important than learning.
- You really sent the wrong message to the community when you decided to propose that C students be exempt from testing. I would hope that you would consider this institution more than a babysitting event; very poorly concerned and damaging idea.
- Discipline and poor student attitude - no respect for teachers are problems.
- Lack of books and supplies (hands-on) per student is a problem.
- Students need to be encouraged to achieve their potential and not treated as "just" another student to deal with and pass.
- Teacher's salaries are a problem.
- The support from the principal, administration and public is a problem.
- The assistant principals are highly visible at school and during school activities - in some schools.
- The diversity and quality of schools in the district makes it unfair to generalize. Some schools have good discipline, some don't, etc.

FACILITIES:

- Overcrowded schools.
- A look at older schools in the district is depressive. Schools need painting, grounds need to be maintained, and trash should be picked up.
- One of the biggest problem is the school appearance and cleanliness.
- We are still overcrowded after having completed the Capital Improvement Program.
- The schools are too big to provide adequate management of students.
- The neighborhoods near schools are the most littered! Disgraceful! School parking lots are disgusting, why can't you make students pick up that trash!?
- Overcrowded classrooms are a problem.
- The physical appearance is not good - weeds, trash, dirty halls and floors, walls, etc, broken side walks, poor appearance of exterior grounds area.
- Custodians do not seem to have any pride or interest in their job - and it shows. I can recall 1950's in Leon County Schools - could clearly see custodians, familiar and friendly faces - grass was mowed regularly, trash picked up, halls swept clean, etc.
- The new construction looks good.
- Future planning for high school and middle school expansion.
- It's been so long since I have been inside of a school, I don't know what is adequate.

FUNDING:

- Belief in lack of funding.
- Funding is a problem.
- Money is a big problem.
- One of the biggest problem facing LCS is money.
- One of the biggest problem facing LCS is financing.

- The biggest problem facing LCS - the one I hear most about is inadequate funding.
- One of our biggest problem is learning to prioritize at current budget levels.
- One of the biggest problems facing LCS is finance - there is simply not enough money spent on education. Teachers' pay is abysmal.
- The biggest problems are the lack of funds and low teacher pay.
- One of the biggest problems is the funding: lack of ____ state level.
- One of the biggest problems is inadequate funding.
- Much of the issues facing LCS can be ameliorated with more money.
- The biggest problem facing LCS is the lack of effective leadership and that the available money is not spent where it should be, i.e. in the classroom, not in the administrative areas.
- Funding is one of our biggest problems.
- Proper funding and Proper use of money is a problem.
- Schools have many effective, dedicated teachers, but have not been adequately funded in the last 20+ years.
- I agree that the schools in this community are adequately funded, but the money is not spent wisely.
- As a former teacher in Orlando, I hold the opinion that Florida schools, in general, are underfunded and that the quality of the educational experience suffers proportionately.
- Funding is adequate - we need more for our money.
- One of the problems facing LCS is that there isn't enough funding, and it is not used to greatest advantage.
- Growth - convincing the public to pay for education even though they don't have kids in school. The public needs to make the connection between good, well-financed education and a healthy, crime free, economically strong community. They won't want to pay to see their money go down a black hole. Show us results!
- Budgeting is a problem.
- One of the biggest problem facing LCS is funding.
- One of our problems is the inadequate funding from the state.
- Lack of money is a problem.
- The lack of adequate funding is a problem.
- One of the biggest problems facing LCS is the lack of sufficient funds and the poor use of funds available.
- Underfunding is a problem.
- I believe teachers are underpaid for their commitments.
- I feel that too much money is spent on upper and middle level administration and management taking funds away from teachers and schools - too many layers of management.
- The accounting and budget department needs to be replaced.
- Need adequate funding.
- Lack of funds is a problem.
- Because of money classrooms are too large, not enough after school activities or extra curricular activities for middle schools in particular.
- Funding is the biggest problem facing LCS.
- It's hard to improve on the quality of education with such poor funding, you must change the methodology in how funds are raised for public schools.
- Allocation of resources on an equitable basis is a problem.

NOT FAMILIAR WITH LCS:

- Mr. Woolley, I am sorry but I don't have children attending LCS and I don't feel adequately informed to fill out this survey. Thank you.
- I do not feel that I can adequately rate the system since I do not have children in school, not an affiliation with the district at the present time.
- My two children attended private schools, only, in Leon County, so I have not been a part of the public school system. My opinions are just that opinions! They are not based on my experiences but on those of friends or neighbors who have children in the public schools and in what I read of

school affairs. My children went to private schools because I wanted them to be disciplined, to be in small classes and to have teachers with high expectations for them.

- Even when I was an involved PTA President I did not have enough first hand data to respond, but things can be better even if they are good. I can help, call me: 385-5627.
- It has been 16 years since I had a child attending LCS; 2 grandchildren in the local area attend private school; I am out of touch with the public school situation.
- I no longer have children in this level of the county system, and I am uncertain of many "in school" activities or programs.
- Since I don't have direct contact with this school system I am not qualified to judge the above items - except I do have some comments.
- I do not feel as though I am knowledgeable enough to properly respond to the survey. Thanks.
- Little contact with the schools.
- I have recently moved back to Tallahassee, I have no kids and as a result I do not know enough about our school system to comment.
- I'm really not that familiar with daily operations to make good judgments.
- I do not have the 1st hand information needed to answer these questions. In addition, I do know some schools but education is teacher and school specific, not county wide.
- I have been in Leon County for 9 months and I do not have any children attending school. I really don't have any information or reference for making judgments on LCS.
- I don't know what problems face LCS.
- Sorry this sounds so negative. Although we pay attention to school affairs, not having children in the system any longer removes us from real participation and knowledge.
- I have no children and therefore I have limited direct knowledge about the schools.
- I have no knowledge of these items and I am not competent to evaluate them.
- I'm too new in Tallahassee to have any knowledge in this area.
- My direct knowledge of the school system is very limited. Hence, no response to questions. My general impression has been unfavorable since moving here in 1981. Since I have not been involved except in funding (taxes); my criticisms would lack credibility.
- My uncertainty stems from lack of contact as no children in the school. Stray impressions have little validity.
- Although I do not have my own children in Leon County Schools, I am in close contact through my work and children's friends.
- I don't have sufficient first hand information to provide meaningful answers to most questions. These answers are provided for whatever value you choose to give them.
- Not having children in the school system, I'm not sufficiently informed or familiar to complete this survey.
- I have not participated in school matters to make a decision.
- I have limited information to offer, as I have had no children in school since 1982, my involvement is more from community interest and interaction with schools.

MISCELLANEOUS:

- LCS has a reputation as an awful school system.
- The community's perception of some schools (e.g. Rickards) is worse than the actual situation.
- Publicize the good! Make your goals benefit the community as well as the school and students.
- Some kids getting off the school bus, come near my driveway just to see what I may have in my car, yard or house, they think that it's fun.
- I know that schools reject the idea that they have a responsibility for the behavior of children when they are not at school. however, the terms must be here when there is no other answer. Some kids need special attention because of poor family caring.
- Why does part 4 of this survey have "O.K." written in the circles under "don't know?" If a person thought the schools et al. were okay she/he would have chosen "c." "Don't know" should mean a person does not know.
- Just because I do not have children in the school system, that doesn't mean I do not care about the quality of education provided by the county.

- The biggest problem facing LCS is probably the lack of stable values in the early years. Parents are no longer raising their children, so as they develop their own habits rather than disciplines provided by parents. This leads to social dedications rather than academic dedications.
- These are not problems of LCS, but are also national problems.
- More people giving opinions than help!
- It is not necessary to be a school administrator or teacher to know about educational needs.
- If I had children I would move to a different region of the country to raise them.
- My opinion of this questionnaire is that the questions are nebulous and meaningless, particularly for one who has no children in school at this time.
- In comparison to the education system in practice elsewhere a decade or so ago, I would not give our LCS a passing grade today.
- I am appalled at the lack of interest or participation by many parents in guiding or helping their children to be interested in obtaining an education - perhaps this may be the result of both parents working and not dedicating time or interest in the future of their children. Parents' interests too often appear superficial, not willing to take the time or make the effort required to guide their children in accepting the work habits necessary to develop a desire to attain an education.
- The above is "occupational" without talking of quality of life or human values which are paramount to personal and corporate success.
- The disparate backgrounds from which students come to school. This is a problem.
- The numerous bad family situations from which students come to school.
- The negative neighborhood and peer pressure to which so many students are subject is a problem.

IN THE PAST I OR MY CHILDREN HAVE ATTENDED LCS:

- My children attended LCS and graduated recently.
- I went through the LCS system from 1st - 12th grades. My responses reflect my experiences during that time. I have now graduated from U of F and I am working in Tallahassee.
- My responses may be skewed because I went to Elementary, Middle and High School in the Leon County School system. I transferred to a private school my junior year of High School (out of Lincoln) in 1977. I felt the High School education was substandard. My Elementary and Middle School education, for the most part, was satisfactory.
- When my children were in school, I had much more direct observational opportunities.
- No children in Leon county schools at present but have had four in the past and one to go.
- I have had two children in Leon County Schools. When we moved here from another, smaller North Florida town, my two kids had to just sit and waste a full year, waiting for Leon Schools to catch up with them. Very poor quality, undedicated teachers were and continue to be allowed to teach, all the while whining about poor pay, too much work and the threat of quality testing of teachers.

PHILOSOPHY OF EDUCATION:

- Some of the community supports the educational programs in the district.
- Old beliefs and ways of seeing education. Fear of change at many levels. Limited, impossibility thinking.
- Our approach to pre-college education as a country is not keeping pace, much less leading the civilized world.
- Some of the biggest problems facing LCS are nurturing creativity
- Direction/vision and lack of adaptability to changing technology and marketplace demands are the biggest problems facing LCS. You guys are still using most of the same curricula that the teachers of my parents (and their parents & so on) used.
- At the rate knowledge and needs are changing, the ability to grasp and cope with change is much more valuable than most specific information.
- We must learn how to produce happy children. We are not doing that. Happy people do not rob, divorce, abort, destroy the earth, become greedy, commit suicide, etc. We can compel attention but not interest.
- "After 2000 years of civilization us more civilized lock our doors to protect ourselves from our

neighbor while those less civilized sleep in grass huts without doors." Something is wrong. Not just our schools but we as a society must reexamine our goals. What we have been involved in is not progress and social stability.

TRANSPORTATION & LUNCH FOOD CONCERNS:

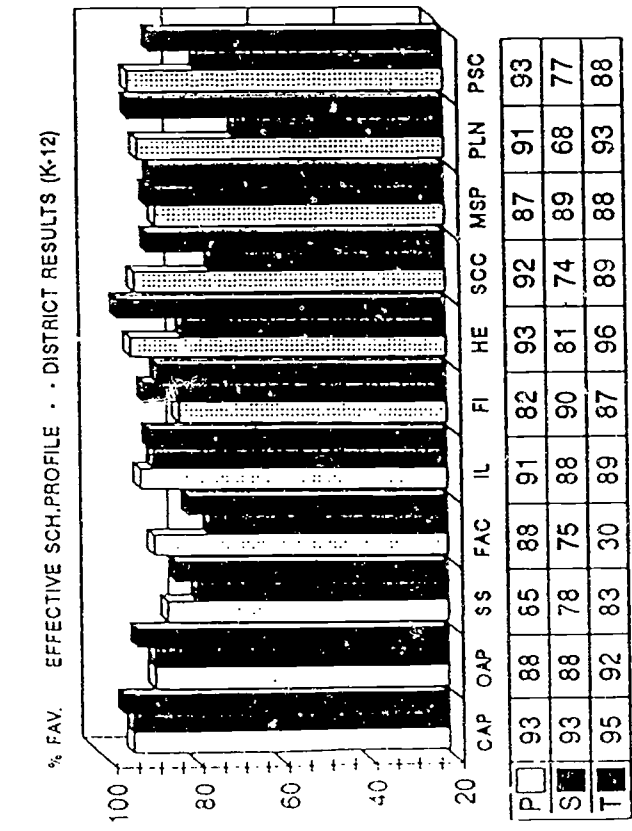
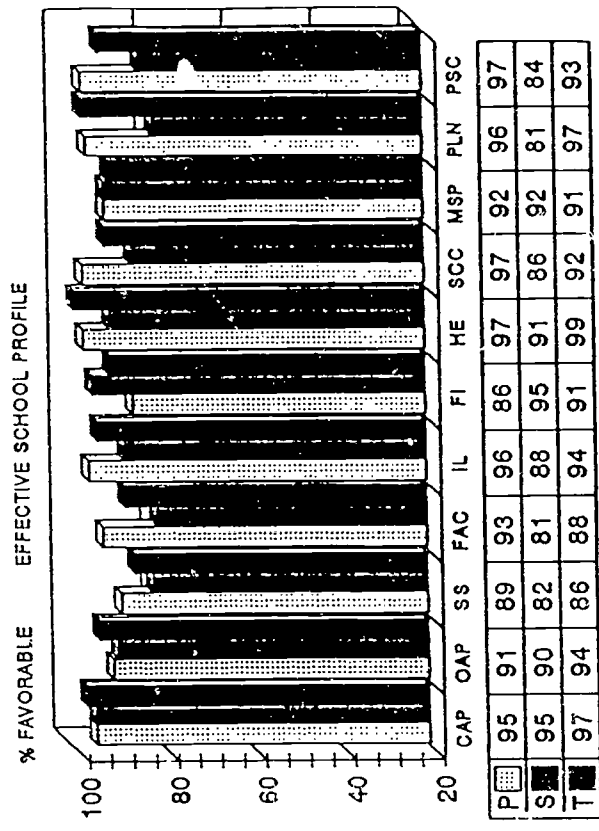
- Eliminate most busing - use public transportation with 1/2 price tokens for those who can't afford it. Otherwise why should the "general public" pay for transportation - and possibly students parking on grounds should be eliminated - to save valuable land use.
- The expenses of bussing children, rather than providing neighborhood based schools with good sidewalk access.
- School lunch programs and transportation could be privatized and realize cost savings.

