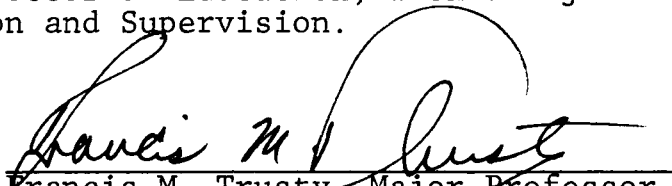


To the Graduate Council:

I am submitting herewith a dissertation written by Stephen Keith Hickey entitled "The Degree to Which Effective Schools Research is Being Implemented in a Rural Tennessee County as Seen by Principals and Teachers." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


Francis M. Trusty, Major Professor

We have read this dissertation
and recommend its acceptance:


Patricia K. Freeman


Thomas N. Turner


S. C. Utter

Accepted for the Council:


Vice Provost
and Dean of The Graduate School

THE DEGREE TO WHICH EFFECTIVE SCHOOLS RESEARCH IS BEING
IMPLEMENTED IN A RURAL TENNESSEE COUNTY AS SEEN
BY PRINCIPALS AND TEACHERS

A Dissertation
Presented for the
Degree
Doctor of Education
The University of Tennessee, Knoxville

Stephen Keith Hickey

August 1987

DEDICATION

To Teresa, Adam, and Cory who made the sacrifices;

and

To my mother who gave encouragement.

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ABSTRACT

Past research has identified a set of characteristics that are generally found in schools where students achieve beyond expectations. This study examined the schools in a typical Tennessee county to determine the extent that such effective schools characteristics were reflected.

The Connecticut School Effectiveness Questionnaire was administered to 213 teachers and principals at fourteen schools. These schools were typical in that the number of students on free lunch approximated the state average as did student test scores. A portion of the teachers and the principal at each school also were asked to respond to follow-up questions. School characteristics were identified to determine relationships between the characteristics and the effective schools categories.

The response of the faculties to items dealing with seven effective schools categories generally were positive. The areas of Frequent Monitoring of Student Progress, Clear School Mission, and Safe and Orderly Environment were the highest rated categories; while High Expectations and Home-School Relations were consistently the lowest rated effective schools categories. There was a significant relationship found between the area of Instructional Leadership and the experience and recency of education of the principals. The experience of the principal and the

number of years since the principal had attended college were negatively related to the score of his school on the Instructional Leadership category. High school teachers were consistently less positive to the effective schools items than were elementary and middle school teachers. Also, teachers were less positive than were principals toward these items.

TABLE OF CONTENTS

CHAPTER	PAGE
1. INTRODUCTION TO THE STUDY	1
Introduction	1
Statement of the Problem	2
Purpose of the Study	5
Questions	6
Importance of the Study	6
Assumptions	7
Limitations and Delimitations	8
Definition of Terms	9
Procedures	11
Organization of the Study	16
2. REVIEW OF LITERATURE	17
Introduction	17
The Early Years	17
Reactions and Criticisms	22
Recent Studies	23
State and District Studies	31
Additional Support	36
Analyses of the Research	39
Other Reviews	41
Synthesis	43
Criticisms	44

CHAPTER	PAGE
2. (Continued)	
Applications	48
Summary	51
3. COLLECTION AND ANALYSIS OF DATA	54
Collection of Date	54
Treatment of Data	56
Analysis of School A	57
Analysis of School B	62
Analysis of School C	70
Analysis of School D	81
Analysis of School E	88
Analysis of School F	97
Analysis of School G	105
Analysis of School H	114
Analysis of School I	124
Analysis of School J	134
Analysis of School K	144
Analysis of School L	152
Analysis of School M	159
Analysis of School N	167
Analysis of County-wide Results	176
Analysis of Correlations	185
Comparisons by Type of School	188
Comparisons by Teacher vs. Principal	194

CHAPTER	PAGE
3. (Continued)	
Comparisons by Gender	201
4. DISCUSSION OF FINDINGS	204
General Findings	204
Frequent Monitoring of Student Progress	206
Clear School Mission	208
Safe and Orderly Environment	209
Instructional Leadership	210
Opportunity to Learn/Time on Task	214
High Expectations	215
Home-School Relations	216
Differences in Types of Schools	218
Differences Between Principals and Teachers	220
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	222
Summary	222
Conclusions and Recommendations	226
BIBLIOGRAPHY	235
APPENDICES	244
Appendix A	245
Appendix B	250
Appendix C	255
Appendix D	257
Appendix E	259
Appendix F	261

CHAPTER	PAGE
VITA	270

LIST OF TABLES

TABLE	PAGE
1. Mean, Standard Deviation and Rank Order of Responses by Category for School A	61
2. Mean, Standard Deviation and Rank Order of Responses by Category for School B	69
3. Mean, Standard Deviation and Rank Order of Responses by Category for School C	79
4. Mean, Standard Deviation and Rank Order of Responses by Category for School D	86
5. Mean, Standard Deviation and Rank Order of Responses by Category for School E	94
6. Mean, Standard Deviation and Rank Order of Responses by Category for School F	103
7. Mean, Standard Deviation and Rank Order of Responses by Category for School G	112
8. Mean, Standard Deviation and Rank Order of Responses by Category for School H	122
9. Mean, Standard Deviation and Rank Order of Responses by Category for School I	132
10. Mean, Standard Deviation and Rank Order of Responses by Category for School J	142
11. Mean, Standard Deviation and Rank Order of Responses by Category for School K	150

TABLE	PAGE
12. Mean, Standard Deviation and Rank Order of Responses by Category for School L	158
13. Mean, Standard Deviation and Rank Order of Responses by Category for School M	165
14. Mean, Standard Deviation and Rank Order of Responses by Category for School N	175
15. Summary of the Means of the Effective Schools Categories for Each School	177
16. Mean, Standard Deviation and Rank Order of Responses by Category for All Schools	178
17. Rank Order of Effective School Categories by Number of Schools	179
18. Correlations Between Demographic Data and Effective School Categories	187
19. Mean Scores and Rank Order of Effective Schools Categories by Type of School	189
20. Mean Scores and Rank Order of Effective Schools Categories by Principal vs. Teacher	195
21. Mean Scores and Rank Order of Effective Schools Categories by Gender	202

CHAPTER 1

INTRODUCTION TO THE STUDY

I. INTRODUCTION

The pendulum has swung in both directions concerning the role that the school plays in the learning success or lack of success of students. In the 1960's, Coleman et al. (1966) reported that measured pupil performance was more a reflection of the student's socioeconomic background than anything attributable to the school. Jencks et al. (1972) and Mayeske et al. (1972), independently reexamined the data on which Coleman based his findings. Subjecting the data to various reanalyses, both researchers concluded that although schools do make a difference the critical factors in school success were the family and the social background of the students. Averch et al. (1971) conducted a major review of the research on school effectiveness and was unable to find any other variable that was consistently related to effectiveness.

As early as 1961, however, Weber conducted a study of four instructionally effective inner-city schools and found that all had strong leadership on the part of the principal, all held high expectations of the students, and all had quiet, orderly environments. Ron Edmonds (1979) studied

outlier schools and found similarities in the schools that were most effective. In addition to the characteristics of Weber's successful schools, Edmonds found that academic skills took priority over everything else and that there existed a means whereby pupil progress could be regularly monitored. Studies by Brookover and Lezotte (1976), research for the Emergency School Aid Act (1978), and many other studies have continued to accumulate information showing common characteristics of effective schools. Furthermore, Lezotte and Passalacqua (1978) found that the school a student attends may account for as much as 22% of his achievement in some subjects.

II. STATEMENT OF THE PROBLEM

Although there is not universal agreement, most of the effective schools research has pinpointed the principal, to the extent that he serves as instructional leader in a school, as one of the keys to a school's effectiveness. Some of the identified characteristics of effective schools such as a safe, orderly environment, an academic mission, and others fall largely on the principal's shoulders. Other characteristics such as parent involvement and opportunity to learn are more likely a joint responsibility of the teachers and the principal. In any event, the identified

characteristics of effective schools are variables that can be altered by those working in the schools.

There have been some criticisms of the effective schools research (Gersten, Carmine, and Green, 1982; Purkey and Smith, 1982; Sizemore, 1985) and disagreements as to the actual influence of the principal in school success (Gersten, Carmine, and Green, 1982; Rowan, Bossert, and Dwyer, 1982). However, most agree that the findings from such research have been consistent enough to serve as a basis for operation in school improvement. Edmonds (1982) has said: "We can, whenever and wherever we choose successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do that" (Lezotte and Bancroft, 1985, p. 301).

Although such knowledge does exist, it is to no avail unless utilized in the school setting. Milwaukee's project Rise is one example of the effective utilization of this body of research (McCormack-Larkin and Kritek, 1982). Schools which took part in this project experienced a tremendous growth in math scores and a slight increase in reading scores. Levine and Stark (1982) also reported on schools in three districts that implemented programs with several characteristics common to the effective schools research and, in turn, experienced some notable improvements. Although similar results have been discovered

elsewhere, it is yet unknown whether these are isolated examples or whether the use of effective schools research is widespread. It would, therefore, seem of importance to discover if such research-based knowledge has reached practitioners in the schools and is being implemented.

In the past few years many states have initiated a number of changes in their schools and educational policies and practices, many of which have been based on various aspects of the effective schools research. In Tennessee many programs in line with this research have recently begun, including a teacher evaluation program, a staff development module, training academies for administrators, standardized subject curricula, and mastery programs for students. Although there has been a recent emphasis on effective schools research and the initiation of many programs based on this research, the question still remains as to whether typical schools reflect the characteristics of effective schools. Are there areas of effectiveness that schools have not addressed? What are the strengths and weaknesses of typical schools based on the effective schools research? These questions can be answered by studying individual schools.

III. PURPOSE OF THE STUDY

Studying what goes on in schools holds more promise for understanding schools (and, therefore, for being in a position to improve them) than studying what comes out of them.

We need to secure more data on the activities and routines of the principals and teachers

These quotes by Goodlad (1979, p. 174) and Sizemore (1985, p. 298), respectively, state the purposes of this study. If we are to use research to improve schools, we must first study the schools to ascertain their current conditions. The present conditions and status of schools must be determined before deciding where to head in the future.

The purpose of this study, therefore, was~~es~~ to study selected typical Tennessee schools to determine the degree to which these schools exhibited the effective schools characteristics and to determine which of these characteristics were most and least prevalent. The specific areas of school effectiveness to be examined in this project were: (1) safe orderly environment, (2) clear school mission, (3) instructional leadership, (4) high expectations, (5) opportunity to learn and time on task, (6) frequent monitoring of student progress, and (7) home-school relations. Also, information regarding the principals, teachers, and schools was be obtained in order to draw a

profile of each school and to determine any relationships that existed between those characteristics and the presence of effective schools characteristics. Specifically, the study looked at whether certain types of schools with the corresponding faculties and principals were more likely to exhibit the above-mentioned characteristics.

IV. QUESTIONS

The following questions were addressed in this study:

1. Do the activities and characteristics of selected Tennessee schools reflect effective schools research?
2. In what areas do the schools most and least reflect characteristics of effective schools?
3. Are there relationships between the school characteristics and effective school characteristics?

V. IMPORTANCE OF THE STUDY

This study provided information as to the extent that characteristics of and activities in the selected schools reflected the effective schools research. The information collected showed in which areas these schools were the strongest and the weakest. This information also provides to the principals and staff of each school a starting place

for school improvement plans. Additionally, although information generated from this study cannot be generalized beyond the specific schools studied, it is somewhat reasonable to expect these schools to be fairly representative of other rural schools in the state, particularly in this region. Therefore, it is possible that the results would be useful elsewhere. Furthermore, the findings should help determine whether typical schools reflect and are thus benefiting from educational research, i.e. effective schools research.

Finally, the framework used in collecting and analyzing the data, though not a "how to" method for school improvement, could be useful to other school faculties who desire to study their schools and to establish improvement plans.

VI. ASSUMPTIONS

The teachers and principals included in this study were professionals who can be assumed to give thoughtful and accurate responses to the questions. Therefore, it was assumed that the information gathered through the instruments used in this study reflected an accurate picture of each school. Since the instrument used in this study had been previously used and validated, it was assumed that the

results were a valid reflection of the effective schools characteristics.

VII. LIMITATIONS AND DELIMITATIONS

This study examined all schools in a county school system and a city school system in eastern Tennessee. Results cannot be generalized to any other school system. However, these schools were reasonably representative of rural Tennessee school systems in that student performance on state and national standardized tests approximate state averages and the socioeconomic level as determined by the number of students participating in the free lunch program were near the state average.

Teacher effectiveness in the classroom has been widely researched and many characteristics of teachers and instruction have been related to effectiveness. However, for the purpose of this study, only those characteristics which can be determined on a school-wide basis were included. Individual differences between teachers within a school were beyond the scope of this study.

The presence of the effective school characteristics was determined by administrator and faculty responses to a questionnaire and to interview questions. Observational data were not gathered.

This study did not attempt to determine whether the schools involved were effective but whether the schools studied exhibited those characteristics shown to be associated with effective schools and/or schools attempting to improve.

VIII. DEFINITION OF TERMS

The term "effective schools" has been defined differently by a number of people. Brookover (1985) defined the term as ". . . one in which all students, regardless of socioeconomic or family background, achieve at acceptable levels of mastery" (p. 213). Lezotte and Bancroft (1985) identified an effective school as one that demonstrates both quality and equity in its program outcomes. Edmonds said to be effective a school "must bring an equal percentage of its highest and lowest social class to minimum mastery" (p. 11). For the purpose of this study, effective schools were those that exhibited the following characteristics: a safe and orderly environment, a clear school mission, strong instructional leadership, frequent monitoring of student progress, student opportunity to learn, high expectations of students, and strong home-school relations.

"Effective schools research" is that large body of studies and writing related to characteristics associated with school success.

"Safe and Orderly Environment" pertains to the physical condition and the student behavior in a school.

"Clear School Mission" deals with the presence of a purpose and goals in a school.

"Instructional Leadership" is characterized by the school principal's role in the school instructional program.

"Frequent Monitoring of Student Progress" refers to a testing program in which teachers can keep a close watch in the progress of students.

"Opportunity to Learn/Time on Task" pertains to the amount of time in which students are actively and appropriately engaged in learning activities.

"High Expectations" refers to a teacher belief that students can and will learn.

"Home-School Relations" is characterized by close communication between the school and the home and by a high rate of parent involvement in the school program.

"School size" refers to student enrollment.

"Principal experience" is defined as the number of years a principal has served in that capacity.

"Teacher experience" refers to the average years of teaching experience of the teachers in a particular school.

"Teacher education" is characterized by the percentage of teachers holding an upper level degree.

The "recency of the principal's education" pertains to the number of years since he earned his last degree and the number of years since he last took a course related to his field.

IX. PROCEDURES

Population

The population of this study included teachers and principals in a selected, rural county in eastern Tennessee. This population consisted of fifteen principals and 256 teachers working in one of the two school systems in that county. Each principal and teacher was asked to share perceptions and information concerning their respective schools.

The selected county was a rural, southeastern Tennessee county. It was a large county geographically but approaches the state median in population. The socioeconomic level as determined by the percentage of school children on free and reduced lunch prices approximated the state average. Similarly, student test scores on state and national tests had been near the state average. Two school systems were contained in the county with a total of fifteen schools between the systems.

The county and the schools therein appeared to be reasonably representative of rural Tennessee.

Instrumentation

The instrument used in this study was the Connecticut School Effectiveness Questionnaire (Connecticut State Department of Education, 1984). It was selected for use because of its comprehensiveness and because of its previous use and validation. The instrument was comprehensive in that it covered all major categories that had been identified by effective schools research. The questionnaire was developed by the Connecticut State Department of Education as part of a project to help faculties analyze their schools and develop improvement plans.

The validity of the questionnaire was examined in several ways. An extensive list of behaviors based on the effective schools literature was developed to help construct the questionnaire. Items were then developed from these behavior statements. A panel of experts then took these items and sorted them into the seven effective schools categories. Any item that was not placed correctly at least 80% of the time was eliminated. The questionnaire was then field tested and modified. A multitrait-multimethod analysis was used to address the construct validity of the questionnaire. Content validity was established through a review of literature and a content validation study.

Both internal reliabilities and test-retest reliabilities were also established. The alpha internal

consistency coefficients and the test-retest coefficients were: Safe and Orderly Environment - .87, .85; Clear School Mission - .90, .90; Instructional Leadership - .93, .83; Opportunity to Learn/Time on Task - .66, .74; Frequent Monitoring of Student Progress - .77, .67; High Expectations - .55, .69; and Home-School Relations - .89, .82.

The questionnaire consisted of 100 items, each of which had been validated as related to some aspect of effective schools research. Also, each item belonged to one of seven broader categories: (1) safe and orderly environment, (2) clear school mission, (3) instructional leadership, (4) high expectations, (5) opportunity to learn and time on task, (6) frequent monitoring of student progress, and (7) home-school relations. Researchers had consistently found these areas to be related to school effectiveness. Each item allowed a response of Strongly Disagree, Disagree, Undecided, Agree, or Strongly Agree.

Due to the length of the instrument, two shortened forms were used each of which contained fifty of the one hundred items. This was done to increase the number of those responding to the questionnaire and to increase the thoughtfulness and care taken by the respondents. The items from each of the seven categories were evenly divided between the two forms with each item being randomly assigned. Since each item has been individually validated

as related to effective schools research, the integrity of the instrument should have been maintained. Furthermore, since 100 percent of the population was asked to participate in the study, the number responding to each item should be sufficient.

In addition to completing the questionnaire, randomly selected teachers from each school and their principals were interviewed. The interview consisted of one to three questions from each category. The questions were general and open-ended to avoid limiting the responses. One teacher for every ten teachers in each school or fraction thereof was interviewed.

Information concerning the schools was also gathered. This information included: average number years of teaching experience, size of school, educational level of the teachers and the principal, the recency of the principal's education, and the principal's undergraduate area of study. This information was obtained through questions preceding the questionnaire and during discussions with the principals.

Treatment of Data

Each item on the questionnaire which reflected a positive statement of school effectiveness was scored with a response of Strongly Disagree earning a score of one and

graduating to a score of five for a response of Strongly Agree. Negative items were scored in reverse with Strongly Disagree earning a score of five and Strongly Agree a score of one. Scores from each of the seven categories were totaled and averaged to obtain school-wide scores and a county-wide score on each. County-wide response totals on each item and averages on each category were also reported. Comparisons were made between categories to determine in which areas the schools were most and least similar to effective schools. This was represented by a table on each school with the means, standard deviations, and rankings of each category.

A profile of each school was developed showing the table of the means and rankings. The overall results for the county were represented in a similar manner. Correlational analyses, using the Pearson Product Moment, were conducted to determine the relationship between school characteristics and questionnaire results.

Responses to the interview questions were analyzed in order to (a) confirm the findings from the questionnaire and (b) offer possible explanations for the questionnaire responses.

X. ORGANIZATION OF THE STUDY

The study is organized into five chapters. The first chapter consists of a brief introduction followed by specifics of the study: a statement of the problem, the purpose of the study, the importance of the study, assumptions, limitations, definitions of terms, questions, and procedures.

Chapter 2 is a review of the literature related to the topic of effective schools. It includes both early and more recent studies on school effectiveness as well as criticisms of these studies. Reviews of effective schools research, syntheses of this research, and applications of it are also discussed.

The questionnaire responses of each school faculty are reported in Chapter 3 as are the overall findings. This is followed by a report of the findings from the correlation analysis between the effective schools categories and the school characteristics. The differences in responses by type of schools, by job title, and by sex are also reported.

These findings are then discussed in Chapter 4. The final chapter includes a summary, conclusions, and recommendations.

CHAPTER 2

REVIEW OF LITERATURE

I. INTRODUCTION

Since the purpose of the study was to determine the extent to which effective schools characteristics are reflected in typical, selected schools, this chapter reviewed pertinent research and scholarly writings on effective schools and their characteristics. Findings from early studies on school effectiveness are discussed first and followed by reactions to these studies. More recent studies which began to identify effective school characteristics are discussed next. This is followed by state and district studies and other research on effective schools. Next, analyses of effective school research and other reviews are reported. Finally, criticisms of the effective schools research are discussed and are followed by a reporting of applications of this research in various schools and districts.

II. THE EARLY YEARS

Earlier studies about the effects of different schools concluded that the differences of schools really had little effect on student achievement. The study with perhaps the

greatest impact occurred during the 1960's, culminating with the Equality of Educational Opportunity Study (Coleman et al., 1966). This wide-ranging study was an analysis of data collected from 645,000 students and 60,000 teachers in 4,000 schools across several grades. The major findings from this study were that family background was the greatest factor in predicting the achievement level of a student and that this relationship did not diminish over the years of schooling. Furthermore, Coleman et al. (1966) reported that school differences had little effect on between-school variations in student achievement.

These findings were dramatic both educationally and politically. Although the report did not declare that schooling was not beneficial, it did remove some of the accountability from the shoulders of teachers and administrators. After all, if student background was the greatest influence on student achievement, school personnel could only do so much to raise the achievement level of low-socioeconomic status (SES) students. Politically, questions arose as to the benefits of pouring money into educational programs for disadvantaged children when the programs probably could not make a large difference in student learning.

Jencks et al. (1972) took the information gathered in the Equality of Educational Opportunity Study (EEOS) project

as well as other data and reassessed the effect of the family and the school on student achievement. Although Jencks contended that school is helpful for most children and even crucial for disadvantaged children, he still found little between-school differences in effecting student achievement. In fact, he reported that equalization of the quality of elementary schools would reduce the inequality of student test scores by only 3% or less. On the other hand, if childrens' genes could somehow be equalized, inequality in scores could be reduced as much as 50%. Furthermore, it seemed likely that children were more influenced by what happens on the street and what is seen on television than what happens at school. Thus, Jencks concludes, ". . . the character of a school's output depends largely on a single input, namely the characteristics of the entering child" (p. 256).

However, this study looked only at school resources and policies, i.e. such things as school size, class size, and ability grouping. He specifically did not study the effect of morale, expectations, school traditions, and school climate. These variables and their effect on student success would be thoroughly examined later by other researchers. In any event, Jencks decided that school reform was very questionable as reformers had little control over those aspects of school life that affect children and

that any unusual influence the school did have was not likely to last to adulthood.

Mayeske et al. (1972) also examined the data collected by Coleman et al. (1966). Through this new analysis, they determined that significant variations (35%) in student achievement did occur between schools. However, they still found that the influence of school could not be separated from that of the student's social background. Furthermore, the common influence of the two exceeds the lone influence of either variable. Also, the longer a student is in school, the greater is the common influence of the school and the social background of the student.

In a follow-up study (Mayeske, Okada, Coleman, Beaton, and Wisler, 1973), it was hinted that schools can increase the chances for success. The authors found that student and parental expectations of student performance were related to student achievement. The school could increase the joint influence of the school and family by informing parents of activities and behaviors that could enhance student performance. Still, however, students who benefited the most were those who already had high achievement levels and whose families played an important role throughout the school year. School related activities alone only accounted for 4% of achievement variation. In this study, the authors coined a term called the "going rate" which seems to relate

to later studies. They observed that the achievement and motivational levels of entering students set the going rate of educational performance. Once this rate is established, it has an effect on each student independent of family background.

In a major review of research on school effectiveness (Averch, Carroll, Donaldson, Kiesling, and Pincus, 1971), it was found that research had discovered nothing that "consistently and unambiguously" made a difference in student outcomes. Although the authors admitted that the lack of any clear findings may be partially due to problems with research design, they determined that non-school factors may be more important than school factors in determining student outcomes.

Although these early studies apparently found no key variables that make a difference in student outcomes from school to school, there were hints of things to come. The study by Jencks et al. (1972) admitted that there were many characteristics of schools that were not examined in relation to student outcomes. Also, Mayeske observed the going rate which seemingly set the level of a student's performance throughout the schooling of the student. These findings seem to pave the way for future studies that would affect the way schools would be viewed.

III. REACTIONS AND CRITICISMS

Although the findings by the researchers of the 1960's were fairly well accepted (though still debated), others began to critique these findings. Averch et al. (1971), although concluding that research had found no school factors that consistently affected student outcomes, found problems with the research. The authors concluded that the data used in these studies were crude measures of what was really happening and that adequate controls were not usually maintained over classroom events and their relation to achievement. Finally, they emphasized that all this showed only that no school factors had yet been found that related to student outcomes, not that such factors did not exist.

Airasian, Kellaghan, and Madaus (1979) described in effect what others had also said concerning these studies. They identified four major problems regarding Coleman's findings:

1. a low and selective return rate on questionnaires;
2. a lack of sample representativeness;
3. a failure to validate questionnaire data with observation or follow-up;
4. the data gave only relational information.

Furthermore, they pointed out that changes in methodological parameters produced changes in the findings. For instance,

Coleman et al. (1966) and Mayeske et al. (1972) examined the same data but came up with a difference of 25% in between-school variance of student achievement. In a later book (Madaus, Airasian, and Kellaghan, 1980) the authors pointed out other problems with such research. They contended that researchers should actually study what is happening in schools as opposed to items such as expenditures per school.

IV. RECENT STUDIES

The idea that family background was the key to student achievement was accepted for several years. However, educational researchers in the 1970's began to note that some schools were able to increase student test scores to a higher level than would be expected for students in those schools. For instance, The United States Office of Education commissioned seven studies between 1965 and 1972 to evaluate the success of compensatory education programs. They pared a population of 1,000 programs down to 100 where student scores were consistently higher than the control population (Austin, 1981).

Felters, Connors, and Smith in an unpublished report for the United States Office of Education (Klitgaard and Hall, 1973) again analyzed the EEOS data comparing the top 100 and the bottom 100 schools as ranked by residuals. They

found, among other things, that the top schools had greater parental interest, smaller classes, less discipline problems, good reputations as viewed by the principals, and fewer disadvantaged kids even after controlling for SES. As a result of this, Klitgaard and Hall analyzed data gathered by the Michigan State Department of Education, by the New York City School System, and by the Project Talent program. However, they found that no school was consistently able to raise student scores by more than .8 of an inter-student standard deviation. They concluded that although there were some unusual schools in regard to test scores whether these schools were "unusually effective" depended on how one viewed the magnitude of the differences in scores.

In 1971, George Weber became one of the first researchers to detail characteristics of successful schools (Weber, 1971). He looked at a population of ninety-five schools nominated by reading specialists, school officials, and publishers and selected four which were successful in reading instruction. He found four characteristics present in all four of these schools:

1. strong leadership by the principal or superintendent;
2. high expectations of students;

3. an orderly climate with a sense of purpose;
4. an emphasis on reading with a regular evaluation of student skills.

A national evaluation of the Emergency School Aid Act (Wellisch, MacQueen, Carriere, and Duck, 1978) studied twenty-two successful schools as determined by student achievement gains. These schools were matched by minority enrollment and student SES. The researchers identified factors related to success in student achievement gains in reading and math. First, administrative leadership in instruction was found to be particularly important. In the successful schools the principal was concerned about instruction, communicated these concerns to the teachers, and assumed responsibility for instruction. Also, the successful schools had an instructional program coordinated throughout the grades and had strong academic standards involving promotion, mastery of basic skills, and teaching performance.

Similar findings were found in a study of eight Michigan elementary schools, six of which improved in student math and reading achievement and two of which declined (Lezotte, Edmonds, and Ratner, 1975). The principals of the improved schools were once again found to be instructional leaders in that they were assertive in this role, were firm disciplinarians, and assumed responsibility

for evaluating the achievement of basic skills objectives. These schools also had objectives for math and reading and held high expectations of students.

Coleman, in 1978, again discovered information pertinent to this area of school effects (Ravitch, 1981). Coleman found private schools to be more effective than public schools. These differences were not due to differences in student background but in differences in the way private schools operated. Coleman reported that private schools were more effective because they created a higher rate of engagement in academic activities through strict discipline, better student attendance, more rigorous subjects, and higher student self-esteem.

A benchmark English study of twelve inner city secondary schools can be linked to school effectiveness studies in this country (Rutter et al, 1979). Effective schools were selected on the basis of student attendance, student behavior, student learning, and student delinquency away from school. The effective school had what the researchers described as a "positive ethos." Students and teachers were involved in decisions and had positive attitudes toward learning. Furthermore, rewards were stressed over punishment and conditions for students were made as nice as possible. Perhaps, however, even more important than these characteristics was the "main message"

as described by Mortimore (Brandt, 1981): ". . . despite the overwhelming relationship we know exists between school attainment and social class, the individual school can be effective for students of all social groups" (p. 642). This concept that all children can learn would be the basis for future research on school effects and future school reforms.

Wilbur Brookover, conducting research and writing with various others, became one of the pioneers in identifying characteristics of effective schools. The growth of his studies toward this identification can be seen over the years. In 1962, Brookover, Patterson, and Thomas conducted a series of studies and found that the school culture (or ethos) and student self-concept were related to school success. Student self-concept was positively related to school achievement when intelligence was controlled, and this self-concept was related to how the student imagines that parents, teachers, and peers perceive him. A follow-up study showed that self-concept can be improved with a resulting improvement in achievement, although it is not an easy task and self-concept must change significantly for achievement to improve (Brookover, LePere, Hamachek, Thomas, and Erickson, 1965). Yet the authors concluded that since achievement is related to self-concept, programs should be designed to enhance the abilities of all students.

Gigliotti and Brookover (1975) later isolated pairs of schools with similar SES, geography, and racial composition but with significant differences in student achievement. They found teacher and parental expectations to be more strongly related to achievement than were principal expectations. Also, close relations and consistency between the home and school were positively related to achievement. However, it is worth noting that the researchers found it hard to locate high-achieving schools with a low SES population and low-achieving schools with a high SES population. In yet another study (Brookover and Schneider, 1975) pairs of schools were once again examined and high expectations and a positive climate were found to be related to achievement. These findings were confirmed in another study (Brookover et al, 1978) of Michigan elementary schools. Although the racial composition of students and the student SES were related to achievement, these factors accounted for very little of the between-school variance when the effect of school climate was removed.

Finally, Brookover and Lezotte (1976) used interviews and questionnaires to identify differences between improving and declining schools in the state of Michigan. The

following characteristics were identified in the improving schools:

1. an emphasis on the accomplishment of basic reading and math objectives;
2. a belief that all students can master these objectives
3. high expectations of future accomplishments of the students
4. teachers and principals assume responsibility for instruction;
5. much time is spent in direct instruction;
6. the principal is an instructional leader, a disciplinarian, and one who assumes responsibility for the evaluation of the objectives;
7. some tension and dissatisfaction;
8. high parent-initiated involvement.

Ronald Edmonds, as Brookover, was an early and key researcher in the area of effective schools. First, Edmonds reanalyzed Coleman's findings and found a relationship between family background and student performance (March/April, 1979). Then, in a study of twenty elementary schools in Detroit, Edmonds looked at effective and ineffective schools as determined by student reading and math scores which were above and below the city average, respectively. He matched the schools according to student

background. Although he found no one type of school to be a model of school effectiveness, he did find similar characteristics in the effective schools. Edmonds identified strong administrative leadership as ". . . the most tangible and indispensable characteristic of effective schools. . . ." (p. 32). Such leadership includes behaviors as the principal's being visible around the school, his identifying and diagnosing instructional problems, and his interacting with teachers to solve problems (Edmonds, 1982). He also found in these schools: high expectations of all students, an orderly and quiet atmosphere without rigidity, an emphasis on academic skills over all else, and a means to monitor pupil progress (Edmonds, October, 1979).

Studying over 1,000 classrooms with their pupils, teachers, parents, and principals Goodlad (1983) found the most satisfying schools to have better student attitudes toward learning, more parental interest and knowledge about the school, and better relations between teachers and students. He pointed out that ". . . schools as total entities are a relatively unstudied phenomena" (Goodlad, Siratnik, and Overman, 1979, p. 173). Still Goodlad did not conclude that satisfying schools were necessarily more effective.

Blumberg and Greenfield (1980) expanded on the importance of the principal to school effectiveness in their

case studies of eight principals of successful schools. The authors found that these principals were student-oriented, were concerned with student academic achievement, involved parents in the school program, and had effective interpersonal skills. Furthermore, they all had a vision of what the school might be and were assertive in leading the school toward that vision. The principal's role in school success is summarized in the authors' quotations of the Senate Select Committee on Educational Opportunity:

If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability one can almost always point to the principal's leadership as the key to success (p. 44).

Thus, these studies began to find that some schools are more effective than others in regard to student achievement. In other words, some schools produce test results higher than what would normally be expected. Furthermore, schools accomplish this despite student SES and background. Finally, these successful schools do have certain traits in common, traits that appear over and over in various studies.

V. STATE AND DISTRICT STUDIES

In addition to the studies discussed previously, many state and local education departments have studied effective schools in their areas and obtained similar results. For

example the Maryland State Department of Education (1978) studied eighteen high-achieving and twelve low-achieving elementary schools in that state. Questionnaires were administered to teachers, aides, students, and principals to determine differences between the high- and low-achieving schools. The principals in the high-achieving schools exhibited strong leadership, participated more frequently in the classroom, and held high expectations of teachers and students. The staff in these schools had more experience, possessed a variety of educational backgrounds, read more educational journals, held high expectations of students, had satisfactory relations with parents, and had opportunities to try new ideas. These schools had open facilities with a traditional curriculum, longer days, more team teaching, smaller classes, students with a higher SES, and fewer discipline problems.

The New York State Department of Education commissioned four studies in the 1970's (Irvine, 1975). The researchers looked at reading and math achievement in elementary schools but took into account socio-economic conditions. They found higher teacher salaries, smaller districts, open classrooms, multi-age grouping, teacher educational levels, and more silent reading and math activities to be associated with higher achievement. Student attendance, student mobility,

and most organizational factors were not related to student achievement.

The State Department of Education in Louisiana (Teddle, 1984) conducted a similar study of seventy-six elementary schools and looked only at the third grade in these schools. Although student SES and the percentage of white students and teachers in a school were significantly related to student achievement, four significant contributors to between-school variance in test scores were discovered: student SES, students' perceptions of how much teachers and students care about grades, student's future educational expectations, and negative school climate. In the high SES effective schools, teachers took the responsibility for student achievement and the students perceived teachers to have high expectations of them. In the low SES effective schools, there were firm academic expectations, more time spent on reading and math instruction and in homework, students felt teachers pushed them academically and held high expectations of them, the principal visited the classrooms frequently, and teachers were young and relatively inexperienced.

A study by the San Diego Unified School District (1983) also found differences between low-achieving and high-achieving elementary schools. Six low-achieving and five high-achieving schools were identified by scores on

basic skills tests. Twenty-eight of a possible fifty-eight variables were found to be associated with the more effective schools. Thirteen of these variables were associated with time spent on academic tasks (for example, student attendance, students pulled out of the classroom, and non-academic time in the classroom). Other variables were related to administrative leadership, i.e. classroom visits and the number of staff meetings. Also, parent involvement was stronger at the high-achieving schools.

A study of eight schools in the District of Columbia (Jackson, Logsdon, and Taylor, 1983) matched four pairs of schools based on the percentage of Title I students in each school. Four of the schools were deemed effective (50% of students above the average national percentile on achievement tests) and four were deemed not effective. Three domains emerged in identifying effective and ineffective behaviors:

1. leadership style and support;
2. teacher's role in instruction;
3. design and implementation of staff development needs based on student needs and staff utilization.

Behaviors under the first domain which were found to be related to high student achievement were the principals' interacting with students, a clearly defined but reasonable discipline policy, student recognition for meeting basic

skills, a clean plant, availability of the principal to assist teachers, and principal observation of and feedback to the teacher. Other effective factors include teacher acceptance of responsibility for achievement, recognition given to teachers and students, staff development focused on student needs, and implementation of instructional approaches developed through inservice. Staff and students feeling good about achievement, teacher adherence to written curriculum and goals, and frequent staff meetings were factors found to be related to the low-achieving schools.

Still another study of three predominantly-black schools with high achievement in Pittsburgh (Sizemore, 1985) tended to confirm findings from other locations. Once again, principals in these schools held high expectations of all students, involved parents in the school program, monitored pupil progress and teacher performance, and emphasized high achievement over all else. The principals were also moderately authoritarian and willing to disagree with their superiors.

Other studies have been conducted with similar results (Austin 1981; Shoemaker and Fraser, 1981). Delaware, California, Philadelphia and New Haven are some of the locations where these studies have taken place. Although details differ Austin points out that they tend to show

". . . the greatest asset of an exemplary school is its firm leadership" (p. 43).

VI. ADDITIONAL SUPPORT

A number of other studies have tended to confirm earlier findings on effective schools. These studies may have received less attention but are important in that they show findings consistent with earlier studies. Additionally, they show that schools can be identified which perform better than expected.

Little (1982) compared four successful and two unsuccessful schools through interviews and observations of 105 teachers and their administrators. In the successful schools, as identified by this study, there existed a collegiality among teachers, an atmosphere conducive to experimentation, and a chance for teachers to interact with other teachers and administrators.

Data were collected from eighty-nine Kansas schools (Miskel and McDonald, 1982) showing that schools were generally loosely coupled. This meant that there was infrequent cooperative communication and infrequent planning among members of the school organization. Although most schools were loosely-coupled organizations, the more tightly coupled schools were the most effective. These schools exhibited work interdependence and communication among

teachers, communication of teachers with their principals, and certain discipline procedures. School effectiveness in this study was determined by perceived adaptability, perceived goal achievement, teacher job satisfaction, and student attitudes toward school. Cognitive outcomes which has been the usual criteria for school effectiveness was not used.

Newberg and Glatthorn (1982) selected four effective schools based on expert opinion and achievement data. Using an ethnographic method for collecting data, consistencies among these four schools were found: an existence of clearly stated goals, rallying slogans used by the principal, a sense of order and discipline, and attention to the curriculum. However, in contrast to many other studies, teacher supervision was brief and unsystematic. Furthermore, the principal in each school was not seen as providing instructional leadership but was concerned mainly with discipline. It should be noted that this study focused on junior high schools whereas most of the effective schools research has focused on elementary schools. Even so, some of the findings are the same.

Felsenthal (1982) approached this topic in another way. Focusing on black, urban schools that had been successful, she conducted an ecological assessment of behavior. The rationale behind such a study is that the environment

selects and shapes the behaviors of its inhabitants. She found that leadership was the crucial factor in successful schools and that it related to all other effectiveness variables. High expectations were also present in these schools but with a bias toward students with "good" attitudes.

Dwyer (1984) studied forty-two principals nominated by their peers. Although he found that no single image of these successful administrators emerged, they did tend to emphasize achievement, worked toward improving the school climate, and used the community as a source of influence. These principals were also visible and accessible.

Using Brookover's School Climate Questionnaire, West (1985) came up with results similar to those of other researchers. She found administrator instructional leadership to be related to student outcomes, in particular, the principal's expectations and instructional support. An emphasis on basic skills was related to math scores while parental involvement was related to reading scores.

Another study was conducted which found similar characteristics of effective schools (Brundage, 1981). However, this study may be of particular interest because it was conducted by journalists. Seven top education reporters conducted informal research of schools in their states that were apparently working. Although the schools studied

ranged from university schools to those in poor districts and although these studies were conducted by laymen, the findings again support those of the many previous formal studies.

VII. ANALYSES OF THE RESEARCH

In addition to the numerous studies conducted on the characteristics of effective schools, several researchers have analyzed these studies in an attempt to discover commonalities. Cotton and Savard (1980), for instance, reviewed twenty-seven such documents, finding only seven of these to be valid. All of these seven valid studies found the principal's instructional leadership to be the most important or one of the most important factors in school success. Such leadership behaviors included frequent observations of and participation in classrooms, clear communication of expectations to the staff, making decisions about the instructional program as well as involvement in planning and evaluation of the program, and setting and communicating high standards for the instructional program.

A similar examination of case studies was conducted by Astuto and Clark (1984) and resulted in similar findings. Although they found that coupling varied among effective schools, the literature generally reflected a tight linkage between the principal and other units of the organization.

The principals were directly involved in the development, implementation, and evaluation of the instructional program.

A study of studies sponsored by the Michigan Department of Education (Stevens, 1985) also identified the principal as an important factor in school effectiveness as well as other factors. As in other reviews, this one found that the effective school had a principal who set norms and goals for teachers and students, set procedures for the evaluation of student progress, and was involved in the classroom. The effective schools also had safe, orderly climates, parental involvement, and teachers and principals with high expectations of the students.

Clark, Lotto, and McCarthy (1980) reviewed 1200 school studies to determine the characteristics of effective schools and interviewed leading researchers and writers in this area. As did the others, this study identified the leader's behavior as crucial to school success. Although available finances, school resources, and facilities were not related to school success, the effective schools generally had clear curricular goals and objectives, a structured learning environment, specific staff development, and a high level of parental contact. The leadership, teaching personnel, and curriculum and instruction had the strongest relation to school effectiveness. These factors

were all interrelated and should all be addressed in any school improvement plan according to the authors.

VIII. OTHER REVIEWS

Anytime literature is reviewed there is a chance for inaccuracies and author bias when said literature is interpreted and summarized. Averch et al. (1971), however, found reviews "to be remarkably unbiased" (p. 51). As mentioned earlier, up to that time studies had found no consistent relationships between school resources and school outcomes. Family background of the students and student SES were still the main predictors of test scores. Furthermore, teacher differences had little effect, and compensatory programs had only short-term effects. Silmilarly, a synthesis of fifteen years of research (Bridge, Judd, and Moock, 1979) found the input variables most related to student outcomes were student characteristics followed by family background and peer group influences. Teacher characteristics and school plant and program factors were the least influential variables.

However, later reviews found consistencies between the many studies. Although findings vary slightly, the importance of the principal as instructional leader was identified time after time (Purkey and Smith, 1983; De Bevoise, 1984; Austin, 1979; Robinson, 1985; Manasse, 1984).

Still there was not uniform agreement on the principal's role as instructional leader. De Bevoise (1984) identified common leadership functions that must be carried out such as communicating the purpose of the school, monitoring performance, providing staff development, and rewarding good performance. Yet he contended that a variety of leadership styles may work depending on the situation. Furthermore, he pointed out that the literature was unclear as to whether the principal has to be the person that carries out the leadership function. Gersten, Carnine, and Green (1982) agree with this idea contending that although someone (or even a team) must see that the leadership functions are carried out, the principal often has neither the ability or the time to serve in this capacity. Miskel and Cosgrove (1985) further point out that schools can change principals with little change in overall effectiveness. Thus, the influence of the principal may depend on a wide range of other factors. Purkey and Smith (1983) summarize by saying that literature has discovered some good logical findings but they might not be applicable in all situations. As De Bevoise (1984) pointed out, principals do not exercise leadership in a vacuum but need the help of all other concerned parties.

In addition to instructional leadership, the reviews have generally found other effective school characteristics

mentioned previously such as a safe, orderly climate, parental involvement, an academic emphasis, high expectations, and monitoring of pupil achievement and teacher performance.

IX. SYNTHESIS

Many of these characteristics of effective schools are interrelated and not important as a single factor, and often the same variable is identified by different terminology in various studies. Researchers and writers have, therefore, attempted to summarize findings and to synthesize them into models of school effectiveness. Duke (1982) categorized effective schools research into four major functions and two secondary functions. The four major functions were staff development, instructional support, resource acquisition and allocation, and quality control. The secondary functions were coordination and quality control. Sergiovanni (1984) identified many of the same characteristics but grouped them into five leadership forces: technical, human, educational, symbolic, and cultural. Carvelti (1980) identified four administrative process skills as necessary for effectiveness. These skills were in the area of curriculum development, clinical supervision, staff development, and teacher evaluation. However, he also pointed out that principals generally spend less than 20% of their time on

these areas. Lezotte and Bancroft (1985) developed a collaborative model for school improvement based on the effective schools research. The model began with planning, was followed by staff and program development, and concluded with evaluation. Each step in this model incorporated the characteristics of effective schools as identified by research.

Other writers (Manasse, 1984; Murphy, Weil, Hallinger, and Mitman, 1985; Levine, Levine, and Eubanks, 1985) have created similar categorizations and models as those previously mentioned combining variables in various ways and using different terminology. The meaning of this is that effective school research has identified a number of common characteristics of effective schools. Others have begun to discuss the interrelatedness of these characteristics, to provide some link between them by categorizing, and to create models that may help schools interested in improvement.

X. CRITICISMS

The various findings related to effective schools are not without criticisms. Several writers have examined and found weaknesses and inconsistencies in the studies. One of the most frequent criticisms has been the limited criteria for identifying an effective school (Averch et al., 1971;

Rowan, Bossert, and Dwyer, 1983; Wilcox and Buth, 1983). Berliner (1984) stated, "The outcome issue is primary in discussions of effectiveness" (p. 3). Lezotte who generated some of the effective schools data admitted that ". . . the primary basis for assessing increased effectiveness of the school is in terms of student outcomes" (Lezotte and Bancroft, 1985, p. 305). Frechtling (1982) pinpointed the problem by stating that ". . . a test score shows more about a student's background, (than the effectiveness of the school. . . .)" Houlihan (1985) extended this notion in saying that consideration must be given to the student's entry level. In any event, many critics agree that the use of student cognitive scores on standardized tests is but one of the many outcomes that a school achieves and, therefore, measures only one aspect of a school's effectiveness. Katims (1983) contended that to really measure student learning, teachers must relate the curriculum to what is being tested. Otherwise, students may be learning without the benefit of it showing up. And Jencks et al. (1972) summarized this concept by questioning the value of test scores: "Test score differences do not account for much of the variation in people's incomes, and we doubt if they account for much of the variation in their general well-being" (p. 261).

Another criticism of the effective schools research is the lack of a causality shown in the studies (Leithwood and Montgomery, 1984; Wilcox and Guth, 1983; Rowan et al., 1983). Most of the studies have simply generated a list of variables that are related to the schools identified as effective. Researchers, in fact, have tended to purposely overidentify variables in order to avoid leaving out a truly related variable.

Still others have criticized the effective schools research for looking only at global characteristics of schools (Wilcox and Guth, 1983; Rowan et al., 1983). Variations that likely occur within a school due to such differences as teachers and instructional characteristics have been ignored. These researchers further contend that to truly examine the effectiveness of schools, the classroom is the level at which we should concentrate.

Purkey and Smith (1982 and 1983) and Rowan et al. (1983) have also looked at the school selection process. Most of the studies have included extremely small samples. Furthermore, these schools have not always been representative of the general population. A majority of the studies, for instance, have selected urban schools with a large population of disadvantaged students. Also, many of the studies have examined only one or two grades rather than the entire school and have looked at these on a one-time

basis rather than looking for consistent results over a number of years. Furthermore, studies have tended to examine either effective or ineffective schools, ignoring the large body of average schools in this country. Finally, Purkey and Smith (1982 and 1983) even contended that the outlier schools that were selected for study were not always selected properly. In their view, the effects of student background in achievement were not completely controlled.

Some have also questioned the role of the principal as instructional leader in school effectiveness. Although the principal has often been identified as the key to school effectiveness, the principal's role as instructional leader may be just as ably filled by someone else (Gersten et al., 1982). Still others have pointed out that the principal's role may vary depending on the situation (Rowan et al., 1982). Additionally, the principal may simply be effective because his teachers allow him to be so (Rowan et al., 1982).

Another criticism deals with the selection of effective schools. Trend analysis, two methods employing residual gains, traditional rankings, and expert opinions have all been used to identify effective schools. However, these methods will not always identify the same schools (Frechtling, 1982; Rowan et al., 1983). Thus, whether or

not a school is effective depends on the methodology used to identify an effective school.

Finally, D'amico (1982) questions the heart of some of the studies contending that researchers have ignored some characteristics identified in their studies and that some jump from the data to conclusions without appropriate explanations.

However, most of the critics are not willing to entirely disregard the findings. Purkey and Smith (1982) point out that effective schools research findings have some consistency and logic. They repeat this point (1983) saying ". . .the commonality of findings . . .increase their credibility" (p. 439). Austin (1981) confirms this consistency in showing that findings are similar regardless of the method used to identify effective schools. Furthermore, Austin believes that the findings have a "common sense confirming quality to them" (p. 42).

Thus, although many writers have found faults and weaknesses in the effective schools research, the consistency of the findings as well as the logic to them tend to confirm the results.

XI. APPLICATIONS

The greatest value of any research, perhaps, is how it can be applied. A number of schools and school systems

have used various tenets of the effective schools research in attempts at school improvement. Milwaukee's Project Rise is a well-known example of this (McCormack-Larkin and Kritek, 1982). Schools participating in Project Rise employed changes in the following in plans for improvement: climate, curriculum, instruction, coordination, evaluation, and parent and community support. Incorporating changes in line with effective schools research, Project Rise schools enjoyed a tremendous improvement in student math scores and slight improvements in the reading scores of the students.

Chicago also undertook a school improvement program (Katims, 1983). Although not based directly on effective schools research, Chicago schools did make changes in line with these findings. The result was an average gain of eight percent in student test scores which had been stable for several years.

Schools in San Francisco (Alioto and Thornton, 1982), Baltimore (Crew, 1982), and Kansas City (Pink and Wallace, 1984) also attempted improvements based on effective schools research. San Francisco improved school climate, increased parent and community support, and made the most dramatic gains in achievement of any large California school district in the previous six years. Baltimore schools established clear curricular expectations and mastery at each grade level, provided additional remediation,

increased monitoring of student progress, and more closely supervised classroom instruction. Their accomplishments were a halt of the ten-year decline in student test scores followed by an acceleration toward national norms. Kansas City elementary schools found successes working on curricular alignment, instructional improvements, leadership, school climate, parent involvement, and school expectations.

Levine and Stark (1982) looked at six other school districts that were improving after having implemented school improvement plans. All six districts had included some common characteristics in their improvement plans: alignment of curriculum and instruction, arrangements to remediate low achievers, a greater emphasis on higher order skills, instructional decisions made at grade levels, outcome-based supervision, and comparative monitoring of classroom progress.

In New Jersey, eight elementary schools utilized a staff development program for preparing teachers and administrators to use effective schools research to improve student achievement (Biester, 1984). All the schools involved experienced large increases in student scores on math and reading tests. Furthermore, the schools that obtained the greatest increases were those which implemented the program to the greatest extent.

Shoemaker and Pechione (1984) after administering the Connecticut School Effectiveness Questionnaire for two consecutive years, showed that schools could use school effectiveness research to change. As would be expected, changes were more likely to occur where the intensity of improvement efforts were greater.

Thus, it would appear that effective schools research has identified important variables of school success that when implemented in a school improvement program may help a school raise student test scores. Peter Mortimore summarizes the value of using effective schools research (Branct, 1981):

. . .it can be very valuable for teachers to use the study for looking at their school collectively and realistically to think of things they want to change Research cannot tell them exactly what to do but it can, I hope, provide some general direction (643-644).

XII. SUMMARY

In the 1960's and early 1970's, research on the effect of schools on student achievement found no consistent relationship between student success and school factors. The factors most related to student success in school seemed to be the student's entry level and the student's background. However, further studies began to question these earlier findings, began to find schools that produced

student achievement gains beyond what could be expected of the student SES levels in the schools, and began to find school factors related to success in student achievement gains. Although all these studies did not identify the exact characteristics related to school success, certain common factors did emerge from the various studies: strong instructional leadership, high expectations of students, a clear academic mission, high parental involvement in the school, a safe and orderly school environment, a means to monitor student progress frequently, and a high rate of uninterrupted, academic time.