ZONING:

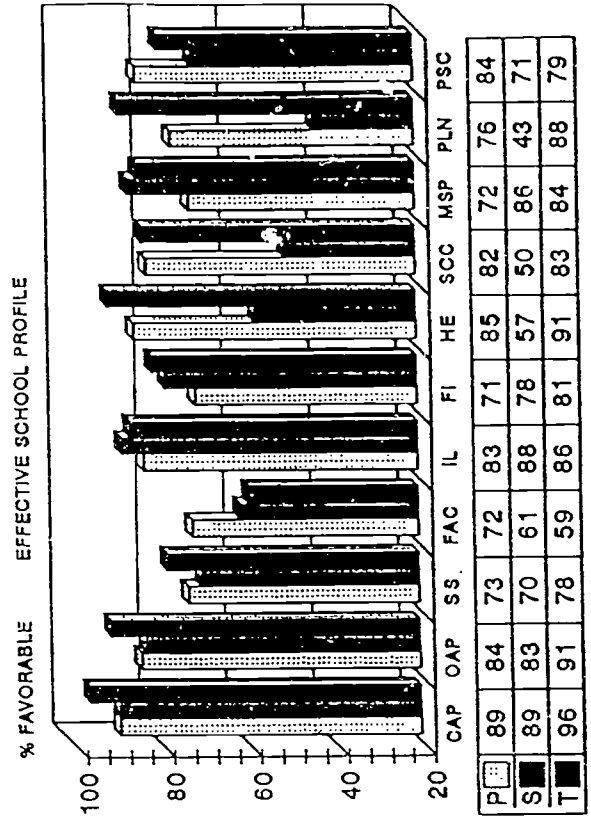
- One of the biggest problems facing LCS - zoning and integration of schools.
- Too much transferring and lying about residence location so students can enroll in a school they are not zoned for.

Appendix B

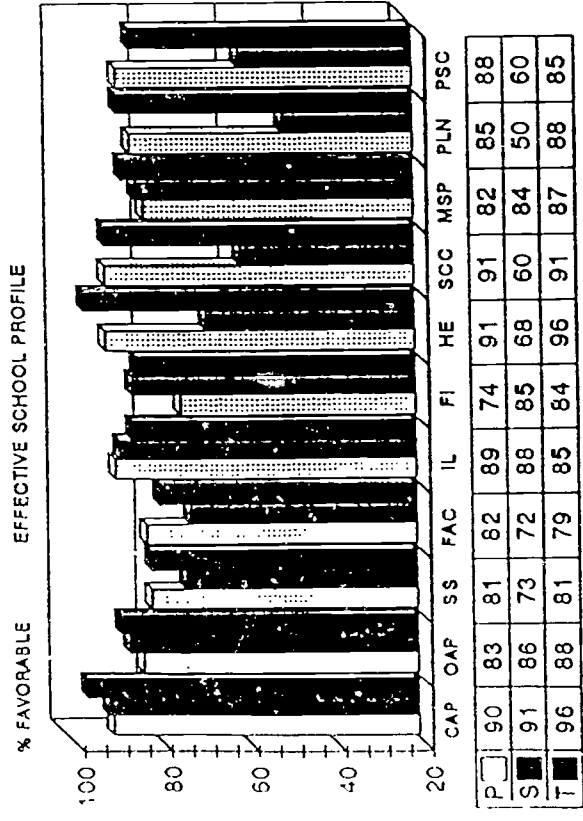
Appendix C



OVERALL HIGH SCHOOL RESULTS



OVERALL MIDDLE SCHOOL RESULTS



KEY: CAP = CORE ACADEMIC PROGRAMS, OAP = OTHER ACADEMIC PROGRAMS, SS = STUDENT SERVICES, FAC = FACILITIES, IL = INSTRUCTIONAL LEADERSHIP, FI = FOCUS ON INSTRUCTION
 HE = HIGH EXPECTATIONS, SCC = SCH. & COMMUNITY COMM., SP = MONITORING STU. PROGRESS, PLN = PLANNING, PSC = POSITIVE SCHOOL CLIMATE

01/93

1991-92 Attitude Survey - Percent Favorable Analysis
Overall District Results

		Percent Favorable					
		Parents		Students		Teachers	
		1991	1992	1991	1992	1991	1992
Core Academic Programs							
1	ENGLISH/LANGUAGE ARTS	94	- 95	91	- 93	97	- 97
2	MATH	93	- 92	92	- 93	96	- 97
3	SCIENCE	94	- 92	90	- 90	96	- 95
4	SOCIAL STUDIES	95	- 94	92	- 93	97	- 96
8	READING	92	- 92	92	- 94	93	- 89
E 2	SPELLING	96	- 96	95	- 96	97	- 97
	Summary for Area	94	- 93	92	- 93	96	- 95
Other Academic Programs							
5	ART	95	- 93	86	- 86	96	- 96
6	MUSIC	96	- 94	88	- 89	98	- 98
7	PHYSICAL ED.	92	- 91	91	- 91	93	- 92
9	COMPUTER ED.	82	- 80	88	- 88	87	- 86
10	CAREER ED.	78	- 77	82	- 84	78	- 82
11	VOCATIONAL ED.	82	- 80	79	- 81	86	- 87
12	STUDENT ACTIVITY	87	- 87	88	- 90	92	- 93
13	FOREIGN LANGUAGES	76	- 74	77	- 78	84	- 86
14	EXCEPTIONAL STUDENT ED.	89	- 85	84	- 86	96	- 95
E10	CHAPTER 1	95	- 93	87	- 89	96	- 97
	Summary for Area	90	- 88	87	- 88	93	- 92
Student Services							
15	SCHOOL PSYCHOLOGIST/SOCIAL WORKER	85	- 81	83	- 83	75	- 76
16	GUIDANCE AND COUNSELING	87	- 87	84	- 88	81	- 79
17	MEDIA/LIBRARY SERVICES	93	- 93	89	- 90	92	- 89
18	SCHOOL CLINIC	85	- 88	80	- 82	71	- 79
19	LUNCHROOM	72	- 74	46	- 53	82	- 82
20	TRANSPORTATION	85	- 87	72	- 74	93	- 94
	Summary for Area	84	- 85	75	- 78	82	- 83
Facilities							
21	INSTRUCTIONAL/CLASSROOM SPACE	80	- 78	74	- 71	71	- 73
22	REPAIRS AND MAINTENANCE	84	- 89	71	- 75	72	- 76
23	CLEANLINESS AND APPEARANCE	86	- 90	67	- 69	73	- 74
24	AIR CONDITIONING	90	- 91	76	- 77	81	- 82
25	HEATING	93	- 92	79	- 78	87	- 82
26	SAFETY	90	- 91	84	- 84	89	- 87
27	OUTDOOR ACTIVITIES GROUND SPACE	89	- 89	79	- 76	84	- 83
	Summary for Area	87	- 88	76	- 75	80	- 80
Instructional Leadership							
28	PRINCIPALS SEEN THROUGHOUT SCHOOL	n/a	n/a	88	- 88	n/a	n/a
39	SCHOOL COMMUNICATES GOALS/PHILOSOPHY	92	- 91	n/a	n/a	94	- 95
41	ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	93	- 93	n/a	n/a	96	- 96
43	PRINCIPAL IS HIGHLY VISIBLE	93	- 93	n/a	n/a	92	- 91
45	ASST. PRINCIPAL HIGHLY VISIBLE	93	- 92	n/a	n/a	95	- 94
47	CLASS TIME IS PROTECTED FROM INTERRUPT.	86	- 84	n/a	n/a	74	- 70
	Summary for Area	92	- 91	88	- 88	90	- 89
		Parents	Students	Teachers			
Responses : 1991		4082	7155	1381			
1992		3924	7655	1422			

01/93

1991-92 Attitude Survey - Percent Favorable Analysis
Overall District Results

Percent Favorable

	Parents		Students		Teachers	
	1991	1992	1991	1992	1991	1992
Focus on Instruction						
33 LEARNING IS MOST IMPRINT REASON FOR SCHOOL	n/a	n/a	92 - 93	n/a	n/a	n/a
34 TEACH. TRY DIFFRNT WAYS OF LEARNING	n/a	n/a	86 - 86	n/a	n/a	n/a
54 INSTRUCT. MATERIALS ARE PROVIDED	81 - 75	n/a	n/a	76 - 70		
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	86 - 84	n/a	n/a	91 - 91		
60 HOMEWORK IS APPROPRIATE	86 - 86	n/a	n/a	96 - 96		
62 INSTR. MATERIALS/ACTIV. MEET STDNTS NEEDS	83 - 82	n/a	n/a	92 - 93		
Summary for Area	84 - 82	89 - 90	89 - 87			
High Expectations						
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL	n/a	n/a	79 - 81	n/a	n/a	
40 STDNTS INVOLVED IN ACT.; FEEL SUCCESS	94 - 92	n/a	n/a	96 - 96		
42 SCHOOL BELIEVES ALL CAN LEARN	96 - 94	n/a	n/a	96 - 95		
58 TCHRS PARTICIPATE IN PROF. DEV.	96 - 96	n/a	n/a	97 - 98		
Summary for Area	95 - 93	79 - 81	96 - 96			
School/Community Communication						
35 TEACH,ADM. TRY UNDRSTND STDNTS FEELINGS	n/a	n/a	74 - 74	n/a	n/a	
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	90 - 87	n/a	n/a	92 - 91		
46 SCHOOL HAS ACTIVE PTO/PTA	96 - 95	n/a	n/a	92 - 86		
Summary for Area	94 - 92	74 - 74	92 - 89			
Monitoring Student Progress						
29 KNOW HOW AM DOING IN MY SUBJECTS	n/a	n/a	88 - 89	n/a	n/a	
50 STUDENTS BELOW POTENTIAL ARE HELPED	82 - 80	n/a	n/a	88 - 87		
53 STATE/DISTRICT TESTING IS APPROPRIATE	86 - 86	n/a	n/a	71 - 77		
55 STUDENT PROGRESS REGULARLY REPORTED	93 - 92	n/a	n/a	99 - 99		
Summary for Area	88 - 87	88 - 89	87 - 88			
Planning						
31 TEACHERS AND STUDENTS WORK TOGETHER	n/a	n/a	76 - 77	n/a	n/a	
32 STUDENTS INVOLVED IN PLANNING	n/a	n/a	56 - 57	n/a	n/a	
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	88 - 90	n/a	n/a	88 - 91		
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	88 - 88	n/a	n/a	94 - 95		
52 INVOLV. COMM./USE OF PRTRNS IS EFFCT.	94 - 95	n/a	n/a	92 - 94		
Summary for Area	90 - 91	66 - 66	92 - 93			
Positive School/Climate						
30 STUDENTS HAVE PRIDE IN SCHOOL	n/a	n/a	68 - 71	n/a	n/a	
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES	n/a	n/a	81 - 82	n/a	n/a	
57 HIGH STAFF MORALE	87 - 89	n/a	n/a	68 - 68		
59 THERE IS PRIDE IN THE SCHOOL	94 - 95	n/a	n/a	88 - 88		
61 A WRITTEN SET OF RULES EXISTS	97 - 97	n/a	n/a	95 - 95		
63 TEACHERS USE VARIED METH. STDNT NEEDS	89 - 90	n/a	n/a	97 - 98		
Summary for Area	92 - 93	75 - 77	87 - 88			
Special Issue Questions						
38 SRO PERFORMS JOB EFFECTIVELY	-	91	-	86	-	94
48 DARE OFFICER HAS BEEN VALUABLE	-	99	-	98	-	98
Summary for Area	-	97	-	93	-	96
Responses :						
1991	4082	7155	1381			
1992	3924	7055	1422			

07/92

1991-92 Attitude Survey - Percent Favorable Analysis
District Middle Schools

	Percent Favorable							
	Parents		Students		Teachers			
	1991	1992	1991	1992	1991	1992		
Core Academic Programs								
1 ENGLISH	91	- 91	89	- 94	96	- 97		
2 MATH	92	- 89	94	- 90	96	- 96		
3 SCIENCE	93	- 90	87	- 87	97	- 95		
4 SOCIAL STUDIES	93	- 91	90	- 93	98	- 97		
	Summary for Area		92	- 90	90	- 91	97	- 96
Other Academic Programs								
5 ART	91	- 84	72	- 76	91	- 91		
6 MUSIC	95	- 92	83	- 87	96	- 98		
7 PHYSICAL ED.	89	- 83	89	- 86	92	- 87		
8 READING	85	- 83	79	- 90	88	- 62		
9 COMPUTER ED.	86	- 84	87	- 91	91	- 93		
10 CAREER ED.	77	- 81	82	- 88	74	- 82		
11 VOCATIONAL ED.	84	- 81	78	- 86	95	- 95		
12 STUDENT ACTIVITY	92	- 90	87	- 92	98	- 95		
13 FOREIGN LANGUAGES	55	- 57	69	- 68	59	- 67		
14 EXCEPTIONAL STUDENT ED.	89	- 87	74	- 82	96	- 98		
	Summary for Area		87	- 83	82	- 86	90	- 88
Student Services								
15 SCHOOL PSYCHOLOGIST/SOCIAL WORKER	82	- 80	80	- 82	75	- 80		
16 GUIDANCE AND COUNSELING	83	- 81	85	- 89	79	- 81		
17 MEDIA/LIBRARY SERVICES	88	- 88	86	- 87	94	- 88		
18 SCHOOL CLINIC	76	- 84	67	- 71	58	- 64		
19 LUNCHROOM	67	- 70	45	- 49	90	- 86		
20 TRANSPORTATION	78	- 83	65	- 68	87	- 88		
	Summary for Area		79	- 81	70	- 73	81	- 81
Facilities								
21 INSTRUCTIONAL/CLASSROOM SPACE	81	- 75	72	- 70	71	- 71		
22 REPAIRS AND MAINTENANCE	80	- 83	56	- 66	70	- 78		
23 CLEANLINESS AND APPEARANCE	79	- 82	57	- 63	77	- 79		
24 AIR CONDITIONING	88	- 89	70	- 75	77	- 80		
25 HEATING	91	- 89	71	- 75	84	- 82		
26 SAFETY	80	- 82	73	- 78	86	- 84		
27 OUTDOOR ACTIVITIES GROUND SPACE	85	- 80	77	- 75	83	- 76		
	Summary for Area		83	- 82	68	- 72	78	- 79
Instructional Leadership								
28 PRINCIPALS SEEN THROUGHOUT SCHOOL	n/a	n/a	88	- 88	n/a	n/a		
39 SCHOOL COMMUNICATES GOALS/PHILOSOPHY	87	- 86	n/a	n/a	91	- 93		
41 ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	87	- 90	n/a	n/a	95	- 95		
43 PRINCIPAL IS HIGHLY VISIBLE	88	- 89	n/a	n/a	93	- 85		
45 ASST. PRINCIPAL HIGHLY VISIBLE	92	- 94	n/a	n/a	95	- 92		
47 CLASS TIME IS PROTECTED FROM INTERRUPT.	78	- 82	n/a	n/a	66	- 63		
	Summary for Area		87	- 89	88	- 88	88	- 85
	Responses :		Parents	Students	Teachers			
	1991	979	1614	268				
	1992	679	1732	278				

07/92

1991-92 Attitude Survey - Percent Favorable Analysis
District Middle Schools

	Percent Favorable					
	Parents		Students		Teachers	
	1991	1992	1991	1992	1991	1992
Focus on Instruction						
33 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL	n/a	n/a	87	- 90	n/a	n/a
34 TEACH. TRY DIFFRNT WAYS OF LEARNING	n/a	n/a	78	- 79	n/a	n/a
54 INSTRCT. MATERIALS ARE PROVIDED	78	- 68	n/a	n/a	73	- 68
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	80	- 74	n/a	n/a	85	- 86
60 HOMEWORK IS APPROPRIATE	81	- 81	n/a	n/a	96	- 96
62 INSTR. MATERIALS/ACTIV. MEET STDNTS NEEDS	77	- 74	n/a	n/a	87	- 89
Summary for Area	75	- 74	82	- 85	85	- 84
High Expectations						
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL	n/a	n/a	65	- 68	n/a	n/a
40 STDNTS INVOLVED IN ACT.; FEEL SUCCESS	91	- 89	n/a	n/a	93	- 95
42 SCHOOL BELIEVES ALL CAN LEARN	93	- 92	n/a	n/a	94	- 95
58 TCHRS PARTICIPATE IN PROF. DEV.	96	- 95	n/a	n/a	98	- 98
Summary for Area	92	- 91	65	- 68	95	- 96
School/Community Communication						
35 TEACH,ADM. TRY UNDRSTND STDNTS FEELINGS	n/a	n/a	57	- 60	n/a	n/a
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	82	- 86	n/a	n/a	87	- 92
46 SCHOOL HAS ACTIVE PTO/PTA	94	- 93	n/a	n/a	95	- 89
Summary for Area	91	- 91	57	- 60	91	- 91
Monitoring Student Progress						
29 KNOW HOW AM DOING IN MY SUBJECTS	n/a	n/a	83	- 84	n/a	n/a
50 STUDENTS BELOW POTENTIAL ARE HELPED	71	- 67	n/a	n/a	78	- 80
53 STATE/DISTRICT TESTING IS APPROPRIATE	86	- 85	n/a	n/a	78	- 79
55 STUDENT PROGRESS REGULARLY REPORTED	90	- 89	n/a	n/a	98	- 99
Summary for Area	84	- 82	83	- 84	85	- 87
Planning						
31 TEACHERS AND STUDENTS WORK TOGETHER	n/a	n/a	59	- 62	n/a	n/a
32 STUDENTS INVOLVED IN PLANNING	n/a	n/a	36	- 38	n/a	n/a
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	81	- 84	n/a	n/a	85	- 84
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	81	- 79	n/a	n/a	89	- 93
52 INVOLV. COMM./USE OF PRTRNS IS EFFCT.	89	- 91	n/a	n/a	95	- 87
Summary for Area	83	- 85	48	- 50	90	- 88
Positive School/Climate						
30 STUDENTS HAVE PRIDE IN SCHOOL	n/a	n/a	51	- 50	n/a	n/a
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES	n/a	n/a	69	- 70	n/a	n/a
57 HIGH STAFF MORALE	78	- 79	n/a	n/a	64	- 67
59 THERE IS PRIDE IN THE SCHOOL	86	- 87	n/a	n/a	82	- 82
61 A WRITTEN SET OF RULES EXISTS	96	- 96	n/a	n/a	91	- 92
63 TEACHERS USE VARIED METH. STDNT NEEDS	83	- 83	n/a	n/a	95	- 95
Summary for Area	87	- 88	60	- 60	83	- 85
Special Issue Questions						
38 SRO PERFORMS JOB EFFECTIVELY		- 91		- 86		- 89
Summary for Area		- 91		- 86		- 89
			Parents	Students	Teachers	
Responses :	1991	979	1614	268		
	1992	679	1732	278		

07/92

1991-92 Attitude Survey - Percent Favorable Analysis
District High Schools

	Percent Favorable						
	Parents		Students		Teachers		
	1991	1992	1991	1992	1991	1992	
Core Academic Programs							
1 ENGLISH	89	- 94	88	- 90	94	- 94	
2 MATH	88	- 82	87	- 88	91	- 96	
3 SCIENCE	92	- 89	87	- 85	97	- 98	
4 SOCIAL STUDIES	91	- 92	92	- 92	95	- 94	
	Summary for Area	90	- 89	88	- 89	94	- 96
Other Academic Programs							
5 ART	92	- 89	84	- 83	99	- 98	
6 MUSIC	90	- 91	81	- 84	99	- 98	
7 PHYSICAL ED.	84	- 84	82	- 82	86	- 87	
8 READING	87	- 86	90	- 89	83	- 82	
9 COMPUTER ED.	81	- 79	83	- 80	90	- 86	
10 CAREER ED.	78	- 73	82	- 78	82	- 82	
11 VOCATIONAL ED.	81	- 78	81	- 75	78	- 81	
12 STUDENT ACTIVITY	93	- 90	89	- 91	96	- 97	
13 FOREIGN LANGUAGES	89	- 82	80	- 81	94	- 97	
14 EXCEPTIONAL STUDENT ED.	90	- 84	84	- 87	95	- 95	
	Summary for Area	37	- 84	84	- 83	91	- 91
Student Services							
15 SCHOOL PSYCHOLOGIST/SOCIAL WORKER	76	- 69	74	- 73	45	- 69	
16 GUIDANCE AND COUNSELING	74	- 76	79	- 81	67	- 74	
17 MEDIA/LIBRARY SERVICES	82	- 80	81	- 82	87	- 84	
18 SCHOOL CLINIC	76	- 66	67	- 57	54	- 64	
19 LUNCHROOM	63	- 60	48	- 51	73	- 84	
20 TRANSPORTATION	79	- 80	71	- 70	90	- 90	
	Summary for Area	75	- 73	70	- 70	71	- 78
Facilities							
21 INSTRUCTIONAL/CLASSROOM SPACE	68	- 60	67	- 59	43	- 52	
22 REPAIRS AND MAINTENANCE	64	- 70	55	- 54	41	- 48	
23 CLEANLINESS AND APPEARANCE	64	- 73	49	- 53	44	- 43	
24 AIR CONDITIONING	79	- 68	66	- 55	67	- 62	
25 HEATING	82	- 73	72	- 60	78	- 66	
26 SAFETY	81	- 78	78	- 73	69	- 69	
27 OUTDOOR ACTIVITIES GROUND SPACE	86	- 81	83	- 73	74	- 76	
	Summary for Area	75	- 72	67	- 61	59	- 59
Instructional Leadership							
28 PRINCIPALS SEEN THROUGHOUT SCHOOL	n/a	n/a	88	- 88	n/a	n/a	
39 SCHOOL COMMUNICATES GOALS/PHILOSOPHY	85	- 85	n/a	n/a	87	- 91	
41 ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	84	- 84	n/a	n/a	94	- 93	
43 PRINCIPAL IS HIGHLY VISIBLE	90	- 88	n/a	n/a	87	- 90	
45 ASST. PRINCIPAL HIGHLY VISIBLE	92	- 86	n/a	n/a	94	- 93	
47 CLASS TIME IS PROTECTED FROM INTERRUPT.	74	- 70	n/a	n/a	51	- 63	
	Summary for Area	85	- 83	88	- 88	82	- 86
	Parents	Students	Teachers				
Responses :	1991	616	1588	325			
	1992	682	1363	348			