Still these studies received criticisms. Many of the studies had small samples of only a few schools, a few grades, and even small numbers of students. Most of the studies concentrated on urban schools with a large percentage of disadvantaged students. Furthermore, many of the studies looked at the schools on a one-time basis rather than examining schools over a period of time. Finally, the methods used to select successful and unsuccessful schools were almost as numerous as the number of studies conducted.

However, even considering these problems, most of the findings of the effective schools research have been widely accepted. The findings have been relatively consistent from study to study and seem logical considering our

knowledge of the educational process. Additionally, many schools and school districts have initiated school improvement plans based on this research and have obtained satisfactory results.

CHAPTER 3

COLLECTION AND ANALYSIS OF DATA

I. COLLECTION OF DATA

The Connecticut School Effectiveness Questionnaire was used to determine the degree to which the effective schools categories were reflected in the selected schools. The questionnaire was divided into two fifty-item questionnaires each consisting of exactly one-half of the total questionnaire. Since the questionnaire consisted of seven categories of school effectiveness, one-half of the items in each category were randomly assigned to Form A (see Appendix A) and the other half were assigned to Form B (see Appendix B). This resulted in two fifty-item questionnaires with an evenly matched number of items from each of the seven categories. The two forms combined included all items from the original questionnaire.

The fifteen schools involved in the survey included the entire school population of a rural, southeastern Tennessee county. The schools were representative of other rural Tennessee schools in that the percentage of free lunch students approximated the state average and that student test scores were near the state average, some slightly above and some slightly below.

After obtaining permission from the superintendents of the selected school districts, each school principal was asked to complete Form A and Form B of the questionnaire and to allow his or her teachers to complete the survey. Thirteen of the fifteen principals were in agreement with this. One principal chose not to participate in the study. Thus, his school and its five teachers were dropped from the study. A second principal allowed his school to participate but was unable to take part himself.

All teachers were contacted by letter (Appendix C) and asked to complete either Form A or Form B of the questionnaire. (The forms were randomly assigned to teachers in each school so that half of the teachers in a school were asked to complete Form A and half of the teachers in each school were asked to complete Form B. Those who failed to respond were contacted a second time (Appendix D). Those who still did not respond were contacted personally and asked if they would participate in the study. (It should be noted that some teachers had resigned or retired at the end of the year and were no longer in the area at the time of the study. However, whenever possible these teachers were contacted and included in the study.)

In all there were 256 teachers and principals available to participate in the study. Of this number 213

completed the surveys. Thus, 83% of the available population participated in the study.

Following the survey, each principal and one of every ten teachers in each school was asked to respond to open-ended interview questions (Appendix E). Ten of the fourteen schools followed through with this. The other four schools decided not to take part in this follow-up activity. Although the interview questions gave additional insight to the responses from the questionnaires, it did not affect the results of the study. Thus, the decision of four schools not to take part in the interview does not affect the integrity or results of the study.

II. TREATMENT OF DATA

The data were analyzed on a school by school basis. A response of Strongly Disagree was given a score of one, a response of Strongly Agree was given a score of five, and each response between those two was given the appropriate score. Scoring for negative items was reversed. A frequency count was tallied for each of the 100 items at each school and using the above scoring method a mean for each item was calculated. Then, each item was placed in its corresponding school effectiveness category enabling a mean for each category to be obtained for each school. Also, a total for each category was calculated for the

total county. These are reported in the following discussion as is the percentage of responses for each item.

Following the discussion of the data from each school is an analysis of each effective school category and its relation to school characteristics. These characteristics include the size of the school, the experience of the principals and teachers, the recency of the principal's education, and the amount of education of the principals and teachers.

III. ANALYSIS OF SCHOOL A

Four out of six teachers and the principal at School A completed the questionnaires. However, the faculty did not respond to the interview questions. The faculty of School A had the most positive responses of all the schools in the study. The responses to the questionnaire, by category, are discussed below.

Safe and Orderly Environment

One hundred percent of those responding felt that the school was a safe and secure place to work. The total number of respondents also agreed that the school plant was in good shape. Furthermore, all faculty members felt that the students behaved and followed school rules and that a positive feeling permeated the school. Finally, every respondent reported that the school staff and parents

assumed responsibility for discipline. A majority of the faculty responded positively to every item in this category.

Clear School Mission

As in the previous category, there was almost total positive feelings to the items in this category. All the respondents agreed that a written statement of purpose was the driving force behind most decisions in the school. Also, a majority of the faculty agreed that there were objectives for math and reading at all grade levels for which mastery was expected and which were monitored and coordinated. However, one-third of the respondents strongly disagreed that reading objectives were coordinated and monitored through all grades. There was more disagreement about language arts objectives. The faculty was equally divided among agreement, disagreement, and indecision in regard to the existence, coordination, and monitoring of language arts objectives.

Instructional Leadership

The total faculty once again responded positively to most items in this category. The only item where less than a majority responded positively dealt with lesson plans. One-half the faculty said that the principal did not require and review lesson plans. Also, 33% of the faculty

reported that they did not receive feedback on lesson plans. A third also felt that the principal did not interpret test data for the faculty, did not make several formal observations of teachers each year, and was not active in arranging staff development opportunities. However, in the first two of these items, a majority still responded favorably.

High Expectations

Although the faculty still responded positively overall, there was a little more disagreement in this category. The only items where a majority responded unfavorably dealt with retention of students not mastering basic skills (10% disagreed) and with presenting math to heterogeneous groups (67% disagreed). Although all the faculty felt that high expectations were held of all students and that teachers accepted responsibility for students mastering basic skills, one-third felt that all students were not expected to master basic skills and that many would not complete high school. A similar number reported that low-achieving students presented more discipline problems and answered fewer questions in class.

Opportunity to Learn/Time on Task

Teachers felt that there was plenty of time for basic skills instruction and few problems with interruptions.

Teachers employed direct teaching and monitored seatwork. The only negative item was that all respondents felt that a majority of the time in basic skills was spent in independent seatwork.

Frequent Monitoring of Student Progress

Again the faculty responded favorably to most items in this category. In fact, 100% were in agreement with all but three items. The teachers felt that a comprehensive testing program was maintained and the results utilized.

Home-School Relations

There was a little more disagreement in this category than in the others. A majority of the faculty stated that parents did not initiate contacts with the school frequently and that attendance at parent conferences was lower than 90%. However, respondents generally agreed that teachers made an effort to contact parents and that parents were supportive with homework.

Summary of School A

The faculty of School A responded favorably to most of the items on the questionnaire, ranking the school highest of the fourteen schools. Only three of the seven categories ended with a mean score under four (Table 1). High Expectations was the lowest of the three with a mean of 3.56. Although the faculty expressed having high

Table 1
Mean, Standard Deviation and Rank Order of Responses
by Category for School A

Category	Mean	Standard Deviation	Rank
Safe and Orderly Environment	4.23	.48	1
Clear School Mission	4.20	.51	2
Instructional Leadership	4.06	.49	3
Frequent Monitoring of Student Progress	4.00	.43	4
Opportunity to Learn/Time on Task	3.78	.64	5
Home-School Relations	3.71	.71	6
High Expectations	3.56	.80	7

expectations, they all agreed that students were not often retained. A minority also expressed the idea that some students were not expected to master basic skills or to finish high school and that they caused more discipline problems. Home School Relations (3.71) and Opportunity to Learn/Time on Task (3.78) were the only other categories with means below 4.00. The faculty noted that parent attendance at conferences was not total and that parent-initiated contacts with the school were not frequent. Otherwise, they were positive about relations with parents. The only negative item in the latter category dealt with too much time spent in independent seatwork.

The other category means ranged from a 4.00 for Frequent Monitoring of Student Progress to a high of 4.23 for Safe and Orderly Environment. The only unfavorable areas in these categories were the requirement and review of lesson plans by the principal and the existence and use of language arts objectives.

IV. ANALYSIS OF SCHOOL B

School B had the second highest overall mean of the schools in the study (3.89). Eight of the nine teachers and the principal completed the survey. Also, the

principal and one teacher responded to the follow-up questions.

Safe and Orderly Environment

All the teachers responded favorably to every item except one in this category. Not only did they all respond favorably, they all marked the response of "agree" on seven of the ten items. The only item to which any teacher marked unfavorable responses dealt with the physical condition of the school. Forty percent felt the condition to be unpleasant and unkempt. However, a majority still expressed favorable feelings to that item. The teachers were apparently satisfied with the school plant, the discipline, and the atmosphere of the school.

Responses from the interview questions supported the findings from the questionnaires. The plant was in good condition and the most modern within the school system. Safety procedures were posted, students and staff were trained in safety procedures, and hazardous areas were identified. Discipline was not a serious problem. Both respondents mentioned a strict discipline code that consisted of rewards and punishments. Files were maintained on all discipline problems, and parents were contacted immediately as problems occurred.

Clear School Mission

As in the previous categories, only one item in this category showed any negative response, and once again, most respondents marked a response of "agree" to most items. Teachers uniformly agreed that objectives were set and followed in the basic skills areas, but 20% felt these objectives were not the focal point of reading instruction.

Mastery of basic skills was mentioned by both respondents as a major purpose of the school. Again this supported the results generated from the questionnaire. Both, however, also mentioned that the purposes of the school extended beyond this to help children develop in ways other than academically. Objectives and mastery levels were determined by testing, teacher observations, and the consensus of the faculty.

Instructional Leadership

Only two of the twenty-five items in this category had any negative responses, and then only by a minority of the faculty. Only 20% felt that teachers could not turn to the principal for help with instructional problems and that the principal did not make many informal contacts with teachers and students. The respondents were even more positive about items in this category than they were about items in the two previous categories. Several marked "strongly

agree" to a number of items. In fact, 80% strongly agreed that the principal met regularly to discuss what he would observe in the classroom. Also, 60% marked that same response to items dealing with frequent classroom observations by the principal and post-observation conferences conducted by the principal.

The instructional leadership was described as strong. It was pointed out that the school had moved from sixth in test scores to first and second among the seven other schools in the area in all achievement and Basic Skills First test scores.

High Expectations

There were some negative feelings to items in this category. For instance, 100% of the respondents said that math was not presented to heterogeneous groups. Also, the faculty felt that low achieving students caused more disciplinary problems than did other students (80%), and no one believed that most of the children would eventually graduate from high school. However, all other items showed a favorable response. All the respondents reported that high expectations were held of students. Although the low-achieving students caused more discipline problems, most children were expected to achieve basic skills mastery. Also, student background was evidently not a factor in teacher expectations. Faculty members said high

expectations were communicated by the goals set for students and that although a small percentage of students were low achievers and a small percentage were high achievers, the majority were of average ability.

Opportunity to Learn/Time on Task

Only one of the twelve items in this category showed any negative response. The respondents were evenly split on whether pull out programs were a disruption. The faculty responded positively to every other item with most selecting the response of "agree" on most items. However, as many as 40% selected "strongly agree" in that outside interruptions were not a problem and that fifty minutes or more were allocated for math instruction daily. The respondents to the follow-up felt that interruptions in class time were not a problem. Clubs and organizations were required to meet before or after school and intercom announcements were held at the end of the day. They also estimated that 85% to 90% of class time was spent on instruction.

Frequent Monitoring of Student Progress

This category had only two items with unfavorable responses and only one of these had as many as half of the faculty disagreeing. Half of the faculty said that criterion-referenced tests were not used to assess basic

skills. However, in the interview responses, respondents mentioned that teacher made tests and Basic Skills First tests were used in addition to standardized achievement tests. Tests, either the Stanford Achievement or the Basic Skills First, were given at each grade level, and the results were used to place students and to plan for instructional improvement. However, 20% felt that the testing program was not a valid indication of the school's basic skills curriculum and another 40% were undecided. All other items had positive responses. The teachers indicated that testing was carried out and the results were reviewed and utilized.

Home-School Relations

There was less agreement on this category than any other although the responses were still positive overall. For example, only 20% stated that students usually completed homework. Also, only a minority (20%) felt there was an active parent-teacher group and that many parents regularly visited the classroom. (It should be noted that the majority of responses to these items were "undecided" rather than in disagreement.) Furthermore, all of the faculty said that less than 90% of parents attended conferences. However, according to the other items, the teachers communicated with parents in a variety of ways, and parents generally understood what the school was doing

and cooperated with the school. A parent volunteer program, PTA, and conferences were mentioned as ways parents were involved in the school. The faculty communicated with parents through phone calls, visits, conferences, letters, and grade cards.

Summary of School B

The faculty of School B consistently responded positively to the items under all the effective schools categories. Furthermore, there was little variation among the feelings of teachers and little variation between the responses in most of the categories (Table 2). The highest mean for a category was a 4.19 for Instructional Leadership, and leadership was mentioned as a strength of the school in the open-ended questions. Only two of the twenty-five items showed any negative responses and then only by a minority of the respondents.

Clear School Mission and Opportunity to Learn/Time on Task followed closely behind Instructional Leadership with means of 4.07 and 4.02, respectively. Half of the respondents felt pull out programs disrupted classroom instruction, but all other items in these categories showed a majority of positive responses (usually 100%).

Although all categories finished with mostly positive responses, Home/School Relations (3.60) and High

Table 2

Mean, Standard Deviation and Rank Order of Responses
by Category for School B

Category	Mean	Standard Deviation	Rank
Instructional Leadership	4.19	.25	1
Clear School Mission	4.07	.18	2
Opportunity to Learn/Time on Task	4.02	.34	3
Safe and Orderly Environment	4.00	.29	4
Frequent Monitoring of Student Progress	3.94	.53	5
Home-School Relations	3.60	.58	6
High Expectations	3.55	.83	7

Expectations (3.55) had the most items with negative responses. One problem, as the faculty viewed it, was that students often did not complete homework. Also, the parent-teacher group, although in existence, was not seen as strong, and some parents failed to attend conferences. Under High Expectations, many students were not expected to graduate, low-achieving students were thought to cause more discipline problems, and math was taught to homogeneous groups.

In addition to strong instructional leadership, the cooperation among faculty, parents, and students was seen to be the major strength of the school. A need for additional staffing and a need for greater cooperation from a few teachers were mentioned as needs of the school.

V. ANALYSIS OF SCHOOL C

All twenty-eight of the faculty in School C responded to the questionnaires as did the principal . Three teachers and the principal also responded to the interview questions.

Safe and Orderly Environment

The respondents were generally positive to items in this category. The most positive response was to the condition of the physical plant (100% positive, 77% of

these marked "strongly agree"). The faculty agreed that the school was safe and secure, that the building was neat and clean, and that student behavior was generally positive. Interestingly, however, even though the entire faculty felt that student behavior was generally positive and 86% agreed that students abided by school rules, only a minority (44%) felt that discipline was not an issue.

Safety measures described included emergency drills, various safety features of the physical plants, and school rules. The building was described as clean and in good repair. One faculty member mentioned that security was not an issue because of the small town atmosphere and the young age of the students. Student behavior was described by all four respondents to the interview questions as generally good. School-wide rules enforced by the teachers and principal and positive reinforcement methods help maintain the discipline.

Clear School Mission

The responses in this category indicated that a strong emphasis on mathematics instruction apparently exists at the school. Ninety to one hundred percent agreed that mathematics objectives existed at each grade level, that they were coordinated and monitored, and that student mastery was expected. However, a much smaller majority (61%) agreed that these school-wide objectives were the

focal point of instruction. In reading there was also strong agreement, but to a slightly lesser extent, concerning reading objectives. The only difference was that more of the respondents (87%) agreed that these objectives were also the focal point of reading instruction. Only a slight majority believed that student mastery was expected on language arts objectives (56%) and that objectives were a focal point of language arts instruction school-wide (50%). No items show a majority of negative responses.

The major purposes of the school vary from teacher to teacher. However, academic development, particularly in math and reading, were mentioned by each one in different words. Professional development, helping disadvantaged children from the community, and improving communication were also mentioned as purposes. Objectives, instructional skills, and mastery levels were determined by state guidelines and testing results. (Basic Skills First, standardized testing, and teacher-made tests were all mentioned.)

Instructional Leadership

All the faculty believed that the teachers in this school worked together at the principal's initiative to coordinate the instructional program, and 92% felt that most problems could be solved inside the school. All the

respondents agreed that the principal reviewed and interpreted test scores with the faculty. Although the faculty said that the principal emphasized test scores (79%), only 56% felt he communicated his expectations regarding achievement scores. The faculty also responded favorably to items relating to teacher evaluation with all agreeing that conferences followed formal observations. Similarly, respondents rated high those items dealing with the principal's accessibility.

Some items, however, did not receive a favorable response. For example, though a minority, 31% felt that they could not turn to the principal with instructional problems. Also, very few of the respondents stated that the principal required and reviewed lesson plans (25%) and gave feedback on lesson plans (25%). The principal was not seen as active in arranging staff development opportunities, and only 56% saw him as communicating the responsibility of teachers in relation to student achievement.

The teachers described the principal's leadership as working with the teachers to set school goals and individual goals in areas of weakness. An interest by the principal in helping children was also mentioned.

High Expectations

As in the schools discussed previously, there was more disagreement in the area of High Expectations. Teachers contended that they held high expectations of all students (100%) and expected most students to achieve mastery of basic skills objectives (94%). They also felt responsible for student mastery of these skills (78%). However, the response to some of the other items showed a conflicting notion. For example, a smaller majority said that math (54%) and reading (64%) instruction were initially presented to heterogeneous groups. Also the background of the student seemed to make a difference. Only 25% felt that home background was not the most important factor in student achievement, and only 44% believed that all students could master basic skills. Additionally, only a minority contended that low-achieving students answered as many questions in class (49%) and that low-income children were retained in the same proportion as other children (25%). Only 13% felt that nearly all children would complete high school.

It was noted repeatedly that many of the students were culturally deprived and, therefore, of low-ability. One teacher even described the student ability as "grade level appropriate except for the majority of low-income children." On the other hand, one teacher stated that most

were of "average or above in ability." Furthermore, there appears to be some belief that the children could learn despite their background as three of the four interview respondents mentioned that school achievement was above average or above what might be expected. They further pointed out that teachers were encouraged to set high goals for themselves and their students, that students received feedback and reinforcement for accomplishments, and that students are held accountable for learning and retained when necessary.

Opportunity to Learn/Time on Task

The responses in this category were generally positive. All the respondents agreed that plenty of time was allocated for math instruction, and 92% felt that outside interruptions were not a problem. However, only 44% felt that pull out programs did not interfere with classroom instruction. Also, only a minority (46%) felt that teachers determined the time to be spent on basic skills instruction. All other items had a 70% or better favorable response.

The ways that academic time was protected in the school were mentioned consistently by respondents, i.e. holding announcements until the end of the day, having visitors come by the office, and scheduling assembly programs late in the day. The most frequent type of

interruption apparently was children arriving late and leaving early. Although one respondent gave 80% as the amount of classroom time spent on instruction, the others felt it to be closer to 90%.

Frequent Monitoring of Student Progress

Although there was some indecision on some items in this category, no item showed a majority of negative responses. In fact, five of the twelve items registered no disagreement. One hundred percent agreed that there was annual standardized testing at each grade and that the results were available and used. The entire faculty also reported that multiple assessment methods were used to determine student progress and that remediation and reteaching were an important part of the teaching process. Ninety-two percent also felt that test scores were thoroughly reviewed and analyzed. However, the two items dealing with the use of criterion-referenced tests resulted in only a small majority being in agreement. (Many were undecided on both items.) Also, a minority of 38% felt the standardized testing program to be a valid measure of the school's curriculum.

All the respondents mentioned achievement tests, basic skills tests, and teacher-made test as the ways student progress was monitored. Teacher observation was also mentioned by one person. All the children in the school

were administered basic skills tests and the Stanford Achievement Tests. Certain grades also administered the Tennessee Basic Skills First test and the Otis-Lenon School Ability Index. Test results were used to set goals and objectives and to plan instructional improvement as well as to help plan for resource students.

Home-School Relations

There were more negative responses in this category than in any other for School C. Most of the respondents stated that teachers communicated with parents in a variety of ways and that parent conferences focused on student achievement and mastery. A three-fourths majority also felt that most children completed their homework, but at that point the positive responses tapered off. A slight majority were positive about parent-teacher cooperation in homework monitoring (57%), parent promotion of the school instructional program (50%), and the results of parent-teacher conferences (56%). Only 38% felt that most parents would rate the school as superior. A total of 78% said that there was no active parent-teacher group and 94% stated that attendance at parent conferences was below 90%.

The teachers mentioned a variety of ways parents were involved and kept informed including newsletters, conferences, phone calls, a volunteer program, and a parent-teacher organization. One teacher said that

"parents are encouraged to visit the school and are made to feel welcome and appreciated." Yet only 44% felt that parents initiated many contacts with the school and only 14% said that many parents visit the classroom.

Summary of School C

As seen in Table 3, the mean for two categories was above 4.0: Frequent Monitoring of Student Progress (4.00), and Clear School Mission (4.06). Safe and Orderly Environment was just short of that with a 3.98 mean. Although several teachers were uncertain about the use of criterion-referenced tests, the school apparently has a strong testing program in which the results were analyzed and used. Still, many teachers did not feel it was an accurate measure of the schools performance. Reading and math objectives were in place in the school though there was some disagreement as to math objectives being the focus of instruction. There was less agreement on the presence and use of language arts objectives. The teachers were positive about the school building and student discipline. However, many still felt discipline was an issue and two teachers mentioned maintenance as a weakness of the school.

Instructional leadership was strongest in the areas of teacher evaluation, in the principal's accessibility, and in the principal and staff working together on various problems. However, lesson plans were not emphasized and

Table 3

Mean, Standard Deviation and Rank Order of Responses
by Category for School C

Category	Mean	Standard Deviation	Rank
Clear School Mission	4.06	.25	1
Frequent Monitoring of Student Progress	4.00	.47	2
Safe and Orderly Environment	3.98	.50	3
Instructional Leadership	3.86	.60	4
Opportunity to Learn/Time on Task	3.84	.41	5
Home-School Relations	3.20	.72	6
High Expectations	3.19	.61	7

there was disagreement over the principal's arranging staff development opportunities and communicating teacher responsibility regarding student achievement.

Teachers felt that plenty of time was allocated for instruction but that they had little role in determining this. Also, although interruptions did not appear to be a problem, pull out programs did cause disruptions.

High Expectations (3.19) and Home-School Relations (3.20) were well below the other categories. The teachers felt they had high expectations, but they did not believe all children would master basic skills. Student background was seen as a factor in student achievement and more low-income children were retained. All the children were not expected to complete high school. The teachers professed to communicating with parents in a variety of ways, but they did not think most parents viewed the school as superior. Also, the majority of parents did not visit the school, make school contacts, and/or attend conferences.

The teachers interviewed all felt the competence of the staff and their ability to work together were strengths of the school. There was little agreement on weaknesses. Maintenance, class size, space, and salary were mentioned.

VI. ANALYSIS OF SCHOOL D

School D had six teachers four of which responded to the questionnaires as did the principal. Faculty members also responded to the interview questionnaire.

Safe and Orderly Environment

The response to this category was very positive with only one item showing any negative response. On this item, 33% felt that the school was not neat, bright, clean, and comfortable. Comments were that the building was "old, but clean." "No serious problems" regarding student behavior were found, and one teacher stated that "positive behaviors are expected."

Clear School Mission

The response to this category was also largely positive. However, no one agreed that a written statement of purpose was the driving force behind school decisions (half were undecided). Half of the respondents were also unsure if language arts objectives were monitored and coordinated throughout all grades and two-thirds felt that they were not the focal point of language arts instruction. All the respondents were unsure whether school-wide reading objectives were the focal point of instruction, and a third of the respondents were unsure about mathematics

objectives. Also, one-third were undecided about the existence of sequential reading objectives. Teachers were sure about the existence of math objectives as 100% marked "strongly agree" on that item.

No specific purposes beyond educating the children were mentioned. Observations and testing were used to determine objectives and mastery levels.

Instructional Leadership

Although teachers were positive about most of the items in this category, there was more variation among responses on several items. All the respondents agreed that the principal did not require and review lesson plans nor give feedback on them. One-third of the teachers felt that the principal did not often lead discussions concerning instruction and student achievement; similarly, one-third also said that instructional issues were seldom the focus of faculty meetings.

Although there was some indecision on a number of items, none of the teachers said that the principal met with them regularly prior to observations, and half said the principal did not make several yearly observations. However, all agreed that conferences followed formal evaluations.

There was also some negative responses to items concerning the use of test scores. Half of the respondents

felt that the principal did not help them review and analyze test scores, and none of them recalled the use of test results to modify or change programs. In like manner, only 33% felt the principal put much emphasis on test scores. Only one-third of the respondents felt that there was strong, centralized leadership from the principal.

High Expectations

A mixed bag of responses were found in items under the High Expectations category. Three items resulted in total positive agreement by the respondents. All felt that the teachers held high expectations. They expected all students to master basic skills objectives and viewed themselves as responsible for student mastery. On the other end of the scale, none of the teachers expected 95% or more of the students to complete high school, and half believed low-achieving students to be more of a discipline problem than other children.

Additionally, only a third agreed that all students would master basic skills and that home background was not the primary factor in student achievement.

The faculty maintained that their high expectations were represented by the results of test scores in the school.

Opportunity To Learn/Time on Task

Only three of the twelve items in this category showed any negative response and these all dealt with interruptions. Half the respondents felt pull out programs to be a disruption and that there were a number of student disruptions. However, only a third of the respondents felt that outside interruptions were a problem. The strongest positive responses dealt with the amount of time allocated to reading and math instruction.

Parents were required to report to the office when entering the school and phone calls were screened to reduce interruptions. The "central office" was mentioned as one source of interruptions.

Frequent Monitoring of Student Progress

This category was a strength of the school. All the teachers agreed that the standardized testing program did not reflect the schools curriculum. Also, all the respondents were unsure about the use of criterion-referenced tests to assess basic skills. Otherwise, all other items were viewed positively with 100% strongly agreeing that there was annual standardized testing at each grade level. The Stanford Achievement Test is given annually at each grade level and is used for placement of students and grouping.

Home-School Relations

The responses in this category were overall positive but with some disagreement. One hundred percent said that parents seldom visited the classroom and that attendance at parent conferences was less than 90%. Although students usually did their homework (67%), none of the staff felt that it was monitored at home and 66% said that parents did not cooperate on monitoring homework. In addition to attendance at parent conferences, half of the faculty did not see many positive results. They did not feel that conferences resulted in plans for improvement. Only one-half felt that the parents would rate the school as superior and that parents often initiated contacts with the school.

Parents were involved through P. T. O. and a volunteer program and were contacted through notes, phone calls, and conferences according to teachers.

Summary of School D

School D rose above a 4.0 mean in only one category (Table 4), Safe and Orderly Environment (4.22). There was majority positive agreement on every item. Frequent Monitoring of Student Progress fell right at the 4.0 level. The school used standardized testing at each grade annually but the faculty did not feel it accurately reflected the curriculum.

Table 4

Mean, Standard Deviation and Rank Order of Responses
by Category for School D

Category	Mean	Standard Deviation	Rank
Safe and Orderly Environment	4.23	.38	1
Frequent Monitoring of Student Progress	4.00	.76	2
Opportunity to Learn/Time on Task	3.83	.82	3
Clear School Mission	3.76	.67	4
Instructional Leadership	3.55	.71	5
High Expectations	3.51	.60	6
Home-School Relations	3.15	.75	7

Teachers felt that pull-out programs were an interruption as were student disruptions. However, the school allocated plenty of time for reading and math instruction. Math seemed to be emphasized at the school, while there was less certainty about language arts. (In interview responses math was mentioned as the schools strength and reading as an area for improvement.) There was also disagreement about reading objectives as the focal point of instruction.

Instructional Leadership (3.55) and High Expectations (3.51) were ranked next. Although teachers felt they held high expectations, many saw low-achieving students as greater discipline problems and expected some not to complete high school. Many also believed that home background was a primary cause of low achievement and that some students could not achieve mastery of skills. Negative responses in the area of Instructional Leadership centered around the teacher evaluation process and the lack of emphasis on lesson plans. Items dealing with the use of test scores also received negative responses.

Home-School Relations with a mean of 3.15 was the lowest category. Parents did not visit classrooms often or contact the school regularly. Parent support on student homework was seen as limited, and parent conferences were frequently not seen as successful.

VII. ANALYSIS OF SCHOOL E

Twelve of thirteen teachers and the principal of School E responded to the survey. The school also participated in the follow-up questions. Although the school was strong in several categories, this was the first school not to have a category mean above 4.0.

Safe and Orderly Environment

The teachers at school E did not feel that safety and security were problems in the school, but they were unhappy with the physical condition. A majority of teachers viewed the school as unpleasant and unkempt (72%) and did not think it to be bright, clean, and comfortable (100%). Comments were that the principal worked hard to keep the school maintained but that the building was old and difficult to keep up. A bathroom problem was also mentioned. Progress had been made in the way of new lighting, new doors, and painting, but the school was in need of additional space and air conditioning.

Most teachers felt that the majority of students abided by school rules (71%), but less than half (43%) thought student behavior was generally positive. Furthermore, only 29% felt that discipline was not an issue. Comments, however, reflected strict but fair discipline on the part of teachers and parents. Classroom

rules were posted and sent home in the student handbook to be signed by parents.

Clear School Mission

The teachers were aware that all grade levels have reading and math objectives that students are expected to master. There was also strong agreement that these objectives were coordinated throughout the grades and that they were the focal point of instruction. However, only about half of the faculty had similar feelings regarding language arts objectives. Also, only 43% knew of a written statement of purpose that guided instruction. General purposes of the school such as each child reaching his potential and making children "productive members of society" were given by the staff.

Instructional Leadership

A majority of the faculty at School E expressed positive feelings toward most of the items in this category. All the items relating to teacher evaluation showed 70% or more in positive agreement with 100% of the faculty reporting that post-observation conferences followed observations by the principal. All the teachers also felt that the principal emphasized standardized test results and most felt that these results were analyzed (86%) and used to change the instructional program (71%).

One hundred percent of the teachers felt the principal to be visible and that he made many informal contacts throughout the building. Also, while all the respondents felt that they could turn to the principal with instructional concerns, only 43% felt that discussions with the principal usually resulted in instructional improvements. A similar percentage stated that instructional issues were not the focus of faculty meetings. The teachers also said that lesson plans were not emphasized, and there was a split over the extent to which teachers worked together on the instruction program at the request of the principal. The principal was described as "eager" and "innovative".

High Expectations

Many of the teachers disagreed or were undecided on the items under High Expectations. As in the other schools most of the teachers felt the faculty held high expectations of students although 14% were undecided and 14% disagreed. The faculty also felt that most students could master basic skills (86%) and were expected to do so (85%). Teachers held themselves responsible for student mastery (86%).

However, no one thought that 95% or more of their students would complete high school. Only a few agreed that home background was not the primary factor in student

achievement (14%) and low-achieving students were no more discipline problems than were other students (14%). Almost half were unsure whether students not mastering skills were retained and if low-income children were more likely to be retained. Furthermore, although reading instruction was directed to heterogeneous groups, math instruction was not. Finally, 59% said that low-achieving students were less likely to answer questions in class.

The students were described as basically average students whose test scores were comparable with county and state norms on tests (sometimes exceeding the norms). High standards were set for both teachers and students.

Opportunity to Learn/Time on Task

Seven of the twelve items in this category received no negative responses although there was some indecision as in the previous categories. Forty-three percent felt that outside interruptions interfered with basic skills instructions, and 86% saw pull out programs as disruptive. Only a small majority (57%) felt that student practice was planned so students could be successful and that students were not usually working independently during basic skills instruction. Other items received a large majority of positive responses with 100% agreement on the time allocation for math instruction.

The teachers estimated 80% - 90% of classroom time to be spent on instruction. Intercom announcements were a disruption at times, but most announcements were held to the afternoon. Children leaving school early apparently was a problem.

Frequent Monitoring of Student Progress

Only one item in this category did not have a majority of positive responses. Only 14% felt that the standardized testing program was an accurate measure of the curriculum. Even so, the total faculty recognized the existence of annual standardized testing at each grade and regular assessment of basic skills. A small majority of 57% said that test scores were analyzed to plan instructional modifications.

Each grade was tested by the Stanford Achievement Test, the state Basic Skills First test, or both. The teachers kept "pacing charts" in basic skills, and the principal viewed each report card before sending it home. Test scores were used to group and place students.

Home-School Relations

There was a greater variation of opinions in Home-School Relations than in many of the other categories. The item dealing with the focus at parent conferences on student achievement was the only one receiving total

positive agreement. A majority of the teachers also agreed with the following: that parent conferences achieved results (71%), that teachers communicate with parents beyond conferences and report cards (57%), and that there was an active parent group (75%).

No one thought that most children did their homework, and only a few felt that parents cooperated on monitoring homework. Furthermore, a majority of teachers did not have many parents visit the classroom (75%), had less than 90% attendance at parent conferences (57%), and felt the overall home-school support network to be weak (57%). The other items received a small majority of positive responses, and most reflected some indecision on the part of some faculty members.

The teachers mentioned the usual ways that parents were contacted. Additionally, parents were involved as P. T. O. members, volunteers, and as members of an advisory committee. One teacher mentioned that parents visited classrooms to observe but most disagreed with this on the questionnaire.

Summary of School E

Although all categories achieved a mean under 4.0, Frequent Monitoring of Student Progress and Clear School Mission led the way with means of 3.83 (Table 5). Standardized testing was present at all grade

Table 5
Mean, Standard Deviation and Rank Order of Responses
by Category for School E

Category	Mean	Standard Deviation	Rank
Clear School Mission	3.83	.48	1 (T)
Frequent Monitoring of Student Progress	3.83	.49	1 (T)
Opportunity to Learn/Time on Task	3.65	.59	3 (T)
Instructional Leadership	3.65	.55	3 (T)
Safe and Orderly Environment	3.35	.75	5
Home-School Relations	3.22	.53	6
High Expectations	3.13	.65	7

levels, and students reportedly achieved at state and county averages. However, the testing program was not seen as a reflection of the school's curriculum. The testing program was evidently used more to place students than to plan and modify programs. Under Clear School Mission, math and reading objectives were used in the school but the presence and use of language arts objectives was less obvious.

Instructional Leadership and Opportunity To Learn/Time on Task were the next two highest categories (3.65). The principal was very visible and accessible, but instructional issues were not always focused on. In the latter category, plenty of time was provided for math instruction at School E. However, disruptions of instruction were viewed as a problem, particularly interruptions caused by pull out programs. There was also some disagreement on how well student practice was utilized.

Safe and Orderly Environment (3.35) and Home-School Relations (3.22) were the next two categories. The school held parent conferences that apparently achieved results, and an active P. T. O. was in existence. Yet parent attendance at conferences and in classrooms was weak as was parental support on homework. The school was viewed as safe. However, the building was old and upkeep and

maintenance were problems. Many of the weaknesses of the school that were mentioned dealt with this issue, i.e. dirty restrooms, limited air conditioning, and the need for more space. Most students abided by the school rules, but discipline was still seen as an issue and many did not think student behavior was generally positive.

The lowest rated category was High Expectations (3.13). The Teachers felt they held high expectations, but they viewed family background as the primary factor in student achievement. All students were not expected to complete high school, and teachers were unsure as to which students were retained. Also, low-achieving students caused more discipline problems and answered fewer questions in class.

Although most items were marked positively by most of the faculty at School E, there was more disagreement than has been seen at the other schools. Also, a number of staff members marked "undecided" on many items. Problems mentioned, other than those with the physical plant, included lack of funds, inadequate staffing, and lack of materials. In spite of this, there was a feeling that the students were willing and the staff was strong.

VIII. ANALYSIS OF SCHOOL F

School F had the same overall mean as School E but had a greater discrepancy between its top and bottom scores. Twenty-two of the thirty-three teachers in the school responded to the questionnaire. The principal, however, was unable to respond, and no one took part in the follow-up.

Safe and Orderly Environment

Results of the responses to this category do not show a clear cut opinion. The respondents all thought that the students were generally eager about learning and that teachers and parents assumed responsibility for discipline. Other items relating to student behavior were also positive with 71% reporting that most students abided by school rules. Eighty percent thought that the school was safe and secure, but only 56% said they did not view security as an issue. Likewise, 80% thought the physical condition of the school was pleasant, but only 45% viewed the school as bright, clean, and comfortable.

Clear School Mission

Only one of the fourteen items in this category received less than a majority of favorable responses. Only 40% thought that school-wide objectives were the focus of language arts instruction while a small majority (55%)

thought math objectives were the focal point of math instruction. There was also some disagreement, although a minority, as to the use of school-wide objectives in math and reading instruction. Also, only a 60% majority responded positively to the items concerning the existence of a written statement of purpose. All other items received a large majority of favorable responses.

Instructional Leadership

A variety of responses was found in this category. Those items dealing with teacher evaluation generally received positive responses, such as items dealing with the post-observation conference, plans for improvement, and pre-observation conferences. Also, 82% said that supervision is directed at instruction. On the other hand, 70% stated that the principal did not make several formal observations each year.

A discrepancy was also seen in the items dealing with the use of standardized test scores. A majority felt that the principal emphasized test results (64%), but a lesser number thought that the principal reviewed and interpreted the results with the faculty (45%) and that test results were used to change the program (27%). Also, only 36% said the principal communicated the responsibilities of the teachers in regard to student achievement.

The teachers responded favorably to items dealing with the accessibility and visibility of the principal, and they felt that the principal and teachers could solve most the problems facing the school. However, only 44% thought teachers worked together at the principal's initiative to coordinate the instructional program. Also, items concerning the discussion of instructional issues received a majority of negative responses. The teachers did not see the principal as an instructional resource person, and there was a split over whether strong, centralized leadership came from the principal. As in most of the other schools, the principal did not place a lot of emphasis on lesson plans.

High Expectations

The majority of items in this category received negative responses. The majority of teachers felt they held high expectations (60%) and that students could master (91%) and were expected to master (100%) basic skills. Most of the teachers also held themselves responsible for student mastery (91%). However, only 45% said that students were usually retained if they did not master the skills.

Half or more of the teachers stated that reading and math instruction was directed toward homogeneous groups. Only a minority of teachers thought that low-income

children were retained proportionately to other children (45%) and that home background was not the primary factor in student achievement (36%). Also, low-achieving students were seen as greater discipline problems (73%) and were less likely to answer questions in class (50%). Finally, as in the other schools, the teachers did not expect all the students to complete high school.

Opportunity to Learn/Time on Task

The respondents were largely positive in their responses to the items in this category. All the teachers felt that a great deal of time was allocated for both math and reading instruction and that daily lessons followed the proper teaching sequence. On the other end, 80% of the respondents felt that outside interruptions were a problem and 45% felt that pull out programs were a disruption.

Frequent Monitoring of Student Progress

All the respondents were in positive agreement on seven of the twelve items in this category. A comprehensive standardized and basic skills testing program was in place and the results were utilized according to the faculty. All the respondents also agreed that remediation and reteaching were regular parts of instruction and that teachers gave feedback on daily assignments.

However, there were some discrepancies similar to those we have seen in some previous categories. Although there was a strong response to items in the testing program, only 40% felt that the principals and teachers used test results to make program changes. And, as we have seen at most of the other schools, only a minority of teachers (36%) viewed the testing program as a valid measure of the school's basic skill curriculum. Finally, although teachers said that they give daily feedback on assignments, only 36% said that student assignments are corrected daily.

Home-School Relations

Although not by an overwhelming majority, 60% to 70% of the faculty responded positively to those items dealing with parent support and monitoring of homework. A larger percentage was also positive about the focus and results of parent-teacher conferences. On the other hand, only 36% of the respondents felt that parents were involved in the overall home-school support network. Additionally, attendance at parent conferences was not up to the 90% level (91%) and many parents did not contact the school regularly (45%). Parents seldom observed in the classrooms (91%), and only 45% of the faculty thought the parents viewed the school as superior.

Summary of School F

Frequent Monitoring of Student Progress (3.93) and Clear School Mission (3.90) were the first and second ranked categories at School F (Table 6). A strong testing program with a variety of test types was in place in the school, but the faculty did not see it as a reflection of the curriculum and the results were not always used to modify the program. Teachers reteach and remediate during instruction on a regular basis. In the latter category, the use of language arts objectives as the focus of instruction was the only negative item.

As far as Opportunity to Learn/Time on Task (3.69), teachers viewed outside interruptions and pull out programs as interruptions but were otherwise positive. Safe and Orderly Environment (3.61) followed closely behind, but the results were harder to interpret. The teachers viewed the school as safe and secure but still thought security was an issue. Similarly, most thought the physical condition of the school to be pleasant but less than half viewed the school as bright, clean and comfortable. The faculty were generally positive about student behavior.

Home-School Relations finished fifth of the seven categories with a mean of 3.29. The faculty made efforts to contact parents in a variety of ways but expressed

Table 6
Mean, Standard Deviation and Rank Order of Responses
by Category for School F

Category	Mean	Standard Deviation	Rank
Frequent Monitoring of Student Progress	3.94	.56	1
Clear School Mission	3.90	.43	2
Opportunity to Learn/Time on Task	3.69	.56	3
Safe and Orderly Environment	3.57	.44	4
Home-School Relations	3.30	.65	5
High Expectations	3.15	.59	6
Instructional Leadership	3.05	.62	7

concerns about parent-initiated contacts, classroom visitation, and attendance of parent conferences. The teachers also felt that parents cooperated in regard to homework and that parent conferences produced results.

The other two categories, High Expectations (3.17) and Instructional Leadership (3.06) complete this section. The teachers felt that all students could master basic skills objectives but low-ability students participated in class less and were in more trouble than other students. They saw family background as a key to student achievement, and some thought low-income students were more likely to be retained. The majority also thought that initial math and reading instruction were directed to homogeneous groups.

Instructional Leadership responses showed discrepancies as did other categories. The faculty responded positively to items concerning teacher evaluation but then stated that the principal did not make many observations. Similarly, the respondents said that the principal emphasized tests scores but did work with the teachers to analyze them and to modify the instructional program. The principal was viewed as visible and accessible but not as an instructional resource.

IX. ANALYSIS OF SCHOOL G

School G had twenty-three teachers, nineteen of which responded to the survey. The principal also completed the questionnaire, and the faculty participated in the follow-up.

Safe and Orderly Environment

The responses in this category were generally on the positive side. Most of the staff felt the school to be safe and secure (90%), but a smaller majority agreed that security was not an issue (60%). Issues concerning discipline were also generally positive with percentages ranging from 64% to 82% positive on the pertinent items. On the other hand, only half of the respondents viewed the school building as pleasant and only 30% saw it as bright, clean, and comfortable. All the respondents to the follow-up described the facility as old and in need of repair and improvements such as painting and air conditioning.

Inspections, safety drills, and checking on school visitors were various ways mentioned in which security was enhanced. Student behavior was described as generally positive. School rules were listed in the student handbook and reviewed with the student body. Teachers also posted classroom rules.

Clear School Mission

No item in this category received less than 50% favorable response. The lowest percentage of positive agreement was 50% agreeing that the school had a written statement of purpose that was the driving force behind instructional decisions. There were only a few negative responses although a small percentage was undecided on the items concerning the existence, use, and coordination of language arts objectives.

The participants in the follow-up appeared uncertain about the major purposes of the school. However, "to enable students to function as productive adults" and "to develop students mentally, physically, socially, and emotionally" were mentioned. The state Basic Skills First program and state curriculum guides were the ways that objectives and mastery levels were determined.

Instructional Leadership

Again, the majority of items show largely positive responses. Achievement test scores were emphasized by the principal (80%). In addition, all respondents agree that the principal reviewed these test results with the faculty and used them to modify the instructional program. Also, unlike many of the other schools, the principal was seen as the instructional leader (70%) who addressed instructional

issues at faculty meetings (80%) and discussed instructional issues with the faculty (82%).

The respondents were also positive about the items dealing with the teacher evaluation process except that 54% said that the principal did not make several formal observations each year. Other items showed, however, that observations were conducted in the appropriate manner. As we have seen at almost every school, however, little emphasis was placed on lesson plans.

A small number, but still a majority felt the principal was a visible (50%) instructional resource person (55%) who they could turn to with instructional concerns (54%).

The principal and teachers together provided the instructional leadership for the school and worked together to evaluate program objectives. A faculty council, in particular, worked with the principal.

High Expectations

Only four of the twelve items in this category received a majority of positive responses. The responses here followed a pattern similar to that of several of the other schools. The teachers felt that they held high expectations (90%), and felt responsible for student mastery of objectives (77%). The teachers also felt that

all students were expected to master basic skills (91%), but only 36% felt all students could master these skills.

Only one-third of the respondents stated that students were retained when they did not master basic skills. Furthermore, only 45% said that low-ability students answered as many questions as others and presented no more discipline problems. The same minority percentage claimed that student background was not the primary factor in achievement. There were a number of "undecided" responses to many of these items in this category.

Math was normally presented to homogeneous groups but reading to heterogeneous groups. And, as had been the case previously, all students were not expected to graduate from high school.

Comments were that most students had average ability but that student achievement was good. Mastery was expected at each grade with these expectations sent to parents at the beginning of the year.

Opportunity to Learn/Time on Task

All the respondents were confident about the time allocated for math and reading instruction and most felt that special programs were coordinated with the regular program. However, interruptions were seen as a problem (70%). Fifty-four percent agreed that student interruptions were a problem, and 63% viewed pull out

programs as disruptions. The respondents split fifty-fifty over whether teachers determined the time guidelines for instruction with the principal.

Comments were made that the intercom frequently interrupted classes. Student interruptions, M-Team meetings, and programs were also mentioned as disruptions. However, one respondent felt that a regular schedule limited time away from instruction but still estimated that as little as 65% of the classroom time was spent in instruction.

Frequent Monitoring of Student Progress

The respondents were positive to all but two items in this category. Only 30% said that criteria-referenced tests were used to assess basic skills, and an even smaller number (18%) thought the standardized testing program to be a valid measure of the school's curriculum. On the other hand, 100% of the faculty felt that remediation and reteaching were used regularly in the instructional program and that students received daily feedback on their assignments. All other items showed a favorable response by a majority of 73% or better.

Basic skills testing, standardized testing, and teacher made tests were all mentioned as ways that student progress was measured in School G. The Stanford Achievement Test and the Basic Skills tests were used to

monitor student progress. The results were analyzed and reviewed to monitor the progress of students, to determine student placement, and to evaluate program objectives.

Home-School Relations

The teachers were in almost total agreement on the items describing various methods whereby they communicate with parents. They were also in positive agreement on the items dealing with the focus and results of parent conferences. However, as at the other schools, less than ninety-percent parent attendance occurs at conferences.

The respondents were less positive about parent support in homework. Although 90% said that teachers and parents understood the school's homework policy, only a few felt that homework was monitored at home (33%) and that there was much cooperation between home and school on monitoring homework (44%). Half the teachers said that most students completed their homework.

Parents, also, did not visit the classroom regularly. An 80% majority felt there was no active parent-school group. (One teacher commented that a PTO did exist but only a small number of parents were involved.) The teachers were split over the extent that parents understood and promoted the instructional program, but only 27% agreed that parents would rate the school as superior.

In addition to regular parent involvement programs, School G had a program not mentioned by other schools. The Dobin Art program involved parents by having parents expose children to various art exhibits.

Summary of School G

Clear School Mission (3.89) and Frequent Monitoring of Student Progress (3.81) were clearly the top categories for School G (Table 7). All items in the Clear School Mission category received a 50% or better favorable response, and only two items under the latter category fell below this level. Criterion-referenced tests were not used to assess basic skills and the standardized testing program was not seen as a valid measure. One faculty member saw the basic skills program as the strength of the school.

Instructional Leadership (3.57) and Opportunity to Learn/Time on Task (3.51) came next. Testing was emphasized and the results utilized at School G. The principal was seen as the instructional leader and he focused on instructional issues. However, lesson plans were not emphasized in the school. Items dealing with the teacher evaluation process were mostly positive, but some felt the principal did not make several observations each year. There was some disagreement (although by a minority) over the principal as an instructional resource person and in his visibility. Plenty of time was allocated to basic

Table 7
Mean, Standard Deviation and Rank Order of Responses
by Category for School G

Category	Mean	Standard Deviation	Rank
Clear School Mission	3.89	.26	1
Frequent Monitoring of Student Progress	3.81	.50	2
Instructional Leadership	3.57	.62	3
Opportunity to Learn/Time on Task	3.51	.66	4
Safe and Orderly Environment	3.45	.50	5
High Expectations	3.31	.62	6
Home-School Relations	3.08	.73	7

skills instructions, but interruptions by students, pull out programs, and announcements over the intercom were seen as problems. One respondent said that interruptions to class time were a key problem at this school.

Safe and Orderly Environment (3.45) responses showed the condition of the school to be a problem. Although discipline and security was not seen as a problem by the majority of the respondents, the condition of the facility was. Some saw this as the major area of need for the school.

High Expectations (3.31) and Home-School Relations (3.08) round out the rankings. Teachers felt that they held high expectations and expected students to master skills at each grade level. However, they did not think all children could master these skills. They also felt that low-achieving children caused more discipline problems and participated less in class. Student background was seen as the primary factor in achievement. Teachers communicated with the parents in the regular ways but did not feel that parents reciprocated by attending PTO meetings, making contacts with the school, and visiting the classroom. Parent conferences were thought to work well in this school, but the faculty did not feel that parents cooperated with the school on homework.

The faculty saw the basic skills program and the strength and working relations of the faculty as the strong points of the school. As mentioned above, the physical condition of the school plant and interruptions to classroom instruction were seen as areas needing improvement. A deficiency in word study skills was also mentioned, perhaps showing that the results of testing were reviewed and used as was mentioned previously.

X. ANALYSIS OF SCHOOL H

All twenty-one of the teachers in School H responded to the questionnaire as did the principal. Interview questions were also answered by the principal and two teachers. The results by category are discussed below.

Safe and Orderly Environment

The first two items in this category showed the most positive response. Respondents largely felt that the school was a safe place (100%) and that the school building was clean and pleasant (92%). The faculty also felt that the students were generally well-behaved (80%) and abided by rules (77%), but the majority (60%) still thought discipline was an issue in the school. Also, 43% of those responding did not think the students were eager and enthusiastic about learning. There was also some ambivalence as to the school atmosphere since 33% were

undecided as to whether a positive feeling permeated the school.

Comments from the interview questions seemed to support these findings. All three respondents mentioned that the building was regularly inspected to keep it clean and hazard free. Various aspects of the physical plant were rated as "fair" to "very good". Teacher supervision and rules of conduct were also mentioned repeatedly as reasons for good behavior in the school. Discipline was generally described as left up to the teachers with principal support when needed. "Good relations" between teachers and students and "consistency" were other factors mentioned in this category.

Clear School Mission

According to responses in the Clear School Mission category, math appears to be greatly emphasized at School H. The faculty agreed that math objectives existed (90%), must be mastered (77%), and were coordinated and monitored throughout the grades (75%). In reading, they agreed that objectives were monitored and coordinated (80%) and that student mastery was expected (83%), but 33% were unsure if there were sequential, written reading objectives throughout the grades. There was somewhat less agreement on language arts objectives although a majority still felt

that these objectives existed (69%), were monitored and coordinated (60%), and that mastery was expected (75%).