07/92

1991-92 Attitude Survey - Percent Favorable Analysis
District High Schools

Percent Favorable

	Parents		Students		Teachers	
	1991	1992	1991	1992	1991	1992
Focus on Instruction						
33 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL	n/a	n/a	88 -	87	n/a	n/a
34 TEACH. TRY DIFFRNT WAYS OF LEARNING	n/a	n/a	72 -	68	n/a	n/a
54 INSTRUCT. MATERIALS ARE PROVIDED	70 -	62	n/a	n/a	67 -	59
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	76 -	74	n/a	n/a	80 -	85
60 HOMEWORK IS APPROPRIATE	81 -	80	n/a	n/a	88 -	93
62 INSTR. MATERIALS/ACTIV. MEET STDNTS NEEDS	72 -	66	n/a	n/a	84 -	88
Summary for Area	75 -	71	80 -	78	79 -	81
High Expectations						
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL	n/a	n/a	58 -	57	n/a	n/a
40 STDNTS INVOLVED IN ACT.; FEEL SUCCESS	87 -	85	n/a	n/a	90 -	91
42 SCHOOL BELIEVES ALL CAN LEARN	90 -	86	n/a	n/a	89 -	91
58 TCHRS PARTICIPATE IN PROF. DEV.	87 -	85	n/a	n/a	88 -	92
Summary for Area	88 -	85	58 -	57	89 -	91
School/Community Communication						
35 TEACH,ADM. TRY UNDRSTND STDNTS FEELINGS	n/a	n/a	50 -	50	n/a	n/a
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	84 -	76	n/a	n/a	87 -	89
46 SCHOOL HAS ACTIVE PTO/PTA	83 -	86	n/a	n/a	82 -	78
Summary for Area	83 -	82	50 -	50	84 -	83
Monitoring Student Progress						
29 KNOW HOW AM DOING IN MY SUBJECTS	n/a	n/a	87 -	86	n/a	n/a
50 STUDENTS BELOW POTENTIAL ARE HELPED	59 -	54	n/a	n/a	73 -	80
53 STATE/DISTRICT TESTING IS APPROPRIATE	85 -	79	n/a	n/a	72 -	71
55 STUDENT PROGRESS REGULARLY REPORTED	84 -	80	n/a	n/a	97 -	98
Summary for Area	78 -	72	87 -	86	82 -	84
Planning						
31 TEACHERS AND STUDENTS WORK TOGETHER	n/a	n/a	52 -	53	n/a	n/a
32 STUDENTS INVOLVED IN PLANNING	n/a	n/a	33 -	34	n/a	n/a
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	71 -	73	n/a	n/a	75 -	84
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	72 -	69	n/a	n/a	85 -	86
52 INVOLV. COMM./USE OF PRTRNS IS EFFCT.	89 -	86	n/a	n/a	88 -	94
Summary for Area	76 -	76	42 -	43	82 -	88
Positive School/Climate						
30 STUDENTS HAVE PRIDE IN SCHOOL	n/a	n/a	66 -	68	n/a	n/a
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES	n/a	n/a	71 -	74	n/a	n/a
57 HIGH STAFF MORALE	72 -	73	n/a	n/a	42 -	39
59 THERE IS PRIDE IN THE SCHOOL	87 -	88	n/a	n/a	72 -	77
61 A WRITTEN SET OF RULES EXISTS	96 -	94	n/a	n/a	90 -	95
63 TEACHERS USE VARIED METH. STDNT NEEDS	73 -	74	n/a	n/a	95 -	97
Summary for Area	84 -	84	69 -	71	76 -	79
Special Issue Questions						
38 SRO PERFORMS JOB EFFECTIVELY		- 90		- 86		- 98
Summary for Area		- 90		- 86		- 98
	Parents	Students	Teachers			
Responses : 1991	616	1588	325			
1992	682	1363	348			

07/92

1991-92 Attitude Survey - Percent Favorable Analysis
District Elementary Schools

		Percent Favorable								
		Parents		Students		Teachers				
		1991	1992	1991	1992	1991	1992			
Core Academic Programs										
1	READING	96	-	95	96	-	96	97	-	97
2	SPELLING	96	-	96	95	-	96	97	-	97
3	LANGUAGE ARTS	97	-	96	94	-	94	99	-	99
4	MATH	95	-	94	94	-	95	98	-	97
5	SCIENCE	95	-	93	92	-	93	96	-	94
6	SOCIAL STUDIES	96	-	95	92	-	94	98	-	95
	Summary for Area	96	-	95	94	-	95	98	-	97
Other Academic Programs										
7	ART	96	-	95	89	-	88	97	-	96
8	MUSIC	97	-	95	91	-	90	98	-	98
9	PHYSICAL ED.	95	-	94	94	-	95	96	-	95
10	CHAPTER 1	95	-	93	87	-	89	96	-	97
11	COMPUTER ED.	80	-	80	90	-	88	84	-	84
12	STUDENT ACTIVITY	82	-	85	87	-	89	85	-	89
13	EXCEPTIONAL STUDENT ED.	88	-	85	87	-	87	96	-	95
	Summary for Area	92	-	91	90	-	90	94	-	94
Student Services										
15	SCHOOL PSYCHOLOGIST/SOCIAL WORKER	87	-	84	88	-	88	82	-	77
16	GUIDANCE AND COUNSELING	92	-	91	86	-	90	87	-	80
17	MEDIA/LIBRARY SERVICES	96	-	97	93	-	93	93	-	92
18	SCHOOL CLINIC	90	-	93	88	-	91	81	-	89
19	LUNCHROOM	76	-	78	46	-	55	82	-	80
20	TRANSPORTATION	89	-	90	75	-	78	95	-	97
	Summary for Area	88	-	89	79	-	82	87	-	86
Facilities										
21	INSTRUCTIONAL/CLASSROOM SPACE	82	-	82	78	-	75	82	-	82
22	REPAIRS AND MAINTENANCE	90	-	95	82	-	84	84	-	88
23	CLEANLINESS AND APPEARANCE	93	-	95	78	-	77	83	-	86
24	AIR CONDITIONING	94	-	96	83	-	84	88	-	90
25	HEATING	96	-	97	84	-	84	91	-	89
26	SAFETY	95	-	96	90	-	88	96	-	95
27	PLAYGROUND SPACE	92	-	93	78	-	77	88	-	88
	Summary for Area	92	-	93	82	-	81	88	-	88
Instructional Leadership										
28	PRINCIPALS SEEN THROUGHOUT SCHOOL	n/a		n/a	89	-	88	n/a		n/a
39	SCHOOL COMMUNICATES GOALS/PHILOSOPHY	96	-	96	n/a		n/a	98	-	99
41	ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	97	-	98	n/a		n/a	98	-	99
43	PRINCIPAL IS HIGHLY VISIBLE	96	-	97	n/a		n/a	94	-	95
45	ASST. PRINCIPAL HIGHLY VISIBLE	94	-	94	n/a		n/a	95	-	97
47	CLASS TIME IS PROTECTED FROM INTERRUPT.	91	-	91	n/a		n/a	85	-	81
	Summary for Area	95	-	96	89	-	88	94	-	94
		Parents		Students		Teachers				
Responses :	1991	2487		3953		788				
	1992	2735		3960		796				

07/92

1991-92 Attitude Survey - Percent Favorable Analysis
District Elementary Schools

Percent Favorable

	Parents		Students		Teachers	
	1991	1992	1991	1992	1991	1992
Focus on Instruction						
33 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL	n/a	n/a	95	- 96	n/a	n/a
34 TEACH. TRY DIFFRNT WAYS OF LEARNING	n/a	n/a	94	- 94	n/a	n/a
54 INSTRUCT. MATERIALS ARE PROVIDED	85	- 80	n/a	n/a	81	- 75
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	90	- 89	n/a	n/a	97	- 95
60 HOMEWORK IS APPROPRIATE	89	- 89	n/a	n/a	98	- 98
62 INSTR. MATERIALS/ACTIV. MEET STDNTS NEEDS	88	- 87	n/a	n/a	97	- 97
Summary for Area	88	- 86	94	- 95	93	- 91
High Expectations						
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL	n/a	n/a	90	- 91	n/a	n/a
40 STDNTS INVOLVED IN ACT.; FEEL SUCCESS	97	- 97	n/a	n/a	99	- 99
42 SCHOOL BELIEVES ALL CAN LEARN	98	- 98	n/a	n/a	99	- 99
58 TCHRS PARTICIPATE IN PROF. DEV.	98	- 98	n/a	n/a	100	- 100
Summary for Area	98	- 97	90	- 91	99	- 99
School/Community Communication						
35 TEACH,ADM. TRY UNDRSTND STDNTS FEELINGS	n/a	n/a	88	- 86	n/a	n/a
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	93	- 93	n/a	n/a	95	- 92
46 SCHOOL HAS ACTIVE PTO/PTA	98	- 99	n/a	n/a	94	- 91
Summary for Area	97	- 97	88	- 86	95	- 92
Monitoring Student Progress						
29 KNOW HOW AM DOING IN MY SUBJECTS	n/a	n/a	91	- 92	n/a	n/a
50 STUDENTS BELOW POTENTIAL ARE HELPED	89	- 89	n/a	n/a	96	- 92
53 STATE/DISTRICT TESTING IS APPROPRIATE	86	- 88	n/a	n/a	69	- 79
55 STUDENT PROGRESS REGULARLY REPORTED	95	- 96	n/a	n/a	99	- 99
Summary for Area	91	- 92	91	- 92	89	- 91
Planning						
31 TEACHERS AND STUDENTS WORK TOGETHER	n/a	n/a	89	- 89	n/a	n/a
32 STUDENTS INVOLVED IN PLANNING	n/a	n/a	72	- 72	n/a	n/a
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	94	- 95	n/a	n/a	93	- 96
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	93	- 94	n/a	n/a	99	- 98
52 INVOLV. COMM./USE OF PRNRS IS EFFCT.	97	- 97	n/a	n/a	93	- 95
Summary for Area	94	- 96	81	- 81	95	- 97
Positive School/Climate						
30 STUDENTS HAVE PRIDE IN SCHOOL	n/a	n/a	75	- 79	n/a	n/a
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES	n/a	n/a	89	- 89	n/a	n/a
57 HIGH STAFF MORALE	93	- 94	n/a	n/a	78	- 80
59 THERE IS PRIDE IN THE SCHOOL	98	- 98	n/a	n/a	95	- 94
61 A WRITTEN SET OF RULES EXISTS	98	- 99	n/a	n/a	98	- 96
63 TEACHERS USE VARIED METH. STDNT NEEDS	94	- 95	n/a	n/a	99	- 99
Summary for Area	96	- 97	82	- 84	93	- 93
Special Issue Questions						
48 DARE OFFICER HAS BEEN VALUABLE		- 99		- 98		- 98
Summary for Area		- 99		- 98		- 98
	Responses :	Parents	Students	Teachers		
	1991	2487	3953	788		
	1992	2735	3960	796		

July 23, 1992
8:6:52

LCS: ATTITUDE SURVEY STANDARD ANALYSIS: 1991-92 STUDENT INFORMATION AND RESEARCH
ALL ELEMENTARY SCHOOL PARENTS

CROSSTABULATION OF Q16 SAFETY

	APALA- CEE	ASTORIA PARK	BOID	BREVARD LAKE	BUCK LAKE	CHAIZES TRAIL	DASOTO BRAEM	FORY CHRIST	GIL- FIELD	HARTS- FIELD	KILLEGAN LANES	MOORE	OAKRIDGE	PINEYH LANES	RILEY	RUDIGER	SABAL PARK	SEALY WOOD	SPRING- WOOD	SULLIVAN	TESSON	WOOD- VILLE
STRONG AGREE	24 20.2	18 16.8	11 50.0	24 36.5	33 32.7	17 17.2	99 45.8	9 16.4	33 25.0	11 14.9	31 20.4	28 19.6	32 31.4	22 31.4	26 31.7	6 10.7	35 24.1	27 23.5	45 20.1	59 31.9	10 32.3	28 31.5
AGREE	91 76.5	85 79.4	11 50.0	39 60.0	63 62.4	80 80.0	113 52.3	39 70.9	94 71.2	56 75.7	115 75.7	106 74.1	64 62.7	46 65.7	53 64.6	46 82.1	100 74.5	81 70.4	109 68.1	122 65.9	21 67.7	58 65.2
UNCERTAIN	16K	14K	4K	6K	8K	7K	4K	8K	14K	8K	12K	8K	7K	14K	13K	7K	11K	11K	10K	18K	3K	9K
DISAGREE	2 1.7	2 1.9	0 0.0	1 1.5	4 4.0	1 1.0	2 0.9	2 3.6	5 3.8	6 8.1	5 3.3	8 5.6	4 3.9	1 1.4	1 1.2	1 1.8	1 0.7	1 5.2	3 1.5	2 1.1	0 0.0	1 1.1
STRONG DIS	2 1.7	2 1.9	0 0.0	1 1.5	1 1.0	1 1.0	2 0.9	5 9.1	0 0.0	1 1.4	1 0.7	1 0.7	2 2.0	1 1.4	2 2.4	3 5.4	1 0.7	1 0.9	3 1.5	2 1.1	0 0.0	2 2.2
DKA-DK	2K	3K	2K	2K	1K	2K	4K	4K	4K	3K	2K	2K	1K	6K	2K	2K	3K	6K	5K	1K	1K	2K
No Response	9K	8K	6K	3K	2K	4K	9K	2K	8K	4K	7K	8K	4K	17K	9K	4K	17K	4K	4K	9K	2K	3K