Interestingly, however, there was less agreement in each subject that these objectives were the focal point of instruction throughout the grades: math (66%), reading (62%), and language arts (50%). Furthermore, only 34% of the respondents agreed that a written statement of purpose was the driving force behind most school decisions. Comments concerning the purpose of the school were to "facilitate learning", to "provide students with the necessary knowledge . . . to be better citizens and to support themselves," to provide an environment to "enhance learning," to provide examples for students to follow, and to teach the necessary subjects and state required skills.

As to how objectives, skills and mastery levels were determined, all three respondents mentioned state requirements. However, two also said that the needs of the children as determined from various test scores were also considered.

Instructional Leadership

The most positive items under Instructional Leadership dealt with the ability of the staff to solve its own problems (100% agreement) and the principal's conducting post-conferences following classroom observations (100%). The faculty also largely agreed that the principal was

accessible (92%) and made frequent informal contacts around the school (90%). Other items dealing with teacher evaluation were also very positive as was the use of standardized tests in the instructional program.

However, instructional issues were seldom discussed at faculty meetings (70%) and teachers did not receive feedback on lesson plans (56%). Also, 50% of the respondents did not perceive the principal as an instructional resource person. Responses to most other items were spread out among agreement, disagreement, and uncertainty.

Comments concerning instructional leadership were brief. The principal observed classes frequently and discussed instructional issues in grade level meetings. One respondent described the instructional leadership as average but more than average "in dedication."

High Expectations

There were fewer positive responses to items under the High Expectations categories. The teachers reported to holding high expectations of all student (92%). However, although they believed that almost all students could master basic skills (87%) and that they (the teachers) were responsible for students mastering these objectives (85%), no one agreed that all students in the school could master

the basic skills. Also, only 11% felt that most of the students would complete high school.

Additionally, only a minority of respondents felt that the students home background was of little influence on school progress and behaviors. For instance, a small number felt that student background had no influence in student achievement (40%), retentions (46%), and discipline problems (33%). Only 50% of respondents felt low-achieving students participated in class as frequently as other students.

All respondents to the open-ended questions felt that student abilities varied from year to year and to some extent within a class. The methods of communicating high expectations were general. Teachers set examples and verbally told students what they expected. The only more specific example given was that notes were sent home to parents.

Opportunity to Learn/Time on Task

The faculty of School H felt that plenty of time was allocated for math and language arts instruction (80%), although they did not have control over this time allocation. They also felt that they followed the appropriate teaching sequence (91%) and that student practice was at the appropriate difficulty level (92%).

Also, 80% felt that class atmosphere was conducive to learning.

Although, most teachers felt that special instructional programs were well integrated with classroom instruction (70%), 55% still felt that pull out programs were disruptive and an interference to basic skills instruction. Also, only a slight majority of teachers (58%) felt that seatwork was closely monitored, and 42% felt that much of the basic skills instruction was used for independent seatwork.

The intercom use at School H was limited to mornings and afternoons to avoid classroom disruptions. Teachers and students were not called out of the room except for emergencies. The teachers questioned felt that interruptions were few and far between. The teachers felt that 85-90% of classroom time was spent in instruction, but it was pointed out that lunch breaks, physical education, and other activities cut into the total time available for instruction.

Frequent Monitoring of Student Progress

The standardized testing program appeared to be in place and utilized at School H. Respondents agreed that standardized testing occurred at each grade and that the results were used to plan, evaluate, and modify programs. However, only 11% felt that the standardized testing

program was an accurate measure of the basic skills curriculum in the school. The teachers responded favorably to most of the other items in this category which dealt with testing and follow-up in basic skills. The only exception was that a minority (42%) agreed that basic skill assignments were corrected daily (33% were undecided).

Interview respondents mentioned basic skills testing, standardized testing, homework assignments, and standardized tests as methods used to monitor student progress. Thus, multiple assessment was apparently conducted. The Stanford Achievement test was used at all grade levels. One teacher, however, felt that it did not accurately reflect the ability of rural students. This coincides with the earlier stated belief that the testing program was not a valid and accurate reflection of the curriculum. The testing was largely used to place students and to help the teacher meet the needs of students.

Home-School Relations

The teachers were less positive about home-school relations than any other category. The only items that a majority responded favorably to dealt with the teacher part of home-school relations. The teachers reported that they used a variety of ways to communicate with parents. They also agreed that student achievement and basic skills were the focus of parent conferences (77%) and that these

conferences often resulted in plans for improvement. Fewer respondents (42% to 46%) felt that the school and the parents worked well together on monitoring homework. Only half of the teachers thought that parents were aware of the homework policy and fewer (42%) reported that most students completed their homework.

The teachers reported that parents seldom initiated contacts with the school (70%), or seldom visited the classroom (83%). There was no active parent/teacher group at the school (58%) and 100% of the teachers reported that parent attendance at conferences were less than 90%. Only 22% felt that most parents would rate the school as superior.

All those responding to open ended questions said that parents were welcome at anytime. One reported that parents were involved through PTO, "special days", conferences, and as volunteers.

School H Summary

The mean scores for each category for School H ranged from a low of 3.03 for Home-School Relations to a high of 3.74 for Safe and Orderly Environment (Table 8). High Expectations was also low with a mean of 3.23. The other four categories rated very closely to Safe and Orderly Environment. Teachers reported that their school was a safe place and generally clean and well-kept. Although

Table 8

Mean, Standard Deviation and Rank Order of Responses
by Category for School H

Category	Mean	Standard Deviation	Rank
Safe and Orderly Environment	3.74	.52	1
Clear School Mission	3.70	.19	2
Frequent Monitoring of Student Progress	3.66	.53	3
Instructional Leadership	3.59	.47	4
Opportunity to Learn/Time on Task	3.52	.40	5
High Expectations	3.23	.61	6
Home-School Relations	3.03	.63	7

student discipline was considered an issue, most students abided by school rules. Teachers felt like objectives existed for basic skills at each grade level, that they were coordinated and monitored, and that student mastery was expected. Math seemed to be the most emphasized basic skill area. However, respondents were unsure if a written statement of purpose guided the school. The principal was perceived as accessible. He conducted evaluations in the appropriate way and, with the staff, could solve problems facing the school. However, teachers did not receive feedback on lesson plans, instructional issues were seldom discussed at faculty meetings, and the principal was not perceived as an instructional resource person. Although teachers expressed high expectations for students, they felt that many would not complete high school and that student background influenced retentions, discipline, and student achievement. A great deal of time was allocated to basic skills instruction and this time well-utilized according to the faculty. Interruptions were few but the pull-out programs were a disruption. Seatwork was reported to be given often and not always closely monitored. Standardized testing occurred at all grade levels in the school and the results were utilized, but the teachers did not feel the results were an accurate measure of their school. Finally, Home-School Relations presented varied

responses. Although teachers felt that they communicated in a variety of ways, there were feelings of a lack of parental support.

XI. ANALYSIS OF SCHOOL I

Sixteen of the twenty-two teachers in School I completed the questionnaire as did the principal. The faculty participated in the follow-up as well.

Safe and Orderly Environment

The responses to the items in this category were very positive with a 70% or better favorable response to all but one item. Only half of the teachers thought that discipline was not an issue in the school (one-third were unsure). However, all the teachers felt student behavior to be generally positive. The building was thought to be in good shape and the school secure. One teacher commented that all a teacher had to do was to report a problem and "our principal gets it fixed!"

However, comments suggested that the school was getting old and was too small for the number of students. Yet the janitors worked hard, and the principal was on top of the situation. One person stated that it "could be better but under the circumstances it's pretty good."

Student behavior was described as good with some exceptions. Teachers were consistent with their guidelines. Once again, the principal was seen as effective in the area of discipline, helping the teachers when needed.

Clear School Mission

Although most of the items in this category did not have a majority responding positively, neither did they show many negative responses. On all but two items, 40% or more of the respondents selected the "undecided" response. Only two items showed much negative response. Fifty percent of the respondents did not feel that enough materials and supplies were available for instruction, and 43% do not feel that reading objectives were coordinated and monitored through all grades. The responses to other items were mainly divided between agreement and indecision.

School goals were listed in a student handbook. The one mentioned most frequently was to prepare students for a changing world. Others mentioned were to help students to think critically and communicate effectively and to help students grow intellectually and culturally.

Objectives and mastery level were based on state and county guidelines and adapted by school departments based on test scores and classroom results.

Instructional Leadership

The total faculty saw the principal as a strong, instructional leader. They all also viewed the principal as accessible to discuss instructional matters and felt that such discussions result in improvements. Most of the faculty (80%) also felt that the principal and staff could handle most problems facing the school. Most of the items dealing with the teacher evaluation process also showed a positive response with approximately three-fourths of the teachers agreeing on most of these items. Also, 80% said that the faculty worked to coordinate the instructional program at the principal's initiative.

However, only 20% felt that the principal emphasized standardized test results. Although the principal did not review and analyze the test results with the faculty (50%), he did use the results to modify the program (77%). Furthermore, he led discussions on student achievement (57%) and told the teachers what their responsibilities were on student achievement (83%).

Although the principal did not regularly review lesson plans, he did give feedback to the teachers on their plans. The only other negative item showed that instructional issues were not the focus of faculty meetings (60%). However, the principal was highly visible in the school

(86%), but some (33%) did not think that he made many informal contacts throughout the school.

Interestingly, the principal modestly described the instructional leadership in the school as average but the teachers described it as excellent. One stated that the principal is "always willing and eager to help."

High Expectations

Although a majority, only 55% of respondents felt teachers to hold consistently high expectations of students in the school. However, they did expect students to master skills at each grade level (67%), believed they could do so (78%), and held themselves responsible for this (78%).

A majority of teachers viewed low-achieving students as greater discipline problems (66%), but 50% said these students responded just as frequently in class. As far as the background of students, only half did not see it as the primary factor. Over half the teachers did not expect all the students to graduate (although 33% did feel that at least 90% would complete the twelfth grade). A large number of teachers were undecided on which students were retained and on whether math and reading instruction was presented to homogeneous or heterogeneous groups.

Student ability was described as average or above. High expectations were held of teachers who in turn held high expectations of students.

Opportunity to Learn/Time on Task

All the respondents at School I felt that the atmosphere of the school was conducive to learning. On the other end of the scale, no one agreed that two hours of language arts time was allocated daily and that students were not working independently on seatwork during basic skills instruction. Furthermore, only 10% thought that teachers determined time allocations for basic skills instruction with the administration. However, on each of these last three items, the majority of respondents were undecided.

Over half of the respondents (56%) felt that outside interruptions were a problem, and 50% felt that student interruptions were a problem. Twenty percent saw pullout programs as a problem (an additional 40% were undecided). Items dealing with instruction, time allocated for math, and the monitoring and planning of homework received mostly favorable responses.

Announcements were limited to the beginning and end of school to reduce interruptions. Teachers saw students coming in late and leaving early as a major interruption. Although one teacher estimated only 60% of class time to be used for instruction, others estimated 95% or better.

Frequent Monitoring of Student Progress

Many of the respondents were undecided about several items in this category. Over two-thirds of the respondents were undecided about the use of criterion-referenced tests to assess basic skills and to give feedback to students. Additionally, half the teachers were unsure if there was a systematic, regular assessment of basic skills, and 60% did not know if student assignments were corrected daily. A majority of teachers (67%) were also undecided on the validity of standardized testing in relation to the school's curriculum. The other items show a majority of positive responses although not always a large majority.

Student progress was monitored in this school by a variety of methods including standardized tests, homework, quizzes, and tests. Standardized testing consisted of the Tennessee Proficiency Test and the Scholastic Aptitude Test. Test scores were used by the guidance office and individual teachers as necessary. Some student placement was done by test results.

Home-School Relations

Mixed results were found in this category. For example, the respondents said that teachers and parents understood the homework policy (70%) and that homework was monitored at home with follow-up at school (70%). However, only 30% contended that most students completed homework,

and an even smaller percentage (13%) thought there was much parent-teacher cooperation on homework monitoring. A minority of 29% also felt that there was an overall parent support network and that parents understood and promoted the instructional program.

Feelings about parent conferences were also mixed. Respondents felt that parent conferences usually resulted in specific improvement plans (57%), but only 33% saw conferences as focusing on student achievement and skill mastery. As at the other schools, attendance at parent conferences was below 90%.

Teachers reported communicating with parents in a variety of ways, but only 20% felt that parents supported an active parent organization and visited the classroom regularly. However, 57% did think that parents regularly initiated contacts with the school. And, unlike the other schools, a majority of respondents felt most parents would rate the school as superior.

The faculty members contacted the parents through phone calls and written correspondence. Parent conferences were used but were only "moderately successful." A PTO exists but was not seen as a strong organization.

Summary of School I

A Safe and Orderly Environment (3.85) rated ahead of the other categories in the eyes of the respondents

(Table 9). Discipline was seen as the major strength of the school by one respondent. The questionnaire seemed to support this. The building was old and needed work, but the principal and custodian made good efforts to stay on top of this.

Instructional Leadership was the second highest category with a mean of 3.67. Teachers consistently mentioned the ability of the principal to lead and to get things done. The only area that was not ranked high in this category was the emphasis on and use of standardized test results. Still the faculty viewed the principal as a strong, instructional leader and looked to him for help. Even though the standardized testing program was not emphasized the category of Frequent Monitoring of Student Progress (3.53) ranked next. Although there was not a great deal of negative responses to items in this category, the faculty expressed some indecision particularly in the use of criterion-referenced tests and teacher treatment of basic skills in their respective classrooms.

Opportunity to Learn/Time on Task (3.34), High Expectations (3.32), and Clear School Mission were rated very close to the same. Teachers felt the school atmosphere to be conducive to learning, but there were some negative responses and some indecision as to the time allocated for some subjects, how this allocation was

Table 9

Mean, Standard Deviation and Rank Order of Responses
by Category for School I

Category	Mean	Standard Deviation	Rank
Safe and Orderly Environment	3.85	.28	1
Instructional Leadership	3.67	.49	2
Frequent Monitoring of Student Progress	3.53	.48	3
Opportunity to Learn/Time on Task	3.34	.50	4
High Expectations	3.32	.47	5
Clear School Mission	3.27	.25	6
Home-School Relations	3.04	.24	7

determined, and how student practice was handled. Teachers did not believe students could master skills at each grade level and did not hold themselves responsible for it. Low-achieving children were viewed as greater discipline problems than other students although they did participate in class as much. Teachers were split over the relation between student background and achievement and over expectation of graduation numbers. On the clear school mission items, most of the respondents were undecided.

Home-School Relations (3.04) finished far behind the other categories. Teachers expressed differing opinions on items relating to parental help with homework, the success of parent conferences, and parent contacts and attendance at school meetings. However, they did feel that most parents would rate the school as superior.

The principal was consistently mentioned as a strength of the school. Discipline and a good faculty that works together well were mentioned. A lack of curriculum offerings and insufficient funds were seen as problems. One teacher commented that "all improvements involve money. . .a county-wide problem."

XII. ANALYSIS OF SCHOOL J

All eleven of the teachers at school J responded to the questionnaire as did the principal. The principal and staff also took part in the follow-up.

Safe and Orderly Environment

All the School J respondents felt the school to be a safe and secure place and the building to be pleasant and well kept. However, only half the teachers thought the building was clean, bright, and comfortable.

The faculty felt that students abided by school rules (83%) and were generally well-behaved (71%), but only 43% thought discipline was not an issue. A small majority of 57% thought most students to be eager about learning. Finally, only 43% felt that a positive feeling permeated the school.

All respondents in the follow-up expressed similar comments about student behavior. Most students were seen as well behaved, but a small group of students were seen as a problem. School rules were reviewed with students and parents. Teachers handled most problems in class, and called on the principal when necessary.

The building was old but in generally good repair and clean. However, two teachers mentioned continuous leaking

in some areas and hallways that could be better lit or painted more brightly.

Clear School Mission

Most of the teachers agreed that math objectives existed at each grade level for mastery (71%) and that they were sequential (71%), and all the respondents agreed that the objectives were coordinated and monitored. Only, half said that these objectives were the focal point of instruction, but one-third were unsure. The faculty also contended that reading objectives existed for mastery at each grade level, but a smaller number (approximately half) were positive about the other items dealing with reading objectives. Again, however, many were undecided on these items. A similar pattern was seen with the language arts objectives. Only one-third of the respondents (half were unsure) knew of a written statement of purpose on which decisions were based.

The purposes of the school that were mentioned were broad. All of the respondents mentioned that social, personal, and moral development were emphasized in addition to academic development. Academic goals were in line with state guidelines. Objectives and mastery levels were based on numerous criteria in addition to state guidelines including student records, achievement and basic skills

testing results, faculty objectives that were mutually agreed on, and textbooks and teacher-made tests.

Instructional Leadership

Only four of the twenty-five items in this category had a 70% or more positive agreement. The respondents believed the principal was visible (85%), made informal contacts around the school (86%), and used test results for program modification (71%). They also felt that most school problems could be solved by the principal and staff (83%).

A two-thirds majority felt that the principal was accessible to discuss instructional matters and that the discussion resulted in instructional improvements. The same number also felt that the principal emphasized standardized test results and helped with an improvement plan following observation. Only one of the other items (the principal reviews and analyzes test results with the faculty) had more than 50% favorable responses.

Only 29% of the respondents saw the principal as an instructional resource person and felt they could turn to him with instructional problems. A slightly larger percent (33%) identified the principal as a strong instructional leader. Only a small minority, one-third or less, felt that instructional issues were discussed often or addressed at faculty meetings and that lesson plans were required and

discussed. The items not already mentioned which dealt with the teacher evaluation process only received one-third to one-half favorable responses.

Discussions about the school's leadership all led to statements about the teachers such as: "Each teacher is responsible for his or her own instruction;" "All [teachers] appear to be professional. . .;" and "Each teacher gathers information from" One person did mention that teachers wrote yearly goals under the direction of the principal and that the supervisor was willing to lend assistance.

High Expectations

Responses to High Expectation items were divided between agreement, disagreement, and indecision. All the respondents said that reading instruction was directed to heterogeneous groups, but only 17% said the same about math instruction (half were unsure). As at most of the other schools, a majority also believed that the teachers held high expectations (67%), that students were expected to master skills (57%), and that teachers were responsible for this (83%).

On the other end of the scale, all respondents saw low-achieving students as more of a discipline problem than other students and did not expect all students to complete high school. Over half also said low-achieving students

answered fewer questions in class and that all students could not master basic skills. Only a minority stated that the students not achieving mastery were retained (many were unsure), but low-income children were not retained out of proportion to other children. Finally, only 14% believed student background was not the primary factor in student achievement.

The teachers saw the students as average and above with some exceptions at both ends. All respondents to the follow-up mentioned that high expectations were communicated by the attitudes of the teachers. Bulletin boards and various awards were also used to recognize achievement.

Opportunity to Learn/Time on Task

Ten of the twelve items in this category were rated favorably by the majority of the respondents. Only 17% of the faculty agreed that students were not working independently on seatwork during most of basic skills instruction (67% were unsure) and that teachers determined time allotments for instruction with the principal. All other items were seen as positive although 43% did view pull out programs as a disruption. All the respondents said that fifty minutes or more was given to math instruction daily.

The school faculty had made a concerted effort to reduce interruptions this year. Announcements were being limited when possible, and parents were asked to wait until the end of a class period to get a child. Announcements, tardy students, students leaving early, and money collection were still seen as problems, but not as frequently as in the past. Estimates of class time spent on instruction ranged from 80% to 95%.

Frequent Monitoring of Student Progress

All the respondents agreed that annual standardized testing occurred at each grade in the school and that reteaching and remediation were important parts of the instructional program. Other items showed that teachers felt standardized test scores and multiple-assessments were used in the school. The only item with a majority of negative responses dealt with the use of assessment information to give feedback to students and to plan instruction. Also, one-half of those responding were unsure if student assignments were corrected daily.

A variety of testing procedures, daily assignments, and reporting to parents were all mentioned as methods of monitoring student progress. The Stanford Achievement test was given at each grade level and the Tennessee Basic Skills First test at the required grades. A Student Ability Index had also been given at times. One teacher

commented that test profiles of students over the years were very complete. Test scores were used to place students with lower-achieving students placed in smaller groups. Goals and objectives were set based on the test results with efforts to increase the scores.

Home-School Relations

In the Home-School Relations category, none of the respondents thought that most parents would rate the school as superior. All also said that there was no active parent-school group and that fewer than 90% of parents attended conferences. Only a minority agreed that parents initiated many contacts with the school (43%), many parents were involved in an overall support network (14%), and many parents visit the classroom (17%). Half the faculty thought that homework was monitored at home. A majority responded favorably to the other items.

Teachers communicated with parents through regular methods such as phone calls, notes, and parent conferences. An Open House was held annually at which time parents followed their child's schedule for an abbreviated time. Some parents were called on as resource speakers, and a parent volunteer program was in the planning stages.

Summary of School J

Frequent Monitoring of Student Progress led the categories at this school with a mean of 3.76 (Table 10). Standardized testing was in place at each grade level in this school, and the results were used in a variety of ways including goal setting. A variety of other tests were also given with a profile of each child developed over the years.

The respondents expressed some uncertainty about Clear School Mission items, but the category was still ranked second (3.64). Most of the responses to these items showed positive agreement or uncertainty. In addition to the academic progress of students, teachers expressed concern about the social, personal, and moral aspects of the child's growth.

Safe and Orderly Environment (3.55) and Opportunity to Learn/Time on Task (3.52) followed closely to the previous category. The school was generally seen as a safe and secure place with the majority of students well-behaved. Yet discipline was still considered an issue. The building was in reasonably good shape but needed some repairs and paint in areas. One teacher thought this was a major need of the school, while another saw a need to place a few problem students in an alternate setting as a major need.

Table 10
Mean, Standard Deviation and Rank Order of Responses
by Category for School J

Category	Mean	Standard Deviation	Rank
Frequent Monitoring of Student Progress	3.76	.51	1
Clear School Mission	3.64	.37	2
Safe and Orderly Environment	3.55	.56	3
Opportunity to Learn/Time on Task	3.52	.41	4
Home-School Relations	3.00	.84	5
High Expectations	2.96	.77	6
Instructional Leadership	2.95	.63	7

Efforts had been made to reduce class interruption and to increase academic time, apparently with some success.

The fifth category was Home-School Relations (3.00). Parents did not contact or visit the school often, and the teachers did not feel the presence of parental support. No one thought that most parents viewed the school as superior. High Expectations (2.96) received an almost identical mean score. Teachers contended that they held high expectations but did not believe all students could achieve mastery levels. They also saw home background as the primary factor in student achievement. Low-achieving students took part less in classroom discussions and caused more discipline problems.

Instructional Leadership with a mean of 2.95 was the lowest category but not by a large margin. There was a majority of favorable responses to many items but not as large a majority as in the other categories. The principal emphasized test scores and was visible and accessible. The principal was not seen as an instructional leader or an instructional resource person by most of the respondents.

The teachers felt that their rapport with each other and their professionalism were strengths of the school. A wide range of curriculum offerings and above average state test scores were also mentioned. Also, the administration

was seen as helpful in acquiring materials and equipment when needed. In addition to improvements to the facility and some disciplinary problems, student absenteeism was seen as a problem.

XIII. ANALYSIS OF SCHOOL K

Seventeen of eighteen teachers and the principal took part in the study. Members of the faculty and the principal also responded to the follow-up questions.

Safe and Orderly Environment

Most of the respondents were positive about the items dealing with security and student discipline. However, 44% did consider discipline an issue. Yet 100% of the respondents felt that students abided by school rules. A smaller majority of two-thirds felt that students were eager about learning and that a positive feeling permeated the school.

The faculty was not favorable about the condition of the physical plant. Half said that the building was unpleasant and unkempt, and 55% said that the school was not bright, clean, and comfortable.

Student behavior was described as good with a small percentage of problem children. The physical plant was described as "poor," "inadequate," "too small," and "poorly planned."

Clear School Mission

The respondents were positive to all but four items in this category, and three of those had a large number of "undecided" responses. None of the respondents thought that reading objectives were coordinated and monitored through all grades although 67% were unsure. Only 44% felt that language arts objectives were coordinated and monitored and that written sequential math objectives existed (44% were undecided on both of these items). A majority (63%) thought that there were not enough supplies and materials available.

Learning and education were simply mentioned as purposes of the schools. Objectives, skills, and mastery levels were determined by state guidelines and regulations and by tests.

Instructional Leadership

Although several items were borderline, only one received less than a majority of favorable responses. Only 44% viewed the principal as an instructional resource person. Slightly more felt they could turn to the principal with instructional concerns (55%) and that teachers received feedback on lesson plans (51%). Although a minority, 40% did not think that most of the school's problems could be handled in-house. A similar number agreed that instructional issues were the focus of faculty

meetings and that the principal was active in securing resources and arranging staff development opportunities.

All other items received favorable agreement by two-thirds or more of the respondents with all agreeing that the principal was accessible to discuss instructional matters. Ninety percent thought such discussion resulted in improvements. A similar percentage saw the principal as a strong instructional leader who got the teachers to work together to coordinate the instructional program. Items pertaining to teacher evaluation and the use of test scores also received generally favorable ratings.

Teachers saw the instructional leadership as "good" to "great."

High Expectations

Teachers at School K were not very favorable toward items in this category. The respondents did hold themselves responsible for student mastery (80%) and did agree that reading instruction was directed at heterogeneous groups, but only a 60% majority felt that the teachers held consistently high expectations.

The respondents felt that low-achieving students presented more discipline problems (100%) and responded less often in class (78%). Seventy-seven percent also felt home background to be the primary factor in student achievement. Only 44% felt that most students were

expected to achieve mastery, and only 33% believed most students could achieve mastery. However, students not mastering basic skills were not frequently retained (60%). Furthermore, math instruction was directed at homogeneous groups, and all students were not expected to graduate.

Teachers differed on their views of student ability. Some saw it as "very good" and "above average." One faculty member commented that student ability was probably average but that student achievement was below average. Comments concerning communication were general in nature.

Opportunity To Learn/Time on Task

Responses to items in this category varied. Teachers planned assignments so that students would be successful (80%) and monitored seatwork closely (60%), but only 40% of the respondents said that students were not working independently on seatwork during most of the instructional time. The respondents saw the school atmosphere as conducive to learning (89%), and were mostly positive about time allocated for math instruction (77%), the integration of special programs with the regular classroom (78%), and the sequence of daily lessons (89%). However, interruptions were seen as a problem by 70% of the respondents. Seventy-six percent felt pull out programs to be a disruption and 44% saw student interruptions as a problem. The faculty was evenly divided among agreement,

disagreement, and indecision on the amount of time allocated to language arts instruction and how time allocations were determined.

Estimates on the amount of class time spent on instruction ranged from 70% to 95%. Although the survey showed a problem with interruptions, the follow-up did not. Respondents said that interruptions were infrequent. Students were not allowed to miss class time and announcements were held until the end of the day.

Frequent Monitoring of Student Progress

Although the respondents did not think there was an annual standardized testing program at each grade (33% disagreed, 44% were unsure), the teachers were positive about other items dealing with the use of test results. A small majority of 55% also agreed that assessment information was regularly used for feedback and planning and that there was a regular assessment of basic skills in each classroom. All respondents thought that reteaching and remediation were used regularly.

However, only one-third of the respondents thought criterion-referenced tests were used to assess basic skills, and one-half thought these tests were used to give student feedback (the other half were unsure). An even smaller number saw standardized test results as an accurate measure of the school's curriculum (13%).

Student progress at the school was monitored by the teachers and by the guidance office. Other than state mandated tests, standard testing was used as needed on an individual basis. Test results were used to place students and used somewhat in curriculum planning.

Home-School Relations

Only three of the fifteen items in this category received a majority of positive responses: parent conferences focused on achievement and skill mastery (74%), teachers and parents understood the school's homework policy (67%), and teachers communicated with parents in a variety of ways (60%). Half the respondents also thought that the parent's understood and supported the instructional program. All other items received less than 50% positive responses.

Teacher comments also reflected a lack of parent involvement. Describing the involvement of parents in the school programs, responses were "very little", "not much", and "miniscule if any." The usual methods of communicating with parents such as phone calls, conferences, and letters were mentioned.

Summary of School K

Instructional Leadership (3.75) was the top rated category for this school (Table 11). Except for the

Table 11

Mean, Standard Deviation and Rank Order of Responses
by Category for School K

Category	Mean	Standard Deviation	Rank
Instructional Leadership	3.75	.37	1
Clear School Mission	3.66	.54	2
Safe and Orderly Environment	3.52	.49	3
Frequent Monitoring of Student Progress	3.51	.54	4
Opportunity to Learn/Time on Task	3.38	.59	5
High Expectations	2.97	.64	6
Home-School Relations	2.65	.59	7

principal's not being viewed as an instructional resource person, the majority of respondents were in positive agreement on the items in this category.

Under the Clear School Mission (3.66) category, teachers were positive toward all but four items and three of those showed a large percentage of undecided responses. However, a majority did think that there was an inadequate amount of supplies and equipment for instruction. Safe and Orderly Environment followed next with a mean of 3.52. The respondents were generally positive about student behavior and about safety and security of the school but were dissatisfied with the condition of the facility. This was also mentioned by the teachers in the follow-up as a weakness of the school.

Frequent Monitoring of Student Progress (3.51) showed that testing results were utilized but there was not a regular standardized testing program. The use of testing results for student feedback, and the use of criterion-referenced tests were questionable.

Opportunity to Learn/Time on Task (3.38) was the next category. Interruptions to instruction were seen as problems. Some saw pull out programs as a problem; others viewed student disruptions as problems. There was disagreement among the faculty as to how time was allocated

for academics and how much time was spent on language arts instruction.

High Expectations (2.97) and Home-School Relations (2.65) fell below the 3.0 mean level. Only a small majority thought that the teachers held high expectations, and most did not hold themselves responsible for student mastery of skills. The respondents did not feel most students would achieve mastery and viewed low-achieving students as more of a discipline problem and less responsive in class. Home background was seen as the major factor in student achievement. Teachers communicated with parents in the usual ways and thought that parents understood the school's instructional program and homework policy. Parent conferences focused on achievement and mastery of skills. Otherwise, the faculty was negative toward Home-School Relations items.

XIV. ANALYSIS OF SCHOOL L

Seven of thirteen teachers at this school completed the questionnaire. The principal also completed the survey, but no one took part in the follow-up.

Safe and Orderly Environment

Although the respondents were positive about most of the items in this category, there was a number of negative responses to most items. Two-thirds thought that the

building was not bright, clean, and comfortable although a two-thirds majority did say that the building's condition was generally pleasant. Student behavior was seen as generally positive, but discipline was still viewed as an issue. Only half the respondents felt most students to be eager and enthusiastic about learning. Every respondent, on the other hand, thought the school was safe and secure.

Clear School Mission

As in the previous category, the respondents were positive toward most items but one-third of the responses were consistently negative. Only 33% felt that materials and supplies were plentiful. Half of the respondents agreed that school-wide objectives were the focus of reading instruction and were monitored through all grades. The same percentage thought that mathematic objectives existed and that language arts objectives were monitored and coordinated. All other items had a two-thirds positive agreement.

Instructional Leadership

There was a one hundred percent positive agreement to seven of the items in this category. All respondents saw the principal as accessible on instructional matters and felt he often made informal contacts around the school. Also, as a follow-up to formal observations the principal

helped develop improvement plans according to all respondents. Everyone also felt that the faculty and principal could solve most of the school's problems and that instructional issues were the focus of faculty meetings. The teachers also agreed that conferences usually followed formal observations by the principal.

On the other end, all the respondents agreed that the principal did not require and review lesson plans. Only a third of the faculty thought the principal emphasized standardized test scores (the rest were unsure). Also, only a minority said that the principal gave feedback on lesson plans and was active in securing resources and promoting staff development.

The faculty was split on several items. Half of the respondents said that the principal reviewed test results with the faculty and used these results to modify the program. Also, only half of the staff saw the principal as an instructional resource person who brings instructional issues to the faculty for discussion. All other items showed a majority of favorable agreement.

High Expectations

All respondents agreed that reading instruction was directed to heterogeneous groups, but only one-third felt similarly regarding math instruction (one third disagreed; one third were unsure). On the other hand, all respondents

saw low-achieving students as more of a discipline problem. Two-thirds of the faculty also said these students responded less often in class. Additionally, only 17% felt all the students would finish high school; and half of the respondents thought family background to be the primary factor in student achievement. The faculty was split among agreement, uncertainty, and disagreement as to when students were retained. There was a two-thirds positive agreement to the other items.

Opportunity to Learn/Time on Task

Every respondent felt that teachers planned assignments for student success and that daily lessons followed the appropriate instructional sequence. A large majority (83%) were also content with the time allocation for math. However, only 17% thought two hours or more were allocated daily for language arts. The respondents were evenly split among the three response categories as to the extent that students worked independently during instruction and the problem of pullout programs disrupting instruction. All other items showed a two-thirds positive agreement.

Frequent Monitoring of Student Progress

A majority of the faculty was positive about ten of the twelve items in this category. Only half agreed that

there was annual standardized testing at each grade and 17% that criterion-referenced test were used to assess basic skills. All other items showed positive agreement with 100% saying that multiple methods were used to assess student skills and that remediation and reteaching were used regularly.

Home-School Relations

In contrast to the previous category, only four of the fifteen items under Home-School Relations showed a majority of positive responses. All the respondents said they communicated with parents in a variety of ways. Two-thirds said there was an active parent-teacher group. A like number agreed that teachers and parents were aware of the school's homework policy and that parent conferences focused on student achievement and skill mastery. Half the respondents did think the parents were involved in an overall support network and that teachers went beyond conferences and report cards in reporting student progress.

All other items showed only a minority of positive responses with no one reporting 90% or better attendance at parent conferences or much parent visitation in the classroom. Uncertainty was expressed by several respondents on a number of items.

Summary of School L

Table 12 shows the rankings of the various categories at School L. Instructional Leadership (3.51) and Frequent Monitoring of Student Progress (3.52) led the way. The faculty did not think that a strong emphasis was placed on standardized testing results and on lesson plans. However, there was total agreement on the following: the principal was accessible and visible, conferences followed formal observations with resulting instructional improvement plans, and instructional issues were usually the focus of faculty meetings. The faculty also felt capable of solving their problems in-house. On the latter category, the faculty was positive about all but two of the items. An annual standardized testing program was not in place and the use of criterion-referenced tests was uncertain.

Opportunity to Learn/Time on Task came next with a mean of 3.43. A two-thirds majority or more were in agreement on most items. The amount of time allocated for language arts instruction appeared to be the major problem. Safe and Orderly Environment (3.38) and Clear School Mission (3.33) were closely behind this category. The faculty did not see the building as clean and comfortable but did say it was pleasant. Students were seen as generally well-behaved, but discipline was still thought to

Table 12
Mean, Standard Deviation and Rank Order of Responses
by Category for School L

Category	Mean	Standard Deviation	Rank
Frequent Monitoring of Student Progress	3.52	.37	1
Instructional Leadership	3.51	.53	2
Opportunity to Learn/Time on Task	3.43	.42	3
Safe and Orderly Environment	3.38	.49	4
Clear School Mission	3.33	.34	5
High Expectations	2.91	.62	6
Home-School Relations	2.87	.70	7

be an issue. Thus, the items in this category did not draw a complete picture. In the latter category, most items showed majority agreement with a consistent minority in disagreement. Most of the respondents, however, did not feel that materials and equipment were in adequate supply.

High Expectations (2.91) and Home-School Relations (2.87) round out the list of categories. Low-achieving students were seen as less responsive in class and as greater discipline problems. Family background was viewed as the key factor in student achievement. Although the school had an active parent group and there was an awareness of the school's homework policy, the teachers were not largely positive about items pertaining to home-school relations.

Most of the categories at School L still showed a majority of favorable response to most of the items. However, the majority was not as large as that at many of the other schools and there seemed to be a consistent percentage of respondents in disagreement to or undecided about many of the items.

XV. ANALYSIS OF SCHOOL M

Fifteen of twenty teachers and the principal of School M responded to the questionnaire, but there was no participation in the interview follow-up.

Safe and Orderly Environment

All the respondents viewed the school as safe and secure. Most of the faculty also thought student behavior was generally positive (82%), but fewer (55%) felt that discipline was not an issue. As far as the physical condition of the school plant, only half thought it to be pleasant and 17% to be bright, clean, and comfortable. Furthermore, only 36% viewed the students as enthusiastic about learning. Two-thirds or more were positive about the remaining items.

Clear School Mission

Only one of the fourteen items in this category had less than half the respondents in positive agreement. Only 27% felt that school-wide objectives were the focal point of reading instruction. Exactly half saw language arts objectives as the focal point of instruction in that subject, and the same percentage was aware of a written statement of purpose on which decisions were made. A majority of the respondents (and a large majority on most items) felt that objectives existed in the basic skills areas, were coordinated and monitored through the grades, and were the focal point of instruction.

Instructional Leadership

In the Instructional Leadership category, items relating to the teacher evaluation process generally showed positive agreement. All the respondents agreed that post-conferences followed observations at which time an improvement plan with emphasis on instruction was drawn up. All respondents also agreed that the principal made several observations yearly, and 80% felt that supervision was directed at instruction. However, only half said the principal met with them prior to the observations.

Respondents were not as overwhelmingly positive about items pertaining to standardized testing. Only one-third agreed that the principal emphasized testing results (the rest were unsure). Fifty-five percent said that the principal reviewed these results with the faculty, and only 45% felt that the results were used to modify the program. However, a majority of 73% did say that the principal let them know of their responsibility in relation to student achievement.

All the respondents said that the principal was accessible, visible, and made frequent informal contacts around the school. The principal did not require and give feedback on lesson plans, was not active in securing resources, and did not lead a lot of formal discussions regarding instruction and student achievement. The

remaining items showed a majority of favorable responses although the percentage varied.

High Expectations

Only three of the twelve items under High Expectations resulted in a majority of positive responses. Most students were expected to master skills according to all the respondents. Also, reading instruction was directed to heterogeneous groups (83%), and teachers held high expectations (67%). However, only half the faculty felt themselves responsible for student mastery, and half thought students were retained if they failed to achieve mastery.

Two-thirds of the respondents felt low-income children were more likely to be retained. Furthermore, a majority thought that family background was the main factor in student achievement (54%) and that low-achieving students were less responsive in class (73%) and more of a discipline problem (73%). Although all teachers said that students were expected to master basic skills only a few felt they could (18%). No one believed all the students would complete high school or that math instruction was presented to heterogeneous groups.

Opportunity to Learn/Time on Task

Eight of the twelve items in this category received favorable responses by the majority of the respondents. However, a majority felt that pull out programs (72%) and student interruptions (63%) were problems. Interestingly, though, two-thirds had stated that outside interruptions were not a problem. Only one-third of the respondents felt the teachers set time allocations for classes with the principal, and 17% thought that students were doing something other than independent seatwork during most of the instruction time.

All other items showed positive agreement by the majority of the faculty with all agreeing that plenty of time was allocated for math and reading instruction and that the appropriate teaching sequence was usually followed. Everyone also agreed that special programs were integrated with the regular classroom.

Frequent Monitoring of Student Progress

Only one item was found to have less than a majority of positive agreement. Only 18% thought the standardized testing program to be a valid measurement of the school's curriculum. However, all agreed that such testing occurred at every grade level annually. All respondents also stated that multiple methods were used to assess student progress and on a regular basis and that student assignments were

corrected daily. All the faculty agreed that remediation and reteaching were done regularly.

Home-School Relations

In contrast to the previous category, only four of the fifteen items in this category show a majority of respondents to be in positive agreement. The faculty reported that they communicated with parents in a variety of ways (100%) and reported student progress beyond conferences and report cards (64%). They were also positive about the focus and result of parent conferences.

The respondents split fifty-fifty on whether students usually completed their homework but were not positive about any other items relating to parental support. In fact, no one thought that parents and teachers cooperated on homework monitoring or that there was an overall home and school support network. Also, all agreed that there was less than 90% parent attendance at conferences.

Summary of School M

Table 13 shows a wide range of means from a high of 3.66 for two categories to a low of 2.64 for Home-School Relations. In the Frequent Monitoring of Student Progress (3.66) category, the teachers were in positive agreement to all items except the one concerning the validity of the testing program. In the latter category, the faculty was

Table 13

Mean, Standard Deviation and Rank Order of Responses
by Category for School M

Category	Mean	Standard Deviation	Rank
Clear School Mission	3.66	.45	1 (T)
Frequent Monitoring of Student Progress	3.66	.59	1 (T)
Instructional Leadership	3.57	.53	3
Opportunity to Learn/Time on Task	3.38	.68	4
Safe and Orderly Environment	3.35	.46	5
High Expectations	2.71	.64	6
Home-School Relations	2.64	.73	7

in positive agreement to only four items. The faculty saw themselves as communicating in a variety of ways and felt that parent conferences produced a good focus and results. Yet they saw little support from parents. Clear School Mission (3.66) showed items dealing with focus on instruction were generally positive but with some disagreement. The lowest items in the category of Instructional Leadership concerned the emphasis on standardized testing and the utilization of testing results.

Instructional Leadership (3.58) was the third ranked category. A minority were in agreement concerning the use of reading objectives as the focus of instruction, but a majority agreed about the existence and use of other basic skills objectives. The principal was viewed as strongest in matters relating to his visibility and the teacher evaluation process.

Opportunity to Learn/Time on Task had a mean score of 3.38; while Safe and Orderly Environment had a mean of 3.35. Pull out programs and student interruptions were seen as problems. Teachers did not see themselves involved in setting time allocations for classes and thought students often spent much time on independent seatwork. The physical plant was not seen as a bright and attractive place. Finally, although student behavior was not seen as

a major problem, the faculty did not think most students were enthusiastic about learning.

High Expectations (2.71) was the only category besides Home-School Relations to have a mean score below 3.0. Many of the teachers did not hold themselves responsible for student mastery but saw the home as the key factor. All students were not seen as capable of mastering skills and were viewed as greater discipline problems and less responsive in class.

XVI. ANALYSIS OF SCHOOL N

Sixteen of twenty teachers and the principal completed the questionnaire. Faculty members also responded to the interview questions.

Safe and Orderly Environment

The teachers were very positive about items concerning the safety and security of the school. They also believed that students abided by the rules (88%) and were well-behaved (87%). (Teachers said in the follow-up that rules were strictly enforced.) However, only half felt that discipline was not an issue, and only 33% saw the students as eager to learn. Furthermore, a majority of 56% did not think that the administration, teachers, and parents assumed responsibility for discipline.

A majority thought the building was pleasant (78%), but only one-third said it was bright, clean, and comfortable. Comments were that the custodians worked hard and that the building was in good shape considering its age.

Finally, only 33% of the respondents felt that a positive feeling permeated the school.

Clear School Mission

Only one item in this category received a majority of positive responses. (It should be noted that there was a number of undecided responses on each item.) Over half of the respondents said that language arts objectives which all students must master existed at each grade level. On the other hand, 56% did not think math objectives were coordinated and monitored through all grade levels or that school wide objectives were the focal point of reading instruction. An even larger majority (66%) felt there were not enough materials and supplies available for instruction. The other items did not have a majority in agreement or disagreement.

The respondents said simply that the goal of the school was to "educate children to their abilities." Objectives and mastery levels were determined by observations, testing, and student capabilities with "constant adjustment."

Instructional Leadership

All items pertaining to teacher evaluation were rated positive by most of the respondents. They felt that supervision was directed at instruction (88%) and said that the principal made several formal observations each year (55%). The principal met with the teacher both before (67%) and after (100%) the observation. The post-observation conference dealt with instructional improvement (88%) and usually resulted in a plan for improvement (88%).

However, different responses were found on the items dealing with standardized testing. Only one-third of the respondents thought test scores were emphasized and that the principal reviewed these scores with the faculty. An even smaller percentage (11%) thought the results of testing were used for program changes. Also, only one-third said that the principal led discussions on student achievement and instruction and made the faculty aware of their responsibilities on these issues.

As in the other schools, lesson plans were not emphasized. Less than half saw the principal as a strong instructional leader (44%), but they did think that discussion with him led to instructional improvements (56%) and that the faculty worked together at his request (67%). The principal was also seen as accessible (78%), visible

(66%), and making informal contacts around the school (62%). On the other hand, he was not seen as an instructional resource person who teachers could turn to (62%). Instructional leadership was described as coming from good and competent teachers who the principal monitored.

High Expectations

There was not a great deal of positive agreement on items in this category. Reading (67%) and math instruction (77%) were both directed toward heterogeneous groups. Furthermore, 62% of the respondents believed the teachers were responsible for students mastering skills, and 56% said that students not mastering basic skills were retained. Finally, 56% also said that all students were expected to master skills at each grade level.

On the other end of the scale, all the respondents said that less than 95% of the students would graduate from high school and that low-achieving students presented more discipline problems. A majority also did not think that the teachers held consistently high expectations (67%) and believed home background to be the key factor in student achievement (62%). Finally, 62% said that low-ability students responded less frequently in class than other children.

The teachers in the follow-up described students as "capable" and as "ranging in abilities". The faculty tried to show high expectations by having positive attitudes and by serving as role models.

Opportunity to Learn/Time on Task

Two-thirds of the respondents said that interruptions did not frequently interfere with instruction, but only a minority of 44% felt pull out programs and student interruptions were not a problem. All the respondents felt that fifty minutes or more were allocated to math instruction, but only 22% felt a two-hour minimum was allocated for language arts. Most of the teachers also felt the atmosphere of the school was conducive to learning (75%) and daily lessons followed an appropriate sequence (78%).

However, the teachers did not feel that they determined the time allocation of subject with the principal (56%). As to whether teachers monitored seatwork and how much of class time was given to independent seatwork, many of the teachers were undecided (44% and 77%, respectively).

Academic time was protected by keeping the halls clear during classes and by not allowing visitors in the classrooms, but announcements were seen as an interruption.

Percentage of classroom time devoted to instruction was estimated from "unknown" to 90%.

Frequent Monitoring of Student Progress

Although five of the items in this category showed a majority of favorable responses, only one of these had more than a two-thirds majority. Seventy-eight percent of the respondents thought that teachers regularly gave feedback on daily assignments. Two-thirds of the respondents felt that reteaching and remediation were important parts of the teaching process and that multiple assessment methods were used. A majority also said there was annual standardized testing at each grade level (62%) and that the results were used to evaluate program objectives (56%). Although these results were available, only 55% of the respondents said that they were reviewed and analyzed to make program changes.

The other items did not receive a majority of favorable positive responses or negative responses. Responses were spread out among the choices with a number also selecting "undecided".

Student progress was monitored by testing, grade cards, and other evaluations. The state required tests and the Stanford Achievement Test were used in the school, also. Test results were used to place students, to compare

the school with other schools, and to set goals and objectives based on improvement needs.

Home-School Relations

Only four of the fifteen items in this category had a majority of favorable responses. A majority felt teachers communicated with parents in a variety of ways (88%), but interestingly only 25% said they reported student progress beyond conferences and report cards. The respondents were also positive about parent conferences feeling that student achievement and mastery were discussed (67%) and that specific plans were generated (56%). Over half also felt that parents and teachers understood the homework policy (56%). However, 88% did not think parents and teachers cooperated on homework, and 55% felt all students did not complete homework.

All the other items also received less than half favorable responses with all agreeing on three items: attendance at parent conferences was below 90%, parents did not often observe in classrooms, and there was not an overall home and school support network. Nor do the respondents see a strong parent group (71%), parental understanding and promotion of the instructional program (67%), or initiating regular contacts with the school (55%). Two-thirds of the respondents did not think most parents would rate the school as superior.

One teacher said the best parent support came for band and sports activities. A few parents also served as advisors.

Summary of School N

The three top categories had means very near each other: Safe and Orderly Environment (3.30), Opportunity to Learn/Time on Task (3.24), and Frequent Monitoring of Student Progress (3.21) (Table 14). Teachers were positive about safety and student behavior, but did not think the children were enthusiastic about learning. They also did not think a positive feeling permeated the school. The building was seen as old but in reasonably good shape. Pull out programs and student interruptions were a problem, but overall interruptions were not frequent. Teachers did not set time allocation for classes, and language arts did not receive a lot of time. Teachers were unsure about how practice was handled in the classrooms. The respondents were moderately favorable toward items in the Frequent Monitoring of Student Progress category. Standardized testing was carried out at each grade. There were mixed results on the items of how test results are utilized.

Instructional Leadership (3.12) showed positive responses to items dealing with teacher evaluation but not to items dealing with the use of test results. The principal was seen as accessible, visible, and one who

Table 14

Mean, Standard Deviation and Rank Order of Responses
by Category for School N

Category	Mean	Standard Deviation	Rank
Safe and Orderly Environment	3.30	.58	1
Opportunity to Learn/Time on Task	3.24	.44	2
Frequent Monitoring of Student Progress	3.21	.33	3
Instructional Leadership	3.12	.58	4
High Expectations	2.91	.65	5
Clear School Mission	2.88	.32	6
Home-School Relations	2.51	.71	7

could get results following discussions. Some did not see him as a strong instructional leader.

The means of the other three categories fell below 3.0. High Expectations (2.91) showed that the faculty did not believe they held consistently high expectations of the students. There were not a lot of positive response to many of the items in this category. Clear School Mission came next with a mean of 2.88. Only one item in this category received a majority of favorable responses although many were undecided on the items. Finally, Home-School Relations had a mean of 2.54. The teachers felt that parent conferences obtained results and that the school used several methods to communicate with parents but were otherwise negative about most of the items.

The faculty felt that the lack of curriculum offerings was the major weakness of the school. Discipline, an emphasis on academics with instructional goals objectives, and a dedicated staff were seen as strengths.

XVII. ANALYSIS OF COUNTY-WIDE RESULTS

Tables 15, 16, and 17 show the results of the study on a county-wide basis. Table 15 represents a summary of the previous fourteen tables, showing the mean of each effective schools category for each school included in this study. Frequent Monitoring of Student Progress (3.76) had

Table 15

Summary of the Means of the Effective Schools
Categories for Each School

School	SOE Means	CSM Means	INL Means	FMSP Means	OTL Means	HE Means	HSR Means
A	4.23	4.20	4.06	4.00	3.78	3.56	3.71
B	4.00	4.07	4.19	3.94	4.02	3.55	3.60
C	3.98	4.06	3.86	4.00	3.84	3.19	3.20
D	3.35	3.83	3.65	3.83	3.65	3.13	3.22
E	4.23	3.76	3.55	4.00	3.83	3.51	3.15
F	3.57	3.90	3.05	3.94	3.69	3.15	3.30
G	3.45	3.89	3.57	3.81	3.51	3.31	3.00
H	3.74	3.70	3.59	3.66	3.52	3.23	3.03
I	3.85	3.27	3.67	3.53	3.34	3.32	3.04
J	3.55	3.64	2.95	3.76	3.52	2.96	3.00
K	3.52	3.66	3.75	3.51	3.38	2.65	2.97
L	3.38	3.33	3.51	3.52	3.43	2.91	2.87
M	3.35	3.66	3.57	3.66	3.38	2.71	2.64
N	3.30	2.88	3.12	3.21	3.24	2.91	2.91

Note: SOE = Safe and Orderly Environment; CSM = Clear School Mission; INL = Instructional Leadership; OTL = Opportunity to Learn/Time on Task; FMSP = Frequent Monitoring of Student Progress; HE = High Expectations; HSR = Home-School Relations

Table 16
Mean, Standard Deviation and Rank Order of Responses
by Category for All Schools

Category	Mean	Standard Deviation	Rank
Frequent Monitoring of Student Progress	3.76	.24	1
Clear School Mission	3.70	.35	2
Safe and Orderly Environment	3.68	.34	3
Instructional Leadership	3.58	.35	4 (T)
Opportunity to Learn/Time on Task	3.58	.23	4 (T)
High Expectations	3.17	.23	6
Home-School Relations	3.07	.32	7

Table 17
Rank Order of Effective School Categories
by Number of Schools

Category	1st	2nd	3rd	4th	5th	6th	7th
Safe and Orderly Environment	5	0	3	3	3	0	0
Clear School Mission	4	6	0	1	1	2	0
Instructional Leadership	1	2	5	3	1	0	2
High Expectations	0	0	0	0	2	8	4
Opportunity to Learn/Time on Task	0	1	5	4	4	0	0
Frequent Monitoring of Student Progress	6	2	3	2	1	0	0
Home-School Relations	0	0	0	0	2	4	8

the highest overall mean and was the first or second ranked category at eight of the fourteen schools. Clear School Mission (3.70) had a slightly lower mean but was the first or second category in ten schools. Safe and Orderly Environment was a close third with a mean of 3.68 and the top ranked category at five schools.