TOTAL	119 100.0	107 100.0	22 100.0	65 100.0	101 100.0	99 100.0	216 100.0	55 100.0	132 100.0	74 100.0	152 100.0	143 100.0	182 100.0	70 100.0	82 100.0	56 100.0	145 100.0	115 100.0	160 100.0	185 100.0	31 100.0	89 100.0
-------	--------------	--------------	-------------	-------------	--------------	-------------	--------------	-------------	--------------	-------------	--------------	--------------	--------------	-------------	-------------	-------------	--------------	--------------	--------------	--------------	-------------	-------------

July 23, 1992
8:16:52

LCS, ATTITUDE SURVEY SPANARD ANALYSIS: 1991-92 STUDENT INFORMATION AND RESPONSE
ALL ELEMENTARY SCHOOL STUDENTS

CROSSTABULATION OF Q15 SMIHT

	APALA- CEE	ASTORIA PARK	BOND	BRYAN	BUCK LAKE	CHAIR	DESOTO TRAIL	FORT BRADEN	GIL- CHRIST	HARRIS- FIELD	KILLARE LANES	MOORE	OXFORD	PINEVIEW	RILEY	RUEDIGER	SABAL PARK	SEALEY	SPRING- WOOD	STUBBINS	TASSON	WOOD- VILLE
STRONG AGA %	80 64.0	92 55.1	61 64.2	45 42.1	75 55.1	117 58.5	171 68.1	39 48.8	125 61.3	58 46.4	116 59.5	133 78.7	120 66.7	77 61.6	56 62.9	44 34.4	121 59.9	84 59.9	129 54.0	136 58.4	49 55.7	96 61.1
AGREE %	35 28.0	54 32.3	23 24.2	33 30.8	47 34.6	70 35.0	71 28.3	31 38.8	63 39.9	44 35.2	54 27.7	39 28.7	46 25.6	35 28.0	17 19.1	41 32.0	58 26.7	60 35.7	82 34.3	74 31.8	31 35.2	48 38.6
UNCERTAIN	7K	15K	5K	18K	15K	28K	18K	11K	21K	12K	14K	11K	7K	5K	7K	13K	19K	9K	28K	14K	8K	9K
DISLIKE %	4 3.2	12 7.2	4 4.2	13 12.1	5 3.7	7 3.5	6 2.4	2 2.5	10 4.9	11 8.8	13 6.7	12 6.4	5 2.8	2 1.6	7 7.9	15 11.7	11 5.4	13 7.7	18 7.5	13 5.6	2 2.3	7 4.5
STRONG DIS %	6 4.8	9 5.4	7 7.4	16 15.0	9 6.6	6 3.0	3 1.2	8 10.0	6 2.9	12 9.6	12 6.2	4 2.1	5 5.0	11 8.8	9 10.1	28 21.9	12 5.9	11 6.5	14 4.2	10 4.3	6 6.8	6 3.8
DNA-DK	8K	1K	2K	6K	1K	3K	3K	4K	2K	7K	1K	1K	1K	9K	5K	12K	7K	4K	14K	4K	5K	1K
No Response	25K	1K	1K	8K	9K	3K	8K	2K	5K	2K	3K	7K	4K	16K	2K	7K	4K	4K	5K	6K	4K	5K
TOTAL %	125 100.0	167 100.0	95 100.0	107 100.0	136 100.0	260 100.0	251 100.0	80 100.0	284 100.0	125 100.0	195 100.0	188 100.0	188 100.0	125 100.0	89 100.0	128 100.0	282 100.0	168 100.0	239 100.0	233 100.0	88 100.0	157 100.0

6 J

7 2

July 23, 1992
8:46:53

LCIS ATTITUDE SURVEY STANDARD ANALYSIS, 1991-92 STUDENT INFORMATION AND RESEARCH
ALL ELEMENTARY SCHOOL TEACHERS

CROSSTABULATION OF Q26 SURVEY

	APALA- CREEK	ASTORIA PARK	BOND	BREYERD LAKES	BUCK LAKES	CHAIRDS LAKES	DESOTO TRAIL	FORT BRADEN	GLU- CHRIST	HARRIS- FIELD	KILLBURN LAKES	MOORE	OVERIDGE	PINNEY	RILEY	ROEDIGER	SADAL PALM	SEAHY	SPRING- WOOD	SULLIVAN	TESSON	WOOD- VILLE
STRONG AGREE	10 37.0	12 32.4	6 30.0	10 29.4	18 52.9	16 39.5	22 62.9	3 18.8	6 23.1	5 17.9	25 64.1	19 46.3	13 33.3	8 22.9	6 20.0	5 16.1	9 24.3	17 44.7	19 37.3	16 38.1	11 50.0	7 28.0
AGREE	15 55.6	24 64.9	10 50.0	23 67.6	16 47.1	25 61.0	13 37.1	11 60.0	19 73.1	20 71.4	14 35.9	20 48.8	26 66.7	25 71.4	21 70.0	24 77.4	25 67.6	21 55.3	28 54.9	26 61.9	10 45.5	16 64.0
UNCERTAIN	2K	0K	4K	0K	0K	1K	1K	2K	2K	3K	2K	2K	0K	2K	4K	2K	2K	0K	1K	1K	4K	0K
DISAGREE	2 7.4	1 2.7	2 10.0	1 2.9	0 0.0	0 0.0	0 0.0	2 12.5	1 3.0	2 7.1	0 0.0	2 4.9	0 0.0	1 2.9	0 0.0	2 6.5	3 8.1	0 0.0	3 5.9	0 0.0	1 4.5	2 8.0
STRONG DISAGREE	0 0.0	0 0.0	2 10.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 3.6	0 0.0	0 0.0	0 0.0	1 2.9	3 10.0	0 0.0	0 0.0	0 0.0	1 2.0	0 0.0	0 0.0	0 0.0
DNA-DX	0K	0K	0K	0K	0K	0K	0K	0K	0K	0K	0K	0K	0K	0K	0K	0K	0K	0K	0K	0K	1K	0K
No Response	0K	0K	3K	1K	1K	1K	0K	1K	2K	0K	0K	0K	1K	0K	1K	1K	3K	5K	1K	1K	1K	3K
TOTAL	27 100.0	37 100.0	20 100.0	34 100.0	34 100.0	41 100.0	35 100.0	16 100.0	26 100.0	28 100.0	39 100.0	41 100.0	39 100.0	35 100.0	30 100.0	31 100.0	37 100.0	30 100.0	51 100.0	42 100.0	22 100.0	25 100.0

72

Appendix D

SUPERINTENDENT
Richard L. Merrick

BOARD CHAIR
Donna Uzzell

EXECUTIVE DIRECTOR
William D. Piotrowski, Ph.D.



BOARD MEMBERS
Mike Conley
Donna Harper
Emily Millett
Curtis Richardson

MEMORANDUM

TO: High School Principals
FROM: Rick McClure, Coordinator
Student Information & Research
SUBJECT: 1993 ATTITUDE SURVEY CHECKLIST
DATE: March 1, 1993

This is to remind you about the Annual Attitude Survey coming up, March 8th. The survey is the same as last year except for the demographic information (section #7), and administration procedures remain the same for students, teachers, and parents.

ADMINISTRATION:

1. PARENTS: The parents of all 9th and 11th grade students will be surveyed. The surveys will be sent home via the students, and parents can return the surveys to the school or mail the survey form directly to the county office, envelopes will be provided.
2. STUDENTS: A representative sample of 9th and 11th grade classes will be surveyed. (at least 165 students per grade level).
3. TEACHERS: All teachers (i.e., certified, instructional staff) should be surveyed. If teachers opt to enclose their surveys in envelopes when they are completed, please leave these surveys in the envelopes to assure confidentiality. When they are finished, have each teacher check off their name, or sign the roster sheet attached to the brown envelope. ALL TEACHERS ARE EXPECTED TO RESPOND.

Please forward this packet of information to the person in your school who will be conducting the survey. Attached is a check-list of preparation activities that should be useful in conducting the survey. Included on this listing is the number of student, parent and teacher surveys (and envelopes) that will be sent to you next week.

YOU MAY EXPECT TO RECEIVE/ PICK-UP YOUR MATERIALS ON OR BEFORE
Wednesday, March 3rd

NOTE: These surveys are confidential for all groups responding. Therefore, they should not be reviewed by anyone prior to being sent to the district office.

Please call Rick McClure or Marie Fairchild (487-7196) for further information or if you need more materials than are indicated on the attached sheet.

Information Services
2757 West Pensacola Street - Tallahassee, Florida 32304-2998 - (904) 487-7196

The Best Place to Learn

SURVEY GUIDELINES & TIPS**PARENT SURVEYS:**

- ◆ PREPARE SURVEYS AND ENVELOPES TO SEND HOME TO PARENTS
- ◆ IDENTIFY GRADES, TEACHERS, & CLASSROOMS
- ◆ PREPARE STUDENTS - HAVE THE PRINCIPAL OR TEACHERS TALK TO THE STUDENTS ABOUT HOW IMPORTANT IT IS FOR THEM TO GET THE SURVEY HOME, ENCOURAGE THEIR PARENTS TO FILL THEM OUT RIGHT AWAY, AND FOR THE STUDENTS TO RETURN THEM TO THEIR TEACHER DURING THE SURVEY WEEK.
- ◆ HAVE AN INCENTIVE FOR THOSE STUDENTS WHO RETURN THE PARENTS' SURVEYS DURING THE FIRST WEEK, ETC
- ◆ DEVELOP A PLAN FOR FOLLOW-UP TO COLLECT SURVEYS THAT HAVE NOT BEEN RETURNED. SOME IDEAS INCLUDE : SEND A LITTLE FRIENDLY NOTE HOME, HAVE VOLUNTEER PARENTS CALL, THEY COULD EVEN RECORD THEIR ANSWERS OVER THE PHONE USING A BLANK SURVEY FORM, ETC. BE SURE YOUR FOLLOW - UP REQUESTS ARE FRIENDLY.
- ◆ A GOOD RESPONSE RATE IS IMPORTANT (WE KNOW THAT WE WON'T GET A 100% RETURN), SO USE YOUR SAMPLE SIZE CHART TO DETERMINE WHAT YOUR SCHOOL NEEDS FOR A GOOD PARENT RESPONSE RATE
- ◆ ASSURE PARENTS THAT THE INFORMATION THEY SUBMIT IS HELD IN THE STRICTEST CONFIDENCE

STUDENT SURVEYS:

- ◆ DETERMINE THE NUMBER OF SURVEYS NEEDED FOR STUDENTS WHO WILL BE SURVEYED
- ◆ DETERMINE THE CLASSROOMS TO BE SURVEYED. THE SELECTED CLASSROOMS SHOULD REPRESENT A GOOD MIX (OF ACADEMIC SKILLS, RACE & GENDER) OF THE STUDENTS IN YOUR SCHOOL
- ◆ PREPARE YOUR STUDENTS BEFORE THEY COMPLETE THE SURVEYS. TELL THEM THAT THEIR INPUT IS VERY IMPORTANT, AND YOU NEED THEM TO BE PROUD OF THEIR SCHOOL, AND YOU KNOW THEY WILL BE HONEST, FAIR AND SINCERE WHEN COMPLETING THE SURVEY

STUDENT SURVEYS CONTINUE:

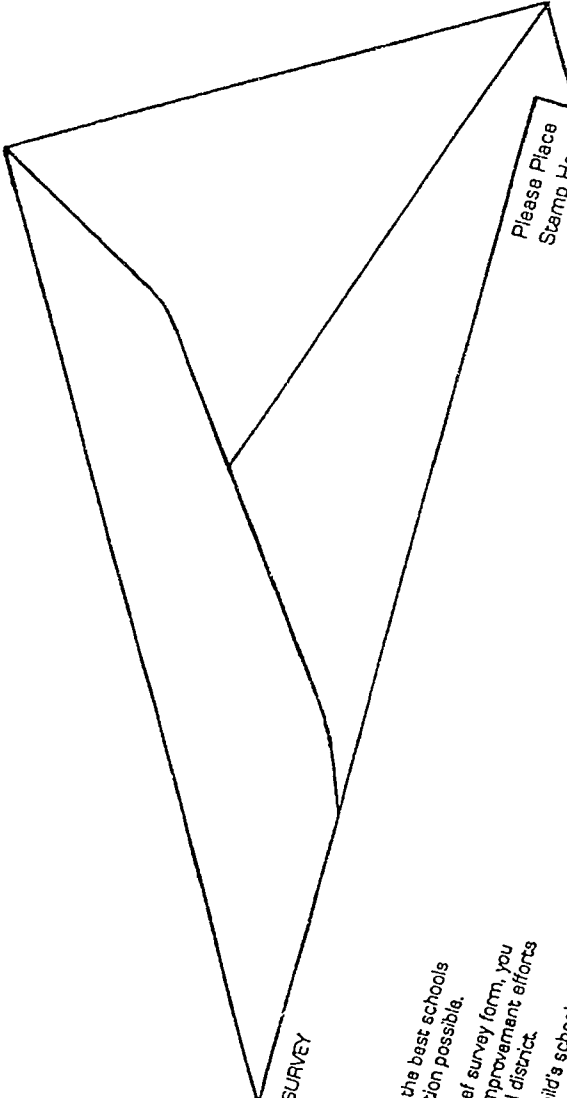
- ◆ REVIEW THE SURVEY THE SURVEY WITH THEM. STRESS THE IMPORTANCE OF COMPLETING ONLY THE SECTIONS THAT WERE MADE FOR THEM (NOTED IN THE DIRECTIONS). ALSO THEY NEED TO USE A PENCIL, WRITE IN THEIR SCHOOL NAME, INDICATE THEIR GRADE LEVEL, AND NOT TO FOLD OR BEND THE SURVEYS.
- ◆ ENSURE CONFIDENTIALITY - ONE WAY TO ACCOMPLISH THIS IS TO HAVE A STUDENT PICK UP THE SURVEYS WHEN THEY HAVE BEEN COMPLETED , SEAL THEM IN A LARGE ENVELOPE AND TAKE THEM TO THE SCHOOL COLLECTION PLACE OR PERSON
- ◆ REWARDS- THANK THEM FOR THEIR INPUT AND DO A FUN ACTIVITY AFTER THEY HAVE COMPLETED THE SURVEY

TEACHER SURVEYS:

- ◆ ENCOURAGE ALL TEACHERS TO COMPLETE THE SURVEY
- ◆ TRY TO GET THEM TO COMPLETE THEIR SURVEYS THE SAME DAY
- ◆ REMEMBER THAT TEACHERS MAY RETURN THEIR SURVEYS TO THE SCHOOL, OR MAIL THEM DIRECTLY TO THE DISTRICT OFFICE VIA THE SCHOOL MAIL. ALL TEACHERS NEED TO SIGN THE TEACHER ROSTER FORM THAT'S PROVIDED
- ◆ REMIND TEACHERS THAT THEY ARE THE MOST IMPORTANT PERSONS COMPLETING THE SURVEY. THEIR PROFESSIONAL EXPERTISE IS CRITICAL TO IDENTIFYING NEEDS AND ISSUES AT THE SCHOOL

OTHER TIPS:

- ◆ THE DEMOGRAPHIC INFORMATION (SECTION #7) IS A KEY PIECE OF DATA FOR PARENTS AND TEACHERS. PLEASE ENCOURAGE THEM TO COMPLETE THIS PART OF THE SURVEY. STUDENTS DO NOT COMPLETE THIS SECTION
- ◆ RETURN ALL SURVEYS TO THE DISTRICT OFFICE BY MARCH 22. IF SURVEYS ARE RETURNED LATER THAN THAT SEND THEM TO THE DISTRICT OFFICE ANYWAY
- ◆ SAVE THE BOXES THAT THE SURVEYS COME IN, SO YOU CAN USE THEM TO RETURN THE SURVEYS WHEN THEY ARE COMPLETED
- ◆ CALL MARIE FAIRCHILL OR RICK MCCLURE AT 487-7196 IF YOU NEED HELP OR HAVE ANY QUESTIONS



Please Place Stamp Here

ATTITUDE SURVEY

Dear Parent,
I need your assistance.
Like you, I want your child to go to the best schools possible and to get the best education possible.

By completing and returning this brief survey form, you can help guide your child's school's improvement efforts and set direction for the entire school district.

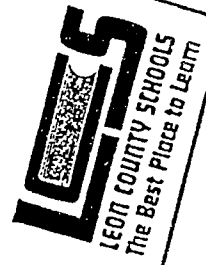
The survey may be returned to your child's school. Or, if you prefer, you may send it to me personally by adding a stamp to this envelope. **PLEASE MAIL OR RETURN THE SURVEY THIS WEEK**

Thank you for taking the time to help me on this. The opinions and ideas of parents are very important as we strive to make our good schools better in Leon County. With appreciation,

Richard L. Merrick

Richard L. Merrick, Superintendent
Leon County Schools
2757 West Pensacola Street
Tallahassee, Florida 32304

PLEASE RETURN THIS SURVEY THIS WEEK



Appendix E

TO ACHIEVE A 95% CONFIDENCE LEVEL IN ATTITUDE SURVEY SAMPLING OF PARENTS
 USING AN 80% FAVORABLE STANDARD AS THE AVERAGE ACROSS ALL ITEMS

<i>POPULATION TO BE SAMPLED</i>	<i>NEEDED SAMPLE RETURN</i>
550	170
575	172
600	174
625	176
650	178
675	180
700	182
725	184
750	185
775	187
800	188
825	189
850	191
875	192
900	193
925	194
950	195
975	196
1000	197
1025	198
1050	199
1075	200
1100	201
1125	202
1150	203
1175	203
1200	204
1225	205
1250	205
1275	206
1300	207
1325	207
1350	208
1375	209
1400	209
1425	210
1450	210
1475	211
1500	211

02/93

1991-92 Attitude Survey - Confidence Interval Analysis
District Elementary Schools

	PARENTS	STUDENTS	TEACHERS
Core Academic Programs			
1 READING	2277 (94.1, 95.9)	3576 (95.7, 96.9)	639 (96.1, 98.6)
2 SPELLING	2268 (94.7, 96.4)	3605 (95.0, 96.3)	612 (95.9, 98.5)
3 LANGUAGE ARTS	2081 (94.8, 96.5)	3303 (93.5, 95.1)	642 (97.7, 99.5)
4 MATH	2254 (93.5, 95.4)	3625 (94.4, 95.8)	644 (95.7, 98.4)
5 SCIENCE	2030 (92.4, 94.5)	3366 (91.7, 93.5)	609 (92.6, 96.2)
6 SOCIAL STUDIES	1949 (94.3, 96.2)	3368 (92.7, 94.4)	615 (93.6, 97.0)
Summary for Area	12859 (94.5, 95.3)	20843 (94.3, 94.9)	3761 (96.1, 97.2)
Other Academic Programs			
7 ART	2187 (94.3, 96.1)	3537 (86.6, 88.8)	643 (94.6, 97.6)
8 MUSIC	2129 (94.5, 96.3)	3496 (89.4, 91.3)	639 (96.7, 98.9)
9 PHYSICAL ED.	2107 (92.9, 94.9)	3531 (94.4, 95.8)	621 (93.3, 96.7)
10 CHAPTER 1	521 (90.3, 94.8)	670 (86.9, 91.6)	352 (94.7, 98.5)
11 COMPUTER ED.	1341 (77.6, 81.9)	2655 (87.1, 89.5)	498 (80.3, 86.8)
12 STUDENT ACTIVITY	1077 (82.5, 86.8)	2220 (87.6, 90.2)	440 (85.7, 91.6)
13 EXCEPTIONAL STUDENT ED.	856 (82.5, 87.3)	1105 (85.3, 89.2)	573 (93.1, 96.7)
Summary for Area	10218 (90.3, 91.4)	17214 (89.6, 90.5)	3766 (92.8, 94.3)
Student Services			
15 SCHOOL PSYCHOLOGIST/SOCIAL WORKER	1184 (82.0, 86.2)	1259 (86.3, 89.9)	628 (73.8, 80.4)
16 GUIDANCE AND COUNSELING	1767 (89.8, 92.4)	3350 (88.5, 90.6)	671 (76.7, 82.8)
17 MEDIA/LIBRARY SERVICES	2326 (95.9, 97.4)	3553 (92.5, 94.2)	713 (89.5, 93.6)
18 SCHOOL CLINIC	2045 (91.7, 94.0)	3279 (89.5, 91.5)	652 (86.2, 91.1)
19 LUNCHROOM	2166 (76.2, 79.7)	3289 (53.1, 56.5)	681 (77.2, 83.2)
20 TRANSPORTATION	1919 (88.2, 90.9)	2632 (76.7, 79.9)	630 (96.2, 98.7)
Summary for Area	11407 (88.5, 89.6)	17362 (81.5, 82.7)	3975 (84.7, 86.9)
Facilities			
21 INSTRUCTIONAL/CLASSROOM SPACE	2390 (80.6, 83.7)	3511 (73.2, 76.0)	735 (79.0, 84.6)
22 REPAIRS AND MAINTENANCE	1790 (94.0, 96.0)	3196 (82.7, 85.3)	700 (85.1, 90.0)
23 CLEANLINESS AND APPEARANCE	2471 (94.3, 96.0)	3337 (75.1, 78.0)	725 (83.0, 88.1)
24 AIR CONDITIONING	2094 (95.0, 96.7)	3491 (82.9, 85.4)	737 (87.5, 91.9)
25 HEATING	2131 (96.4, 97.8)	3432 (83.3, 85.7)	733 (86.2, 90.8)
26 SAFETY	2320 (95.2, 96.8)	3482 (87.4, 89.5)	728 (94.0, 97.0)
27 PLAYGROUND SPACE	2429 (91.5, 93.6)	3621 (75.6, 78.3)	723 (85.1, 90.0)
Summary for Area	15625 (92.8, 93.6)	24070 (80.8, 81.8)	5081 (87.1, 88.9)
Instructional Leadership			
28 PRINCIPALS SEEN THROUGHOUT SCHOOL		3580 (87.2, 89.3)	
39 SCHOOL COMMUNICATES GOALS/PHILOSOPHY	1130 (94.7, 97.0)		380 (97.9, 100.0)
41 ADMIN. ENCOUR. COOP BETWN STU, ICH, COMM	1233 (96.7, 98.4)		386 (97.6, 99.8)
43 PRINCIPAL IS HIGHLY VISIBLE	1081 (96.1, 98.1)		379 (92.8, 97.2)
45 ASST. PRINCIPAL HIGHLY VISIBLE	815 (92.5, 95.7)		372 (95.0, 98.6)
47 CLASS TIME IS PROTECTED FROM INTERRUPT.	799 (89.3, 93.2)		374 (77.3, 85.2)
Summary for Area	5058 (95.0, 96.1)	3580 (87.2, 89.3)	1891 (93.1, 95.2)
	Parents	Students	Teachers
Responses : 1992	2735	3960	796

02/93

1991-92 Attitude Survey - Confidence Interval Analysis
District Elementary Schools

	PARENTS	STUDENTS	TEACHERS
Focus on Instruction			
33 LEARNING IS MOST IMPRINT REASON FOR SCHOOL		3702 (95.1, 96.4)	
34 TEACH. TRY DIFFRNT WAYS OF LEARNING		5574 (93.3, 94.8)	
54 INSTRCT. MATERIALS ARE PROVIDED	2049 (78.4, 81.8)		724 (71.7, 78.0)
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	2194 (87.8, 90.4)		724 (93.9, 97.0)
60 HOMEWORK IS APPROPRIATE	2198 (88.0, 90.6)		623 (97.2, 99.3)
62 INSTR. MATERIALS/ACTIV. MEET STDNTS NEEDS	1937 (85.5, 88.5)		737 (95.8, 98.2)
Summary for Area	8378 (85.7, 87.2)	7296 (94.4, 95.4)	2808 (90.1, 92.2)
High Expectations			
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL		3482 (90.2, 92.1)	
40 STDNTS INVOLVED IN ACT.; FEEL SUCCESS	1169 (95.4, 97.5)		381 (98.3, 100.0)
42 SCHOOL BELIEVES ALL CAN LEARN	1147 (96.9, 98.6)		384 (98.3, 100.0)
58 TCHRS PARTICIPATE IN PROF. DEV.	1378 (97.7, 99.1)		768 (99.4, 100.0)
Summary for Area	3694 (97.1, 98.1)	3482 (90.2, 92.1)	1533 (99.1, 99.8)
School/Community Communication			
35 TEACH,ADM. TRY UHDRSTND STDNTS FEELINGS		3295 (85.0, 87.3)	
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	567 (91.2, 95.4)		364 (88.9, 94.6)
46 SCHOOL HAS ACTIVE PTO/PTA	1196 (97.9, 99.2)		373 (88.3, 94.0)
Summary for Area	1763 (96.1, 97.7)	3295 (85.0, 87.3)	737 (89.4, 93.5)
Monitoring Student Progress			
29 KNOW HOW AM DOING IN MY SUBJECTS		3310 (90.9, 92.8)	
50 STUDENTS BELOW POTENTIAL ARE HELPED	1720 (87.4, 90.4)		727 (90.5, 94.4)
53 STATE/DISTRICT TESTING IS APPROPRIATE	1535 (86.5, 89.8)		649 (75.8, 82.0)
55 STUDENT PROGRESS REGULARLY REPORTED	2474 (95.2, 96.7)		775 (99.0, 100.0)
Summary for Area	5729 (91.0, 92.5)	3310 (90.9, 92.8)	2151 (89.7, 92.1)
Planning			
31 TEACHERS AND STUDENTS WORK TOGETHER		3542 (88.4, 90.4)	
32 STUDENTS INVOLVED IN PLANNING		3172 (70.7, 73.8)	
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	2213 (94.1, 95.9)		743 (94.7, 97.5)
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	1567 (93.2, 95.5)		752 (97.3, 99.2)
52 INVOLV. COMM./USE OF PRNRS IS EFFCT.	1956 (96.8, 98.2)		725 (93.9, 97.0)
Summary for Area	5736 (95.2, 96.2)	6714 (80.4, 82.2)	2220 (95.9, 97.4)
Positive School/Climate			
36 STUDENTS HAVE PRIDE IN SCHOOL		3199 (77.6, 80.5)	
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES		3473 (87.7, 89.8)	
57 HIGH STAFF MORALE	1647 (92.8, 95.1)		678 (77.2, 83.2)
59 THERE IS PRIDE IN THE SCHOOL	2357 (97.8, 98.9)		723 (92.8, 96.1)
61 A WRITTEN SET OF RULES EXISTS	2435 (98.2, 99.1)		763 (95.2, 97.8)
63 TEACHERS USE VARIED METH. STDNT NEEDS	2094 (93.6, 95.5)		759 (98.2, 99.7)
Summary for Area	8533 (96.3, 97.0)	6672 (83.2, 85.0)	2923 (91.9, 93.8)
Special Issue Questions			
48 DARE OFFICER HAS BEEN VALUABLE	950 (98.4, 99.7)	3257 (97.1, 98.2)	334 (96.4, 99.4)
Summary for Area	950 (98.4, 99.7)	3257 (97.1, 98.2)	334 (96.4, 99.4)
	Parents	Students	Teachers
Responses : 1992	2735	3960	796

02/93

1991-92 Attitude Survey - Confidence Interval Analysis
District Middle Schools

	PARENTS	STUDENTS	TEACHERS
Core Academic Programs			
1 ENGLISH	562 (88.7, 93.5)	1584 (93.0, 95.3)	224 (95.2, 99.4)
2 MATH	573 (86.8, 91.9)	1563 (88.6, 91.6)	221 (93.9, 98.8)
3 SCIENCE	568 (88.1, 92.9)	1501 (85.2, 88.6)	219 (92.1, 97.9)
4 SOCIAL STUDIES	551 (88.1, 93.0)	1470 (91.2, 93.9)	221 (95.1, 99.4)
Summary for Area	2254 (89.2, 91.6)	6118 (90.2, 91.7)	885 (95.3, 97.7)
Other Academic Programs			
5 ART	323 (79.9, 87.9)	501 (72.1, 79.6)	195 (87.3, 95.2)
6 MUSIC	400 (89.1, 94.4)	737 (84.3, 89.2)	214 (95.6, 99.7)
7 PHYSICAL ED.	514 (79.4, 86.0)	1332 (83.9, 87.6)	195 (81.9, 91.4)
8 READING	432 (79.6, 86.6)	901 (87.9, 91.9)	156 (54.6, 69.8)
9 COMPUTER ED.	358 (80.0, 87.6)	803 (88.8, 92.8)	191 (89.0, 96.4)
10 CAREER ED.	224 (76.1, 86.4)	486 (85.4, 91.1)	148 (76.3, 88.6)
11 VOCATIONAL ED.	178 (75.1, 86.7)	437 (82.8, 89.3)	181 (91.9, 98.2)
12 STUDENT ACTIVITY	364 (86.7, 92.9)	850 (89.9, 93.6)	203 (92.1, 98.1)
13 FOREIGN LANGUAGES	207 (50.3, 63.7)	264 (62.2, 73.4)	123 (59.2, 75.8)
14 EXCEPTIONAL STUDENT ED.	215 (83.0, 91.9)	324 (77.9, 86.3)	200 (95.3, 99.7)
Summary for Area	3215 (82.1, 84.7)	6635 (85.5, 87.2)	1806 (86.8, 89.8)
Student Services			
15 SCHOOL PSYCHOLOGIST/SOCIAL WORKER	253 (73.3, 85.1)	575 (78.4, 84.7)	177 (73.7, 85.6)
16 GUIDANCE AND COUNSELING	419 (77.7, 85.1)	1149 (87.3, 90.9)	232 (76.5, 86.5)
17 MEDIA/LIBRARY SERVICES	503 (85.2, 90.9)	1358 (85.0, 88.6)	240 (83.8, 92.0)
18 SCHOOL CLINIC	399 (80.4, 87.6)	1129 (68.8, 74.0)	216 (58.0, 70.7)
19 LUNCHROOM	504 (65.6, 73.7)	1409 (46.4, 51.7)	229 (81.0, 90.1)
20 TRANSPORTATION	553 (79.9, 86.1)	1270 (65.6, 70.8)	218 (83.2, 92.0)
Summary for Area	2631 (79.5, 82.5)	6890 (72.0, 74.1)	1312 (79.2, 83.4)
Facilities			
21 INSTRUCTIONAL/CLASSROOM SPACE	578 (71.0, 78.1)	1426 (68.0, 72.7)	247 (65.6, 76.9)
22 REPAIRS AND MAINTENANCE	424 (79.2, 86.4)	1168 (63.5, 68.9)	232 (72.7, 83.3)
23 CLEANLINESS AND APPEARANCE	580 (78.4, 84.7)	1315 (60.0, 65.3)	245 (74.1, 84.3)
24 AIR CONDITIONING	482 (86.4, 92.0)	1410 (72.7, 77.2)	250 (75.0, 85.0)
25 HEATING	491 (86.5, 92.0)	1409 (72.8, 77.3)	249 (77.6, 87.1)
26 SAFETY	508 (78.5, 85.2)	1279 (75.7, 80.2)	235 (79.1, 88.5)
27 OUTDOOR ACTIVITIES GROUND SPACE	523 (76.7, 83.5)	1384 (72.5, 77.1)	229 (70.0, 81.1)
Summary for Area	3586 (81.2, 83.7)	9391 (70.9, 72.7)	1687 (76.6, 80.6)
Instructional Leadership			
28 PRINCIPALS SEEN THROUGHOUT SCHOOL		1511 (86.8, 90.0)	
39 SCHOOL COMMUNICATES GOALS/PHILOSOPHY	528 (83.4, 89.3)		256 (89.4, 95.8)
41 ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	561 (87.7, 92.7)		256 (91.7, 97.3)
43 PRINCIPAL IS HIGHLY VISIBLE	466 (86.5, 92.1)		267 (80.7, 89.3)
45 ASST. PRINCIPAL HIGHLY VISIBLE	441 (91.4, 95.9)		269 (88.5, 95.1)
47 CLASS TIME IS PROTECTED FROM INTERRUPT.	354 (78.2, 86.2)		256 (57.0, 68.8)
Summary for Area	2350 (87.3, 89.9)	1511 (86.8, 90.0)	1304 (83.5, 87.3)
	Parents	Students	Teachers
Responses : 1992	679	1732	278

02/93

1991-92 Attitude Survey - Confidence Interval Analysis
District Middle Schools

	PARENTS	STUDENTS	TEACHERS
Focus on Instruction			
33 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL		1488 (88.5, 91.5)	
34 TEACH. TRY DIFFRNT WAYS OF LEARNING		1362 (76.8, 81.2)	
54 INSTRUCT. MATERIALS ARE PROVIDED	495 (63.6, 71.8)		256 (61.8, 73.3)
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	514 (70.1, 77.7)		244 (81.3, 90.1)
60 HOMEWORK IS APPROPRIATE	562 (77.5, 84.0)		242 (93.4, 98.4)
62 INSTR. MATRICALS/ACTIV. MEET STONTS NEEDS	451 (69.5, 77.7)		250 (84.9, 92.7)
Summary for Area	2022 (72.3, 76.1)	2850 (83.4, 86.1)	992 (82.0, 86.5)
High Expectations			
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL		1206 (65.1, 70.4)	
40 STONTS INVOLVED IN ACT.; FEEL SUCCESS	533 (86.1, 91.4)		258 (92.3, 97.6)
42 SCHOOL BELIEVES ALL CAN LEARN	519 (90.0, 94.6)		259 (92.3, 97.6)
58 TCHRS PARTICIPATE IN PROF. DEV.	256 (92.2, 97.6)		258 (95.8, 99.5)
Summary for Area	1308 (89.8, 92.9)	1206 (65.1, 70.4)	775 (94.5, 97.3)
School/Community Communication			
35 TEACH,ADM. TRY UNDRSTKD STONTS FEELINGS		1188 (57.2, 62.8)	
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	253 (81.5, 90.1)		238 (88.6, 95.5)
46 SCHOOL HAS ACTIVE PTO/PTA	516 (91.0, 95.4)		248 (85.2, 93.0)
Summary for Area	769 (88.7, 92.8)	1188 (57.2, 62.8)	486 (87.9, 93.1)
Monitoring Student Progress			
29 KNOW HOW AM DOING-IN MY SUBJECTS		1365 (81.6, 85.6)	
50 STUDENTS BELOW POTENTIAL ARE HELPED	344 (62.5, 72.4)		241 (74.6, 84.7)
53 STATE/DISTRICT TESTING IS APPROPRIATE	395 (81.5, 88.6)		210 (73.0, 84.1)
55 STUDENT PROGRESS REGULARLY REPORTED	612 (86.2, 91.2)		269 (98.2, 100.0)
Summary for Area	1351 (80.2, 84.3)	1365 (81.6, 85.6)	720 (84.2, 89.1)
Planning			
31 TEACHERS AND STUDENTS WORK TOGETHER		1259 (58.9, 64.2)	
32 STUDENTS INVOLVED IN PLANING		1225 (35.5, 40.9)	
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	481 (80.5, 87.1)		245 (79.0, 88.3)
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	332 (74.5, 83.3)		230 (89.8, 96.3)
52 INVOLV. COMM./USE OF PRTRNS IS EFFCT.	366 (88.4, 94.2)		225 (82.7, 91.5)
Summary for Area	1179 (82.7, 86.8)	2484 (48.1, 52.0)	700 (85.4, 90.3)
Positive School/Climate			
30 STUDENTS HAVE PRIDE IN SCHOOL		1193 (47.0, 52.7)	
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES		1259 (67.4, 72.5)	
57 HIGH STAFF MORALE	278 (74.8, 84.2)		222 (60.5, 72.9)
59 THERE IS PRIDE IN THE SCHOOL	507 (84.3, 90.1)		238 (77.5, 87.2)
61 A WRITTEN SET OF RULES EXISTS	595 (94.8, 97.8)		266 (88.4, 95.0)
63 TEACHERS USE VARIED METH. STONT NEEOS	456 (79.9, 86.8)		261 (92.4, 97.7)
Summary for Area	1836 (86.5, 89.5)	2452 (58.3, 62.1)	987 (82.5, 86.9)
Special Issue Questions			
38 SRD PERFORMS JOB EFFECTIVELY	193 (87.2, 95.2)	1157 (84.1, 88.1)	116 (83.1, 94.5)
Summary for Area	193 (87.2, 95.2)	1157 (84.1, 88.1)	116 (83.1, 94.5)
	Parents	Students	Teachers
Responses : 1992	679	1732	278