Instructional Leadership and Opportunity to Learn/Time on Task each had a mean of 3.58. The former category was ranked first or second at three schools and sixth or seventh at two. The latter category's highest ranking was second at one school and it was not ranked low at any school.

High Expectations was next with a mean of 3.17. It's highest ranking was fifth, and it was sixth or seventh at twelve of the fourteen schools. Home-School Relations (3.07) was the lowest rated category. It was also ranked last or next to last at twelve schools.

The breakdown of various items by category is discussed below. Items were analyzed according to the percentage of each faculty responding "agree" or "strongly agree." Each school's response on an item was then placed in one of the following categories: 0% to 49% in positive agreement, 50% to 67% in positive agreement, and 68% to 100% in positive agreement.

Frequent Monitoring of Student Progress

The item that had the least number of positive responses was the one concerning the validity of the standardized testing program. All but two of the schools had less than half of their staff members responding positively to this item. Six of the schools also did not respond positively to the use of criterion-referenced tests to assess basic skills. All the other items had seven or more schools with a two-thirds majority in positive agreement.

Clear School Mission

As in the previous category, a majority of the faculties responded positively to most of the items. No item showed more than five schools with a majority not in positive agreement. Generally, the faculties were strongly positive that objectives existed in the basic skills areas, that mastery of these skills were expected at each grade level, and that these objectives were coordinated and monitored (language arts received somewhat less support here). However, the items pertaining to these objectives as the focal point of instruction received less support. Also, only four schools had a two-third majority agreeing that a written statement of purpose was the driving force behind most important decisions.

Safe and Orderly Environment

This category also received strong support to most of the items by most of the schools. The faculties particularly felt the schools were safe and secure, that student behavior was generally positive, and that teachers, parents, and administrators assumed responsibility for discipline. Some of the schools were a little less positive as to whether a positive feeling permeated the schools and whether students were eager to learn. A number of the faculties did not see their buildings as clean, bright, and comfortable and considered discipline to be an issue.

Instructional Leadership

Most of the items which received the strongest support in this category were related to the teacher evaluation process. The principals generally held conferences before and after observations with the post-conference resulting in specific plans for instructional improvement. The faculties felt supervision was directed at instruction. The faculties also strongly agreed that most problems could be handled within their schools and that their principals were accessible and visible.

The faculties were adamant in the other directions concerning lesson plans. The principals did not require,

review, and give feedback on them. The principals were also not seen as active in acquiring resources.

The faculties were split on items dealing with the use of test results and the principal's emphasis on instructional issues.

Opportunity to Learn/Time on Task

Every school showed a two-thirds or more majority agreement that fifty minutes or more was allocated for math instruction daily. All but one school agreed that class atmosphere was generally conducive to learning. Most of the schools (twelve) also had two-thirds of the respondents agreeing that special instructional programs were integrated with regular instruction and that daily instruction followed the recommended procedures. Also, two-thirds or more of the respondents at ten schools felt that the teachers planned work for student success.

On the other hand, the majority of the faculties felt that students may spend considerable time on independent seatwork and that teachers did not determine time allocations for instruction with the principal. The schools were split over the frequency of outside interruptions to class time, but most did see pull out programs as a disruption.

High Expectations

Only half the schools had more than two-thirds agreement that the teachers held high expectations of the students. However, eleven schools were in strong agreement that the teachers held themselves responsible for student mastery of basic skills. Most of the faculties said that almost all students were expected to master basic skills and that reading instruction was directed at heterogeneous groups.

However, most of the faculties (ten) did not think that math instruction was presented to heterogeneous groups. Also, thirteen of the fourteen schools did not show positive agreement on graduation expectations of the students and the discipline problems of low-achieving students. Apparently many of the faculties also saw less classroom participation on the part of low-achieving students. Additionally, only two school faculties had a majority agreeing that home background was not the key factor in student achievement. Many of the schools did not retain children who failed to achieve mastery of skills, and all students were not expected to master basic skills.

Home-School Relations

Less than half of the teachers at seven or more schools responded positively to nine items in this category. All fourteen faculties reported parent

attendance below 90%, and only one faculty agreed that parents frequently visited the classroom. The faculties were also not very positive on items dealing with parent cooperation with homework. They also did not see parents as contacting the school frequently, involved in an overall support network, or active in a parent-teacher group. The majority of faculties did not agree that most parents would rate their school as superior. The faculties did see themselves as communicating with parents in a variety of ways and as focusing on student achievement and skill mastery during parent conferences.

XVIII. ANALYSIS OF CORRELATIONS

School characteristics were identified in seven categories in order to determine any correlations that might exist between those characteristics and the mean averages of the effective schools categories and the total means for each school. The characteristics identified were teacher experience, teacher education (percentage of faculty with a higher level degree), the principal's education, the year the principal earned his last degree, the year the principal last took a college course, the size of the school, the number of years the principal had served as an administrator, and the principal's undergraduate area of study.

Only three of the fourteen principals had a degree beyond a masters, so this category was dropped from the study. The principal's undergraduate area of study was also not used since most had an academic background. The Pearson Product Moment was used on the other data. There were six categories of school characteristics and eight effective school scores (one for each category and the total scores). Thus, there was a total of forty-eight correlations calculated. Only three significant correlations were found from these forty-eight possibilities, and all of them were between Instructional Leadership and school characteristics (Table 18). There was a significant negative correlation between Instructional Leadership and principal experience, the year the principal graduated, and the year the principal last took a course in his field. Thus, principals who attended school more recently and had fewer years of administrative experience were more likely to have schools with higher means in the Instructional Leadership category. Due to the large number of correlations that were calculated, it is possible that these correlations occurred only by chance. However, other possible explanations for these findings will be discussed later.

When the schools with the principals with the most experience are compared to the schools with principals with

Table 18

Correlations Between Demographic Data and
Effective School Categories

	SOE	CSM	INL	HE	OTL	FMSP	HSR	Total
Teacher Experience	-.1486	.1643	-.1212	-.1300	-.0203	-.0471	.0083	-.0499
Teacher Education	-.3030	-.3389	-.0767	.0102	-.2892	-.4174	.0054	-.2411
Year Principal Graduated	-.0149	.1582	-.6353*	.1008	.1641	-.0300	-.0033	-.1703
Year Last College Course for Principal	-.0715	.0090	-.5563**	.0782	.0293	-.0330	-.0914	-.0808
Principal Experience	.0930	.0144	-.4837**	.0660	.0088	.0298	.1527	-.0228
School Size	-.3197	-.1103	-.2931	.2239	-.3100	-.0817	-.2970	-.3018

*significant at .05 level

**significant at .10 level

Note: SOE = Safe and Orderly Environment; CSM = Clear School Mission; INL = Instructional Leadership; HE = High Expectations; OTL = Opportunity to Learn/Time on Task; FMSP = Frequent Monitoring of Student Progress; HSR = Home-School Relations

the least experience, a few items stand out. The items that show the most difference between the two groups mostly dealt with intangibles such as the principal's being a strong instructional leader, the principal's being able to get things done, and the principal's ability to get the teachers to work together. The faculties with the least experienced principals tended to rate the principals much higher on such items.

XIX. COMPARISONS BY TYPE OF SCHOOL

Three types of schools were included in this study: elementary schools, junior high or middle schools, and high schools. There were four high schools, three middle schools, and seven elementary schools. As seen in Table 19, there were some differences in responses according to the type of schools. Although the differences between elementary and middle school faculty responses were negligible, the high school means were the lowest in each of the seven categories. Clear School Mission, Frequent Monitoring of Student Progress, and Home-School Relations showed the largest differences between high school teachers and the others; while there was only a minor difference between schools in the Instructional Leadership scores. Interestingly, each type of school had a different high category: elementary - Frequent Monitoring of Student

Table 19

Mean Scores and Rank Order of Effective Schools
Categories by Type of School

Category	Elementary Mean	Rank	Middle School Mean	Rank	High School Mean	Rank
Frequent Monitoring of Student Progress	3.89	1	3.83	2	3.43	3
Clear School Mission	3.87	2	3.86	1	3.28	4
Safe and Orderly Environment	3.72	3	3.60	3	3.53	1
Instructional Leadership	3.58	4	3.53	5	3.52	2
Opportunity to Learn/Time on Task	3.57	5	3.58	4	3.22	5
High Expectations	3.15	6	3.26	6	3.04	6
Home-School Relations	3.13	7	3.17	7	2.76	7

Progress; middle - Clear School Mission; and high school - Safe and Orderly Environment. Home-School Relations was the lowest ranked category for each type of school.

Safe and Orderly Environment

The responses in this category did not vary greatly by type of school. The high school teacher responses were generally lower but only slightly. However, the high school teachers were slightly more positive than the others on items pertaining to the behavior of students.

Clear School Mission

Elementary and middle school teachers were much more positive toward items in this category than were high school teachers. The only item on which high school faculty responses were more positive than the others related to a written statement of purpose for the school. The high school teachers did not feel that they had adequate supplies and were unaware of the existence, coordination, and monitoring of objectives in the basic skills areas. Less than half were positive toward most of the related items (many marked "undecided"). Also, elementary teachers were divided in their opinion about the focus of language arts instruction on school-wide objectives while middle school teachers were very sure of

this. The lower grade teachers were also less sure that these objectives were coordinated and monitored.

Instructional Leadership

There was not a lot of differences between types of schools in items under Instructional Leadership. The means were the closest of any of the categories, and no clear pattern developed as to which type of school faculty scored higher on particular items. Two items dealing with the use of test results did show some differences, however. Less than half of the high school teachers thought their respective principals emphasized standardized test results and reviewed these results with the teachers.

Three-fourths or more of the other teachers were positive on these items. Also, 91% of middle school teachers felt that test scores were used to modify the instructional program. Elementary teachers (59%) and high school teachers (48%) were not as certain on this item.

Other differences were that elementary principals were more likely to make several formal observations in the classroom each year (75%) than were middle school principals (52%) and that high school principals were the most likely to give feedback on teacher lesson plans.

High Expectations

Teachers at all three school types were negative toward many items in this category, but there were some differences. For instance, high school educators were the least positive about the possibility of students graduating. Only 4% thought most students would graduate compared to less than one third of the elementary and middle school teachers. Also, high school teachers were the least likely to agree that math instruction was presented to heterogeneous groups (15%) but the most likely to agree that reading occurred in heterogeneous groups (91%).

Middle school teachers were the least likely to profess having high expectations of students (51%) and believing that most students would master basic skills at each grade level (56%). (This compares to over 80% of the teachers at the other types of schools.) Also, unlike the other teachers, over half of the middle school educators thought family background was the key to student achievement.

Opportunity to Learn/Time on Task

Surprisingly, only 19% of high school faculty members thought two hours or more per day were allocated for language arts/reading instruction (90% or more at the other school types). Also, high school students were more likely

to work independently, and high school teachers were less likely to have a voice in time allocations for instruction. High school teachers were less positive than the others, although by smaller differences, on the other items. Middle school teachers were the most likely to monitor seat work closely (91%).

Frequent Monitoring of Student Progress

High school teachers were the least positive to each item on this category except one and significantly lower on many items. Unlike middle school and elementary teachers, less than half of the high school teachers thought that criterion-referenced tests were used to assess and give feedback on basic skills and that regular assessment of basic skills was otherwise accomplished.

Also, as was seen in the Instructional Leadership category, standardized testing was emphasized less at the high schools. Only 48% of the high school teachers said that standardized testing was done at each grade level (compared to over 90% of the other teachers). Also, fewer high school teachers said that standardized test results were reviewed and used to evaluate the school program. However, high school teachers were more likely, although only slightly, to feel test scores to be valid.

Home-School Relations

Although all teachers were negative to many of the items in this category, high school teachers were once again the most negative, particularly in items dealing with homework. Only 31% said that most students complete their homework, and even fewer (13%) thought parents cooperated with homework. The high school teachers were much less positive about the benefits of parent conferences. However, they also admitted that they did little to communicate with parents beyond conferences and report cards. One other difference was that 70% of the elementary teachers felt that parents understood and promoted the instructional program. This compared to 51% at the middle school level and 31% at high school.

XX. COMPARISONS BY TEACHER VS. PRINCIPAL

A definite pattern emerges when scores are separated by the role the person plays in a school (Table 20). Principals are more positive than teachers in each of the seven categories. This difference was at least three tenths of a point and rose to its greatest peak in the Safe and Orderly Environment category with a difference of .61. Frequent Monitoring of Student Progress was the top category for teachers but third for principals. The principal's top category, Safe and Orderly Environment, was

Table 20

Mean Scores and Rank Order of Effective Schools
Categories by Principal vs. Teacher

Category	Teacher Mean	Rank	Principal Mean	Rank
Frequent Monitoring of Student Progress	3.71	1	4.03	3
Clear School Mission	3.66	2	4.04	2
Safe and Orderly Environment	3.57	3	4.18	1
Instructional Leadership	3.49	4	4.02	4
Opportunity to Learn/Time on Task	3.43	5	3.85	5
High Expectations	3.10	6	3.49	6
Home-School Relations	2.99	7	3.40	7

the third category of the teachers. The other categories achieved the same ranking in both groups with Home-School Relations again on bottom.

Safe and Orderly Environment

The principals were more positive than the teachers on every item in this category. For instance, all the principals thought their respective school building was pleasant, and most (91%) saw their school as bright, clean, and comfortable. This compares to 69% and 53% of positive teacher responses to those items. Similarly, 91% to 100% of the principals thought students abided by school rules, thought they were eager to learn, and thought discipline was not an issue. On the other hand, although most of the teachers did think that students abided by school rules, a smaller percentage thought they were eager to learn (64%) and that discipline was not an issue (52%).

Clear School Mission

As in the previous category, each item shows a greater percentage of positive responses on the part of principals. The greatest differences were found for those items dealing with school objectives being the focus of instruction in basic skills areas. Over 90% of the principals thought objectives in math, reading, and language arts were the focus of instruction in their schools, but only 50% to 60%

of the teachers were in agreement. The principals were also more likely to agree that such objectives existed and were coordinated and monitored through the grades.

Two other items also showed a large discrepancy. All the principals thought there were enough instructional materials and supplies available, but only 62% of the teachers agreed. Similarly, 82% of the principals were aware of a written statement of purpose underlying school decisions. Only 56% of the teachers were aware of this.

Instructional Leadership

Although only by a small margin, the teachers were more positive than the principals on one item in this category. Eighty-eight percent of the teachers felt confident that their respective schools could solve their problems without much outside help. Otherwise, the principals were more positive than the teachers.

The area where the greatest difference between the two groups occurred seemed to be in instructional focus. For example, principals were more likely than teachers to say that instructional issues were usually the focus of faculty meetings (91% to 53%) and that the teachers worked together on the instructional program at the principal's initiative (100% to 58%). While all the principals saw themselves as strong instructional leaders, only two-thirds of the teachers agreed. The principals also saw themselves as

instructional resource persons (91%) who the faculty could turn to with instructional concerns (100%). This compared to slightly more than half of the teachers who were in agreement on those items.

The principal's role in the standardized testing program also showed some differences. Although all the principals reported emphasizing testing, reviewing the results with the faculty, and using these results to change the instructional program, two-thirds or less of the teachers responded in like manner to these items. Furthermore, only 59% of the teachers said that their principal communicated teacher responsibility in relation to student achievement although all the principals felt they did.

High Expectations

As in the other categories, principals were again more positive than were the teachers. The biggest difference was that 83% of the principals felt family background was not the primary factor in student achievement while only 28% of the teachers felt that way. The principals were also more likely than teachers to say that teachers felt responsible for student mastery of skills (100% to 78%). The principals more often thought the children could master these skills (77% to 45%) and were expected to master them (100% to 79%). Sixty-two percent of the principals (40% of

the teachers) said students not mastering these skills were retained. Principals also believed that low-income children were retained in the same proportion as other students (77% to 44%). Teachers and principals responded similarly to the other items.

Opportunity to Learn/Time on Task

Only one item in this category showed more teachers than principals in positive agreement, and that difference was insignificant. Teachers were much more likely to view interruptions as a problem. Over 90% of the principals said there were few outside interruptions to class time and that student disruptions were few while only slightly more than half of the teachers felt this way. Also, two-thirds of the principals reported that pull out programs were not a disruption, but only a third of the teachers agreed. Principals were also more confident that teachers monitored seatwork closely (91% to 70%) and felt that teachers were involved in determining time allocations for instruction (82% to 35%). Other items did not show as large differences.

Frequent Monitoring of Student Progress

There were fewer large differences in items under this category, but as seen in two other categories principals and teachers disagreed on the school testing program.

Although both groups largely agreed that a standardized testing program was in place and that the results were available, the principals more often said that the results were used (100% to 69%). Also, 82% of the principals viewed the testing program as a valid and accurate measurement of the school while only 24% of the teachers agreed.

Other large differences showed that all the principals were in agreement that a system of basic skills assessment was in place in most classrooms compared to 74% of the teachers. A similar difference was found in the idea that assessment information was being used regularly for student feedback and planning.

Home-School Relations

Although this was the lowest ranked category for both groups, the principals were still much more positive on several items. The principals generally saw more parent involvement than the teachers. They felt there was more parent cooperation on homework (70% to 37%) and that parents visited the classroom to observe (42% to 14%). Also, more principals reported that parents understood and promoted the instructional program (92% to 45%) and that parents were involved in the overall home and school support network (54% to 28%). The principals were also more likely to state that parents initiated many contacts

with the school (70% to 33%). Furthermore, only 29% of the teachers thought that parents would rate the school as superior compared to 64% of the principals. The principals also more often reported school communication beyond report cards and conferences (100% to 64%).

XXI. COMPARISONS BY GENDER

The differences between responses of males and females are slight with a range difference of .01 to .12 (Table 21). The rankings of the categories for the two groups vary slightly among the first three places, but the means are very close.

There was only a small number of items that showed a great discrepancy between men and women. In the categories of Safe and Orderly Environment and Clear School Mission, responses from both groups were very similar. Under Instructional Leadership, a few more men than women expressed the view that principals gave feedback on lesson plans and were active in securing resources. However, most of the items did not reflect much difference by gender.

Under High Expectations, women were more likely to say that teachers held high expectations (80% to 60%), but men were more likely to agree that all students could master basic skills as a result of the instructional program (73% to 39%). In other areas, men were more likely to report

Table 21
Mean Scores and Rank Order of Effective Schools
Categories by Gender

Category	Male Mean	Rank	Female Mean	Rank
Safe and Orderly Environment	3.72	1	3.61	3
Frequent Monitoring of Student Progress	3.66	2	3.78	1
Clear School Mission	3.65	3	3.72	2
Instructional Leadership	3.61	4	3.53	4
Opportunity to Learn/Time on Task	3.46	5	3.48	5
High Expectations	3.22	6	3.11	6
Home-School Relations	3.03	7	3.04	7

that students did not spend most of their time on independent seat work (50% to 28%) and were more likely to see the standardized testing program as valid (50% to 23%), but they were less likely to say that criterion-referenced tests were used to assess basic skills (33% to 55%) and to give feedback to students (53% to 73%).

CHAPTER 4

DISCUSSION OF FINDINGS

I. GENERAL FINDINGS

In analyzing the degree to which the effective schools characteristics were reflected, it was found that the faculties of the various schools generally responded favorably to most of the effective schools items. The lowest mean for any category at any school was 2.51, and only nine category means out of a possible ninety-eight fell below 3.00. On the other hand, only twelve of the category means were at or above the 4.00 level. This seems to indicate there was some negative feelings on some items. Also, the variations in responses are not particularly large. When looking at the variation between schools on each category, there was no standard deviation above .35 (roughly one-third of a point). When looking at the variation between categories at any particular school, there was no standard deviation greater than .45. Since there was just a five-point scale on the questionnaire and since people generally respond favorably to such questionnaires, a wide range of responses would probably not be expected. Yet there was, on the average, almost a full point (.92) between the highest ranked school and the lowest ranked school on each category.

Beyond the fact that faculties responded favorably toward the items in the effective school categories and that there was not a large variation between responses, other information is available. The main purposes of this study, as mentioned in Chapter 1, were to find the strengths and weaknesses of these schools in relation to the effective schools research and to discover any relation that might exist between the effective schools categories and demographic data. However, the importance of these findings are not with the variations but in the consistency of the findings.

Some clear patterns did emerge in the relative strengths and weaknesses of the schools in various categories. The areas of Frequent Monitoring of Student Progress, Clear School Mission, and Safe and Orderly Environment were clearly the strengths as seen by the faculties of the schools in this study. There was more variation between schools in the Safe and Orderly Environment category, but the faculties consistently saw these areas as strengths, particularly the first two categories. On the other hand, the categories of High Expectations and Home-School Relations consistently ranked low. Instructional Leadership and Opportunity to Learn/Time on Task tended to fall in between the extremes. While Opportunity to Learn/Time on Task seemed to fall in

the middle at all schools, Instructional Leadership showed the greatest range of the categories from school to school. This was the one category that was ranked first by some faculties and lowest at others.

Not only were there variations between categories, but there were also variations within categories. Thus, additional patterns emerged when examining the responses within the various categories. These patterns are discussed below by category and suggestions are provided as to possible reasons for the results.

II. FREQUENT MONITORING OF STUDENT PROGRESS

This category had the highest mean for six of the fourteen schools and the second highest at two other schools. It was the fifth highest category at one school, but finished no lower than that. It is not surprising that this was the top category since the state of Tennessee has emphasized this in recent years as part of the Better Schools Program. Standardized testing is now required at certain grade levels across the state while Basic Skills First tests are required at other grade levels. Also, each high school student must pass a Proficiency Test to earn a diploma. All these scores are reported back to the system and to the public. Additionally, all schools are required to utilize the Tennessee Basic Skills First program or a

comparable program through the eighth grade. This is a mastery program where students are taught and tested on objectives in reading and math. Thus, Tennessee schools are now required to monitor student progress. Furthermore, since the results are available to the school and reported to the public there is an obvious incentive for faculties to utilize these results for improvement.

The positive responses to the items dealing with the administration of standardized tests and the utilization of results were not surprising nor were the responses to the items dealing with the teaching and assessment of basic skills. However, many of the faculties did not think that criterion-referenced tests were used to assess basic skills. This is surprising since all schools are required to use such tests through the eighth grade and since the high school proficiency test is criterion-referenced. It is possible, perhaps, that there was some confusion as to the meaning of criterion-referenced.

There also was overwhelming negative agreement (twelve of the fourteen faculties) that the standardized program was not an accurate and valid measure of the basic skill curriculum in the schools. There are two possible explanations for this. Since these tests have been mandated by the state it is possible that the curriculum of the schools were not in line with the test objectives and

that the faculties have yet to make these adjustments. Another possibility is that teachers are not pleased with the emphasis on testing and the state's mandate to test and, therefore, do not see the tests as a valid and accurate measurement.

In any event, for whatever reasons, the schools in this study are apparently monitoring and assessing student progress regularly in a variety of ways and are using the results to plan, to give student feedback, to modify the program, and to remediate.

III. CLEAR SCHOOL MISSION

This category placed first at four schools, and it finished second highest at six schools. The strengths of this category might once again be traced to state reforms in recent years. With the advent of the Tennessee Basic Skills First program, written objectives for reading and math have been provided for each grade level through the eighth grade. These objectives are coordinated and sequenced through all grade levels and mastery levels are established. This accounts for six of the fourteen items in this category. Language arts objectives also exist statewide although mastery testing is not required. However, the three items pertaining to language arts were

also rated positive although not quite as much at some schools.

There are a few areas where support is less. Some faculties, although acknowledging the existence of all these objectives did not think they were the focal point of instruction. The responses to these items varied from school to school. Also, some faculties did not know of a written statement of purpose for their school. Some of the high school faculties seemed to have particular problems with this category. This will be discussed in more detail later.

IV. SAFE AND ORDERLY ENVIRONMENT

The strength of this category varied from school to school. It received the highest mean at five of the schools but ranked third to fifth at the other schools. This category dealt with two issues that need to be considered separately, the physical condition of the plant and the student discipline and attitude at the school.

The physical condition of the school showed the greatest variation of responses. Seven of the faculties did not see their schools as neat, bright, clean, and comfortable although the others did. As far as student behavior, the faculties overwhelmingly viewed the behavior

positively. Faculty also saw students as eager about learning but they were not as positive about this.

Thus, the faculties felt that students were generally well behaved and that the schools were safe and secure; however, discipline was still seen as an issue. Based on the comments of various teachers, it is probable that while most students are seen as well-behaved there is a group of students that consistently present discipline problems. The state has provided some funds for alternative schools but at this time none exist in the area included in this study.