02/93

1991-92 Attitude Survey - Confidence Interval Analysis
District High Schools

	PARENTS	STUDENTS	TEACHERS
Core Academic Programs			
1 ENGLISH	558 (92.1, 96.0)	1232 (88.8, 92.1)	260 (90.9, 96.8)
2 MATH	531 (79.3, 85.7)	1205 (86.0, 89.6)	252 (94.1, 98.7)
3 SCIENCE	514 (86.6, 92.0)	1128 (83.1, 87.3)	256 (95.8, 99.5)
4 SOCIAL STUDIES	473 (89.8, 94.6)	1032 (90.1, 93.4)	253 (91.6, 97.3)
Summary for Area	2076 (88.2, 90.8)	4597 (87.8, 89.7)	1021 (94.3, 96.9)
Other Academic Programs			
5 ART	251 (84.9, 92.7)	448 (79.1, 86.1)	247 (96.2, 99.7)
6 MUSIC	310 (87.4, 93.9)	514 (81.1, 87.4)	258 (96.4, 99.7)
7 PHYSICAL ED.	421 (80.3, 87.4)	920 (79.7, 84.6)	221 (82.4, 91.3)
8 READING	324 (82.3, 89.9)	601 (86.0, 91.1)	183 (76.4, 87.5)
9 COMPUTER ED.	239 (73.5, 83.9)	441 (76.1, 83.6)	221 (81.9, 90.9)
10 CAREER ED.	219 (67.2, 78.9)	399 (74.1, 82.2)	196 (76.8, 87.5)
11 VOCATIONAL ED.	162 (72.1, 84.7)	307 (70.1, 79.8)	210 (75.6, 86.3)
12 STUDENT ACTIVITY	337 (86.4, 92.9)	661 (88.4, 92.8)	251 (95.2, 99.2)
13 FOREIGN LANGUAGES	405 (78.8, 86.2)	858 (78.0, 83.3)	232 (94.2, 98.9)
14 EXCEPTIONAL STUDENT ED.	214 (78.7, 88.6)	394 (84.0, 90.6)	226 (91.8, 97.6)
Summary for Area	2882 (82.8, 85.5)	5543 (82.4, 84.3)	2245 (89.7, 92.1)
Student Services			
15 SCHOOL PSYCHOLOGIST/SOCIAL WORKER	263 (63.2, 74.4)	553 (69.0, 76.4)	165 (62.0, 76.1)
16 GUIDANCE AND COUNSELING	467 (72.6, 80.3)	963 (78.8, 83.8)	257 (69.0, 79.7)
17 MEDIA/LIBRARY SERVICES	436 (75.8, 83.4)	1082 (79.9, 84.4)	277 (79.4, 88.1)
18 SCHOOL CLINIC	331 (60.8, 71.0)	725 (53.4, 60.6)	236 (57.4, 69.7)
19 LUNCHROOM	388 (55.2, 64.9)	902 (47.3, 53.8)	278 (79.9, 88.5)
20 TRANSPORTATION	427 (76.3, 83.9)	876 (67.4, 73.5)	249 (86.2, 93.7)
Summary for Area	2312 (70.8, 74.4)	5101 (68.5, 71.1)	1462 (76.2, 80.4)
Facilities			
21 INSTRUCTIONAL/CLASSROOM SPACE	490 (55.7, 64.3)	1133 (55.7, 61.5)	296 (46.0, 57.4)
22 REPAIRS AND MAINTENANCE	406 (65.5, 74.4)	943 (50.4, 56.7)	284 (42.1, 53.7)
23 CLEANLINESS AND APPEARANCE	502 (68.8, 76.6)	1093 (50.2, 56.1)	301 (36.9, 48.1)
24 AIR CONDITIONING	437 (63.4, 72.1)	1106 (52.2, 58.1)	286 (36.3, 67.5)
25 HEATING	436 (68.5, 76.9)	1093 (57.1, 62.9)	294 (60.9, 71.7)
26 SAFETY	430 (74.0, 81.8)	949 (70.1, 75.7)	268 (63.1, 74.2)
27 OUTDOOR ACTIVITIES GROUND SPACE	503 (77.3, 84.2)	1082 (70.5, 75.7)	269 (70.7, 81.0)
Summary for Area	3204 (70.1, 73.3)	7399 (59.7, 61.9)	1998 (56.8, 61.1)
Instructional Leadership			
28 PRINCIPALS SEEN THROUGHOUT SCHOOL		1165 (86.2, 89.9)	
39 SCHOOL COMMUNICATES GOALS/PHILOSOPHY	490 (81.5, 87.9)		301 (87.8, 94.3)
41 ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	540 (80.6, 86.8)		317 (90.6, 96.1)
43 PRINCIPAL IS HIGHLY VISIBLE	459 (84.8, 90.8)		311 (87.1, 93.6)
45 ASST. PRINCIPAL HIGHLY VISIBLE	406 (82.3, 89.1)		320 (90.4, 95.9)
47 CLASS TIME IS PROTECTED FROM INTERRUPT.	368 (65.1, 74.5)		314 (57.7, 68.4)
Summary for Area	2263 (81.3, 84.4)	1165 (86.2, 89.9)	1563 (84.5, 87.9)

Parents Students Teachers
Responses : 1992 682 1363 348

02/93

1991-92 Attitude Survey - Confidence Interval Analysis
District High Schools

	PARENTS	STUDENTS	TEACHERS
Focus on Instruction			
33 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL		1180 (85.6, 89.3)	
34 TEACH. TRY DIFFRNT 'WAYS OF LEARNING		1040 (64.9, 70.5)	
54 INSTRUC. MATERIALS ARE PROVIDED	460 (57.3, 66.2)		301 (53.9, 65.0)
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	470 (70.3, 78.2)		294 (81.3, 89.4)
60 HOMEWORK IS APPROPRIATE	495 (76.5, 83.5)		265 (89.7, 95.9)
62 INSTR. MATERIALS/ACTIV. MEET STDNTS NEEDS	421 (61.8, 70.8)		288 (84.5, 91.9)
Summary for Area	1846 (68.8, 72.9)	2220 (76.5, 79.9)	1148 (78.7, 83.3)
High Expectations			
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL		916 (53.7, 60.1)	
40 STDNTS INVOLVED IN ACT.; FEEL SUCCESS	501 (81.5, 87.8)		292 (88.2, 94.6)
42 SCHOOL BELIEVES ALL CAN LEARN	506 (83.4, 89.4)		302 (87.8, 94.3)
58 TCHRS PARTICIPATE IN PROF. DEV.	260 (80.2, 89.0)		306 (89.1, 95.2)
Summary for Area	1267 (83.4, 87.3)	916 (53.7, 60.1)	900 (89.7, 93.4)
School/Community Communication			
35 TEACH,ADM. TRY UNDRSTMD STDNTS FEELINGS		980 (46.6, 52.8)	
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	257 (70.6, 81.1)		283 (85.0, 92.4)
46 SCHOOL HAS ACTIVE PTO/PTA	432 (82.8, 89.4)		286 (73.2, 82.8)
Summary for Area	689 (79.4, 85.1)	980 (46.6, 52.8)	569 (80.2, 86.4)
Monitoring Student Progress			
29 KNOW HOW AM DOING IN MY SUBJECTS		1106 (83.6, 87.7)	
50 STUDENTS BELOW POTENTIAL ARE HELPED	394 (48.6, 58.5)		266 (74.9, 84.5)
53 STATE/DISTRICT TESTING IS APPROPRIATE	417 (75.2, 83.0)		269 (65.2, 76.1)
55 STUDENT PROGRESS REGULARLY REPORTED	567 (76.2, 82.9)		327 (97.1, 99.8)
Summary for Area	1378 (69.6, 74.4)	1106 (83.6, 87.7)	862 (81.5, 86.4)
Planning			
31 TEACHERS AND STUENTS WORK TOGETHER		931 (49.5, 55.9)	
32 STUDENTS INVOLVED IN PLANNING		993 (31.0, 36.9)	
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	481 (69.4, 77.3)		277 (79.8, 88.4)
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	324 (64.4, 74.5)		276 (81.4, 89.7)
52 INVOLV. COMM./USE OF PRNRS IS EFFCT.	338 (82.1, 89.5)		285 (91.7, 97.1)
Summary for Area	1143 (73.5, 78.4)	1924 (40.8, 45.2)	838 (85.9, 90.3)
Positive School/Climate			
30 STUDENTS HAVE PRIDE IN SCHOOL		998 (65.2, 71.0)	
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES		989 (71.7, 77.1)	
57 HIGH STAFF MORALE	312 (67.8, 77.7)		267 (33.1, 44.8)
59 THERE IS PRIDE IN THE SCHOOL	504 (84.6, 90.4)		280 (71.8, 81.7)
61 A WRITTEN SET OF RULES EXISTS	551 (91.6, 95.7)		325 (93.1, 97.7)
63 TEACHERS USE VARIED METH. STDNT NEEDS	434 (70.1, 78.3)		307 (94.8, 98.7)
Summary for Area	1801 (81.9, 85.3)	1987 (69.3, 73.3)	1179 (76.2, 80.9)
Special Issue Questions			
38 SRO PERFORMS JOB EFFECTIVELY	191 (85.2, 93.9)	891 (83.6, 88.1)	141 (95.5, 100.0)
Summary for Area	191 (85.2, 93.9)	891 (83.6, 88.1)	141 (95.5, 100.0)
	Parents	Students	Teachers
Responses : 1992	682	1363	348

SELECTED REFERENCES

- Berdie, D. R., Anderson, J. F., & Niebuhr, M. A. (1986). *Questionnaires: Design and Use* (2nd ed.). Metuchen, N.J.: Scarecrow Press, Inc.
- Borg, W. R., & Gall, M. D. (1983). *Educational Research* (4th ed.). New York: Longman Inc.
- Brinberg, D., & McGrath, J. E. (1989). *Validity and the Research Process*. Beverly Hills and London: Sage.
- Carmines, E. G., & Zeller, R. A. (1979). *Reliability and Validity Assessment*. Sage University Paper Series on Quantitative Application in the Social Sciences (series no. 07-017). Beverly Hills and London: Sage.
- Converse, J. M., & Presser, S. (1989). *Survey Questions: Handcrafting the Standardized Questionnaire*. Sage University Paper Series on Quantitative Applications in the Social Sciences (series no. 07-063). Beverly Hills and London: Sage.
- Creemers, B., Peters, T., & Reynolds, D. (Eds.). (1989). *School Effectiveness and School Improvement*. Rotterdam, Netherlands: Swets & Zeitlinger.
- Fitz-Gibbon, C. T., & Morris, L. L. (1989). *How to Analyze Data*. Beverly Hills and London: Sage.
- The Florida Commission on Education Reform and Accountability. (1992). *Blueprint 2000: A System of School Improvement and Accountability*. 224-B Collins Building, Tallahassee, Florida 32399-0400.
- Fowler, F. J., Jr. (1988). *Survey Research Methods* (rev. ed.). Applied Social Research Methods Series (Vol. 1). Beverly Hills and London: Sage.
- Gronlund, N. E. (1981). *Measurement and Evaluation in Teaching* (5th ed.). New York: Macmillan.
- Henerson, M. E., Moris, L. L., & Fitz-Gibbon, C. T. (1989). *How to Measure Attitudes*. Beverly Hills and London: Sage.
- Huck, S. W., Cormier, W. H., & Bounds, W. G., Jr. (1974). *Reading Statistics and Research*. New York: Harper & Row.
- Jaeger, R. M. (1988). Survey Methods in Educational Research. In R. M. Jaeger (Ed.), *Complementary Methods for Research in Education* (pp 301-441). Washington: AERA.

Patton, M. Q. (1986). Qualitative Evaluation Methods. Beverly Hills and London: Sage.

Rhetts, P. F. (1984). Finding Out How People Feel About Local Schools. The National Committee for Citizens in Education. Columbia, Maryland: Parents' Network.

Spector, P. E. (1981). Research Designs. Sage University Paper Series on Quantitative Applications in the Social Sciences (series no. 07-023). Beverly Hills and London: Sage.

Travers, K. J., Stout, W. F., Swift, J. H., & Sextro, J. (1985). Using Statistics. Reading, Massachusetts: Addison-Wesley.

Staff. (1993). Operation Education. 1 (2), 1-3.