V. INSTRUCTIONAL LEADERSHIP

There was more variation between schools in this category than any other. It was the top ranked category at one school and the bottom category at two schools. This category was also ranked at almost every position between the two extremes. It probably is more dependent on one person, the school principal, than any of the other categories.

The items in the category of Instructional Leadership should be discussed in four groups as they address four separate issues: the teacher evaluation process, the use of test results, the principals visibility, and the instructional focus of the principal. The principals rated

particularly high on those items related to the teacher evaluation process. The faculties generally agreed that the principals met with them before and after formal observations and that such conferences concluded with plans for instructional improvement. It is again worth noting that all these items relate to a teacher evaluation program recently initiated by the state of Tennessee. All principals were trained in this process and are required to follow it.

One item, that dealing with whether the principal conducted several classroom observations each year, was not supported as strongly as the other items dealing with teacher evaluation. The Tennessee program only requires that the principal evaluate a teacher every other year. Thus, another possible relationship between the state program and the questionnaire responses exists.

There was a split between faculties as to the extent that the principals analyzed, utilized, and discussed test results. At some schools there was emphasis on test results to the point that some teachers thought standardized testing was overemphasized. Yet at other schools there was apparently little emphasis on test scores even though the Frequent Monitoring of Student Progress showed a regular testing program in place at the schools. One can only speculate as to the reasons for this. It was

shown previously that many of the faculties did not feel the standardized testing program to be a valid reflection of the curriculum of the school. Perhaps, the principals that feel this way do not emphasize and utilize the results. On the other hand, it could be simply a lack of skill and knowledge in analyzing test scores that inhibit their use. In any event, the emphasis and use of scores varies from school to school.

The faculties generally saw their respective principals as accessible and available. The principals made a number of informal contacts around the school. The teachers also felt they could discuss things with their principal and often with good results. Yet when it came to instructional focus, there was variation among the schools. Faculties varied on how they rated their principals on such items as whether he often discussed instructional issues and whether faculty meetings focused on instructional issues.

This variation in responses from school to school relates to the question of whether the principal is an administrator or an instructional leader. Of the correlations that were calculated, the only ones showing significance were between Instructional Leadership and principal characteristics. The longer the time since the principal last earned a degree and last took a course

related to his field, the lower his school tended to score on the Instructional Leadership category. A similar relationship was found between the number of years of administrative experience on the part of the principal and the score on the Instructional Leadership category. The number of years experience also tends to correspond with the amount of time since the principal attended college. Perhaps, the explanation lies in a change of emphasis in administrative training. The concept of a principal as the instructional leader has been greatly emphasized in recent years as has the acquisition of skills for making a principal an instructional leader. Perhaps it is not surprising, therefore, that more recent graduates tend to exhibit the characteristics of instructional leaders.

There are two other things that should be noted. First, a large majority of the faculties agreed that the principals did not require, review, and give feedback on lesson plans. Second, the faculties felt good about their ability to work together, and they felt that they could handle most of the problems facing their schools without outside help. In fact, teachers consistently commented that one of the strengths of their respective schools was a strong faculty that worked well together.

VI. OPPORTUNITY TO LEARN/TIME ON TASK

On many of the items in this category, the faculties felt strongly and there were some interesting contrasts. For example, the faculties largely were in strong agreement that teachers closely monitored assigned seatwork and planned assignments for student success. Yet, a majority of the faculties also felt that students spent a great deal of time on independent seatwork.

Similarly, most of the faculties felt that special programs were integrated with regular classroom instruction, yet most of them also saw pull out programs as a disruption. Some of the faculties also saw student and other disruptions as a problem.

The faculties felt that a significant amount of time was allocated to math instruction and reading/language arts instruction (except the high school faculties), but they did not feel that they had much part in determining these time allocations.

One other item of note was the sequence of daily lessons. The faculties overwhelmingly agreed that lessons followed a sequence of teacher presentation, student practice, specific feedback, and evaluation of student performance. The teachers obviously have a healthy view of what they are doing, but it may be more than this. Most Tennessee teachers have in the last few years undergone a

forty-hour career development training that teaches this type of teaching sequence. Although many teachers have already been teaching in this manner, the awareness of and implementation of this sequence may have increased as a result of this training.

VII. HIGH EXPECTATIONS

This category was rated no higher than fifth at any school and was sixth or seventh at twelve of the fourteen schools. This is in light of the fact that all but one of the faculties were in agreement (though not always overwhelming agreement) that they held consistently high expectations of students. The faculties also largely felt themselves responsible for student learning and said that they expected all students to master basic skills at each level.

However, many of their other responses did not support these stated beliefs. The faculties, for instance, generally saw home background as the primary factor in student achievement. They often also saw the low-achiever as a greater discipline problem who participated less often in class. Also, the faculties did not think that 95% or more of the students would complete high school. Although the teachers had said they expected all students to master basic skills, many of the faculties did not think they

actually could do so. The faculties were split as to whether low income children were more often retained and whether students were retained when not achieving mastery.

Thus, although the teachers felt that they held high expectations, it appears that in actuality they may not have. However, the issue is probably more complex than this. For instance, how can teachers expect most of the students to complete high school when year after year they see a large percentage of students drop out of school? Similarly, when a teacher works in an area where a large percentage of students come from families who traditionally have not done well in school and place little emphasis on an education, it is difficult to expect more from the children. There is a cycle of low results producing low expectations. Breaking this cycle, may be a long and intricate process.

VIII. HOME-SCHOOL RELATIONS

Home-School Relations was the lowest of the seven effective schools categories. As in the previous category, twelve of the fourteen schools had this ranked sixth or seventh. Furthermore, the overall mean of this category was lower than any other. The faculties purport to communicate with parents in a variety of ways and to report student progress by other means than just parent

conferences and report cards. They also believe that parent conferences yield results although many parents did not attend. Yet they did not feel that parents adequately provided needed support.

Although some faculties disagreed, most did not feel that parents monitored and supported the teacher on homework nor did they feel that most students completed their homework. Also, the faculties were overwhelmingly negative about parent contacts with the school. Parents did not contact the school regularly, did not attend conferences, did not visit the classroom, and were not active in the parent-teacher organization at most of the schools. The faculties also did not think that the parents understood the school program or were generally supportive. Furthermore, the majority of the faculties did not think that most parents would rate the schools as superior.

Whether these feelings are based on perceptions or actual occurrences, there obviously is a problem. Again, in an area where many parents are poor and often do not see education as important, parent involvement may lag. Also, many families have only one parent who must work or two parents who are involved in a variety of other activities. Thus, the school is, more than ever before, in competition with many other agencies for parents' time.

IX. DIFFERENCES IN TYPES OF SCHOOLS

The high school scores, by varying degrees, were lower than those of the middle and elementary schools. Although these differences were not always large, the differences were consistent, particularly in the categories of Clear School Mission, Frequent Monitoring of Student Progress, and Home-School Relations. Some differences between the types of schools and possible reasons for these differences are discussed below.

One area of major difference in three different categories was in the use of test scores. Although standardized testing occurred at all schools (although to a greater extent at some schools), the high schools did not emphasize test scores as much as the other schools and were less likely to analyze the results and use them in planning and change. Interestingly, the high school teachers more often saw standardized test results as a valid and accurate reflection of the school program, but still less often used the results.

High school teachers were also lower on Clear School Mission items. They did not feel that they had adequate materials for teaching, and they were generally unaware of the presence and extent of school-wide objectives in the basic skills areas. Home-School Relations was the lowest category for each of the three types of schools, but it

fell to the lowest level at high schools. High school teachers were the most negative about parent involvement and support and were the most likely to admit that they did not go to extra lengths to communicate with parents.

One possible reason for these differences is that the effective school categories might not be pertinent to the high school situation. Most of the effective schools research has come out of elementary schools. However, some of the researchers, particularly Rutter et al. (1979) have found similar results in high schools. Still there is some question as to whether most of the findings apply to high schools as well. Secondly, although the questionnaire used in this study was not designed solely for elementary schools, it could well be argued that some of the items are not applicable to the high school situation. This may partially explain the larger differences in the categories of Clear School Mission and Frequent Monitoring of Student Progress where a few items may be less applicable to high schools. However, the other categories generally appear to be applicable to any type of school, yet the high schools still had the lowest scores.

Thirdly, the high school faculties had a greater tendency to mark "undecided" as a response. This obviously would lower the mean. One possible reason may be since high schools are departmentalized, the teachers are more

isolated and less informed about other areas of the school. This might be particularly true in the Clear School Mission category where many items are subject-specific. This was also one area where high school teachers often marked "undecided". This seems on the surface a plausible explanation. However, the junior high schools, which are also departmentalized, had higher means than the high schools on every category.

X. DIFFERENCES BETWEEN PRINCIPALS AND TEACHERS

Principals were consistently more positive than teachers on the items in each of the effective schools categories. Several possible explanations for this are discussed below.

First, principals have more at stake personally as to the school image. The largest differences between the two groups were in the categories of Instructional Leadership and Safe and Orderly Environment. It may be no coincidence that these are the areas which probably most reflect on the principal. Obviously the instructional leadership category reflects directly on the principal, so the principals would logically tend to give themselves a positive rating. Likewise, in the Safe and Orderly Environment category, principals were more positive about student discipline and the appearance of the building. Again there are areas that

the principal has much control over and, therefore, might tend to rate higher.

Second, the knowledge that the principal or the teachers have as to what actually goes on in the school may account for some of the difference in the scores. For instance, principals were more likely to be positive about parent participation and contact with the school. Since a large portion of a principal's job is with parent contact, it is probably not surprising that they ranked these items higher. On the other hand, teachers would be expected to have more knowledge of what actually happens in the classroom. This might explain some of the differences in items dealing with classroom disruptions, instruction being focused on school-wide objectives, and other such items which relate directly to the classroom.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Although early studies tended to show family background as the primary factor in student success, more recent studies began to point out schools that succeeded with students beyond what could be expected. These studies also began to identify a set of characteristics that were consistently found at these effective schools.

However, such knowledge is of no use unless utilized in a school setting. It, therefore, seemed worth investigating whether typical schools exhibited effective schools characteristics and in which areas the schools were most and least in line with this research. This was the purpose of this study. Also selected demographic data was gathered on the schools, the teachers, and the administrators to see if a relationship existed between the data and the effective school characteristics.

The schools in a typical, rural Tennessee county were selected for this study. The schools were typical in that the free lunch percentage and standardized and state test scores were near the state average. All fifteen schools in the county with their respective faculties and principals were asked to take part in the study. All teachers and

principals were asked to complete the Connecticut School Effectiveness Questionnaire. Due to its length, half the teachers at each school were given part A of the questionnaire and the other half part B. Then one out of every ten teachers in the school and the principals were asked to respond to some open-ended follow-up questions. Over 80% of those surveyed responded. However, one school (a five-teacher school) was dropped from the study due to lack of response. Four of the fourteen remaining schools did not participate in the follow-up.

The questionnaire consisted of 100 items that fell into one of seven effective schools categories. Each response of "strongly agree" in a survey was awarded a score of five while a response of "strongly disagree" earned a score of one. Each response in between was awarded the appropriate score. A mean was then calculated for each of the seven categories for each school as was an overall mean. School characteristics including the average teacher experience, the administrative experience, the year the principal earned his/her last degree and took his/her last course, the principal's undergraduate area of study, the size of the school, and the percentage of teachers with a graduate degree were gathered. The Pearson product moment was calculated comparing these characteristics with

the effective schools categories to see if a relationship existed.

The teachers surveyed were generally positive about their schools both in their responses to the questionnaire and in their comments. Also, there was not a wide range in the scores since the people were generally positive and since there was only a five point scale. However, there were some interesting and consistent findings. Frequent Monitoring of School Progress and Clear School Mission were clearly the strengths of the schools in this area. They had the first or second highest means at most of the schools and had the highest overall means. The schools apparently have a regular testing program in place, but many teachers did not feel that the testing program yielded valid and accurate results. Also, objectives for mastery existed at the schools in the basic skills categories although some faculties did not feel they were the focal point of instruction.

A Safe and Orderly Environment also finished strongly, but there was a greater spread among the schools. The students were generally seen as well behaved although most faculties felt that discipline was still an issue and that there was a group of chronic discipline problems. Some of the faculties did not see their schools as bright, clean, and comfortable and felt their schools were too old.

The Instructional Leadership category showed the most variation between schools, finishing first at one school and seventh at two schools. Principals were generally active in teacher evaluation, but some did not emphasize or utilize test scores. Most were seen as available and accessible. The principal's instructional leadership however varied among the schools. The principals did not emphasize teacher lesson plans. Finally, the faculties felt good about their abilities to work together to solve school problems.

Opportunity to Learn/Time on Task was consistently a middle category. The faculties felt there was too much interruption of class time, some by pull out programs and some by student disruptions.

High Expectations and Home-School Relations were consistently the lowest ranked categories. Teachers generally felt that they held high expectations of students, but their responses to many other items tended to show otherwise. Similarly, teachers purported to communicating with parents in a variety of ways, but they also felt that parents often were not aware of the school program and provided little active support through their presence at school or their support at home.

The only relationships that were discovered were between the Instructional Leadership category and the

recency of the principal's education and the principal's experience. The more recently the principal had attended school and the less the number of years of his/her experience, the higher the school tended to score on the Instructional Leadership category.

Other findings were that the high school mean on each category and overall was consistently lower than the means of the elementary schools and the junior highs and that principals were consistently more positive than teachers in their responses.

II. CONCLUSIONS AND RECOMMENDATIONS

The strengths and weaknesses of the schools in this study are relative. Although there were differences among the schools, overall the results were very consistent. The overall strengths are:

1. a strong, consistent testing program that incorporates a variety of tests and in which the results are utilized;
2. a clear mission--mastery objectives present in the basic skills areas that are sequenced, coordinated, and monitored through the grades (particularly in math and reading);
3. generally well-behaved student populations;
4. safe and secure schools;

5. active principal involvement in the teacher evaluation process;
6. principals that are available and accessible;
7. faculties that feel good about themselves, see themselves in a positive light, and work together well.

There are several needs that were discovered through this study. These include the following:

1. a need for teachers to hold and communicate higher expectations of students;
2. a need for greater parental involvement in the school program;
3. a need to reduce interruptions of class time;
4. a need to reduce class time spent on student's working independently on seatwork;
5. a need to align standardized testing and the school curricula;
6. a need for principal emphasis on test results in some schools;
7. a need for increased principal involvement in the instructional program at some schools;
8. a need for physical improvements at some schools.

Since there have been criticisms of the effective schools research, there is a need to continue research in the area of school effectiveness. Studies employing larger

samples and a wider variety of schools would be beneficial. The effective school characteristics should continue to be examined in order to determine if they are necessary for a school to be effective, if some are more important than others, and if there exists a cause-effect relationship between these characteristics and school effectiveness. Also, it would be useful to further examine the difference between high schools and elementary schools to see if effectiveness characteristics differ for different types of schools. If not, it would be interesting to see if other high schools are less likely to exhibit the effective school characteristics as they tended to do in this study.

There are also specific things that could be done at the schools in this study and in the state of Tennessee. Specifically, each school in this study and the two school systems should take the results and begin to plan improvements in their weaker areas. In particular, the areas of home-school relations and teacher expectations should be closely examined.

The schools must seek ways to increase teacher expectations of students and home. This may be the hardest of the school effectiveness areas to tackle. In a state like Tennessee which is largely rural and has a large number of disadvantaged students, expectations are often not high. This is particularly true since a large number

of students typically have not done well in school and since many students traditionally have dropped out of school. Thus, it is hard to expect high academic achievement from students when high achievement has often not been demonstrated. Yet the administrators and teachers must raise their expectations of these low-ability and low-income children, communicate these high expectations, and provide the programs needed to really make a difference in their schooling and their future. It requires more than just reporting that they hold expectations. It involves a change in attitude and actions to show children that they are expected to learn.

Another area that needs to be addressed is home-school relations. Parents have less time to devote to their children's school and education. Yet it is crucial that parents be involved. State training modules on expectations and parent involvement similar to those developed to improve instruction might be beneficial. In any event, although the faculties feel they are communicating with parents in a variety of ways, they must continue to find new avenues for communicating with parents and novel approaches for involving parents in the education of their children.

The various parts of the High Expectations category are interrelated and also tie in with the Home-School

Relations category. For instance, the teachers reported that low-ability students were less likely to take part in class and more likely to be a discipline problem. Additionally, many of these students were expected to eventually drop out of school. Thus, it would seem imperative for teachers to find ways to involve these low-ability students in class in hopes of reducing discipline problems and in keeping these children in school. Whether this means finding ways to motivate the children, adapting instruction to their level, or a combination of these and other factors, efforts should be made to make these students a part of the school program. This may be the greatest and most important challenge currently facing these educators.

Involving the parents, though difficult, is also crucial. As noted earlier, Brookover pointed out in several studies the importance of student self-concept and academic success. He further pointed out the necessity of working with the parents to improve the self-concept of students. This and the findings of this study reaffirm the tie between parent involvement, expectations of students, and student success. Therefore, it would seem beneficial for these schools specifically and perhaps schools state-wide to develop programs to train parents in working with their children, to encourage parent involvement in

their children's education, and to help teachers to involve and help the low-ability student.

In addition to these major areas of need, the schools which took part in this study could benefit by reducing interruptions to class time, by cutting back on the amount of independent seatwork given to students, and by working to align the school curriculum and the testing program. Also, the governing bodies of the school systems need to study the physical plants and facilities for ways to improve them.

The above-mentioned suggestion for alligning the curriculum and the testing program should be examined closely. Since teachers do not feel that the testing program reflects the curriculum at their school, some hard decisions need to be made concerning the curriculum and the testing program. The faculties have an option of adjusting the curriculum toward the tests or changing the tests to reflect the curriculum. However, since many of the tests are mandated by the state, it would seem more logical to adjust the curriculum. Interestingly, many teachers reported that test results were used in various ways such as student placement. If these tests do not reflect the curriculum of the school, as the teachers reported, such use of the tests may not be appropriate. Furthermore, the high schools where the faculties tended to see test results

as valid were also the schools where test results were less likely to be used. It, therefore, would be beneficial for each faculty to examine the relationship between the curriculum and the testing program.

It is likely that these issues go beyond individual schools and individual school systems. Although the results of this study cannot be projected over the entire state of Tennessee, it is likely that similar results would be found in many Tennessee schools. First, these school systems are typical of Tennessee school systems in that the percentage of students receiving free lunches and student test scores are near the state average. (Test scores are slightly above the state mean.) Second, the areas of strength found in this study are closely in line with areas emphasized by the Tennessee Department of Education.

For example, in recent years Tennessee has mandated a curriculum for each subject and a basic skills mastery program in reading and math. Standardized testing and basic skills benchmark tests have been required in certain grades statewide. Also, principals have been trained in a teacher evaluation process and required to use it. It is not surprising that the results of this emphasis showed up as strengths in this study. These areas which show up as strengths are areas that can be more easily implemented and controlled bureaucratically. For example, a testing

program, a basic skills curriculum, and a teacher evaluation process are all things that can be put into place by a central authority. On the other hand, areas which are not easily influenced by the bureaucracy showed up as areas of needs for the schools in this study. Teacher expectations, home-school relations, interruptions to class time, and principal involvement in the instructional program, for example, are not areas in which the state can issue mandates that will quickly and easily change what is happening.

It would still seem beneficial, however, for the state to expand its efforts in these areas. Additional principal training in the areas of instructional leadership and the use of test scores would be helpful. Principals now can attend Leadership Academies during the summer. It might be useful to continue such academies with more widespread involvement and with emphasis on the areas mentioned above. A similar program of inservice could be established county-wide to assist local administrators in the areas of instructional leadership and the use of test scores.

This, in turn, relates to some other findings of this study. First, although objectives existed for the basic skills areas, they were not always the focus of instruction. Second, the teachers in this study generally felt they could handle the school problems without outside

help. However, teachers and principals must be receptive to outside help. The state has brought about changes in the schools largely in the form of mandates. The areas in which the state has made these mandates are also the areas that most reflected effective schools characteristics in the schools in this study. Yet the teachers do not feel that they need outside help, do not feel that the testing program (largely state mandated) reflects the curriculum, and do not always focus instruction on school objectives (largely state mandated) during instruction.

In all, the faculties at these schools are positive about what they are doing and feel capable of solving the problems facing them. The schools apparently exhibit most of the effective schools criteria but could work on some areas particularly in home-school relations, high expectations of students, and in some areas of instructional leadership. Since the state Department of Education has addressed many area of the effective schools research with some apparent success, it would likely be beneficial to explore ways to help the schools in these other areas. School faculties, in turn, need to be open to help from outside resources and to continue to seek ways to improve in those areas of weakness.

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APPENDICES

APPENDIX A
CONNECTICUT SCHOOL EFFECTIVENESS QUESTIONNAIRE
(FORM A AS DIVIDED FOR THIS STUDY)

QUESTIONNAIRE

The purpose of this questionnaire is to survey your perceptions based on your experience in this school. There are no right or wrong answers. Whenever possible questions are designed to measure "school effects" and you will be asked to generalize about the people working in this school. Where this is not possible you should respond from your own experiences.

Responses from this questionnaire will be used to gather data about schools in this area. Your responses will be confidential and at no time will you or your school be identified. Aggregate responses will be available to your school staff to use in planning if so desired.

Please complete the descriptive information below and then move on to the instructions and questionnaire. Thank you for your help.

Descriptive Data

1. Total years experience as a teacher: _____
2. Total years experience as an administrator: _____
3. Sex: _____
4. Degree held: _____
5. Year you obtained your last degree: _____
6. Year you completed the last college course relating to your job: _____
7. Undergraduate area of study: _____

Instructions

1. All questions have five possible responses. Record your answer by circling the most appropriate response. The response categories for each item are:

SD=Strongly Disagree D=Disagree U=Uncertain, Undecided
SA=Strongly Agree A=Agree
2. Although some questions may seem to warrant a yes-no response, the response categories permit you to indicate the intensity of your feelings in relation to the item.
3. Your perceptions based on your experience in this school are important.
4. Please read item carefully. There is not a time limit. Completion of the questionnaire is expected to take approximately fifteen to twenty minutes.

Page 2

1. This school is a safe and secure place to work. SD D U A SA
2. In reading, written, sequential objectives exist up through all grades. SD D U A SA
3. Most problems facing this school can be solved by the principal and faculty without a great deal of outside help. SD D U A SA
4. Discussions with the principal often result in some aspect of improved instructional practice SD D U A SA
5. The physical condition of this school building is generally unpleasant and unkempt. SD D U A SA
6. In reading, initial skill instruction is often presented to a heterogeneous group of students SD D U A SA
7. Instructional issues are seldom the focus of faculty meetings SD D U A SA
8. Mathematics objectives are not coordinated and monitored up through all grades in this school SD D U A SA
9. There is clear, strong centralized instructional leadership from the principal in this school SD D U A SA
10. At the principal's initiative, teachers work together to effectively coordinate the instructional program within and between grades. SD D U A SA
11. In basic skills instruction in this school, reteaching and specific skill remediation are important parts of the teaching process. SD D U A SA
12. Staff and students do not view security as an issue in this school. SD D U A SA
13. In reading, an identified set of objectives or skills that all students must master exists at each grade level. SD D U A SA
14. Teachers in this school do not hold consistently high expectations for all students SD D U A SA
15. When students are assigned seatwork, teachers monitor it closely. SD D U A SA
16. Homework is monitored at home and in school with follow-up. SD D U A SA
17. A written statement of purpose that is the driving force behind most important decisions does not exist in this school. SD D U A SA
18. Outside interruptions do not often interfere with basic skill instruction in this school. SD D U A SA
19. Almost all students complete assigned homework before coming to school. SD D U A SA
20. Teachers and the principal thoroughly review and analyze test results to plan instructional program modifications . . . SD D U A SA
21. In Language Arts, school-wide objectives are the focus of instruction in this school. SD D U A SA

22. Multiple assessment methods are used to assess student progress student progress in basic skills (e.g. criterion-referenced tests, work samples, mastery check lists, etc.) SD D U A SA
23. The principal requires and regularly reviews lesson plans. SD D U A SA
24. There is little cooperation with regard to homework monitoring between parents and teachers in this school SD D U A SA
25. In mathematics, instruction is often presented to homogeneous groups SD D U A SA
26. In Language Arts, written, sequential objectives do not exist at each grade level. SD D U A SA
27. Teachers in this school expect and plan assignments so that students will be highly successful during practice work following direct instruction. SD D U A SA
28. Teachers in this school believe they are responsible for all students mastering basic skills at each grade level SD D U A SA
29. The principal is accessible to discuss matters dealing with instruction. SD D U A SA
30. The number of low income children retained in grade is proportionately equivalent to other children retained in grade SD D U A SA
31. Home visits, phone calls, newsletters, regular notes, etc. are all ways that most teachers frequently communicate with parents in this school. SD D U A SA
32. During follow-up to formal observations a plan for improvement frequently results. SD D U A SA
33. Students in this school abide by school rules. SD D U A SA
34. During follow-up to formal observations the principal's main emphasis is on instructional improvement. SD D U A SA
35. In mathematics, school-wide objectives are the focal point of instruction. SD D U A SA
36. Criterion-referenced tests are used to give specific student feedback in basic skills throughout the school. SD D U A SA
37. Individual teachers and the principal do not meet regularly to discuss what the principal will observe during a classroom observation. SD D U A SA
38. During basic skills instruction students are working independently on seatwork for the majority of the allocated time SD D U A SA
39. Students not mastering basic skills are frequently retained in grade SD D U A SA

10. Individual teachers determine allocated time for basic skills instruction without guidelines or discussion with the administration.	SD	D	U	A	SA
11. The school building is neat, bright, clean and comfortable	SD	D	U	A	SA
12. Formal observations by the principal are regularly followed by a post-observation conference	SD	D	U	A	SA
13. There is no systematic, regular assessment of students' basic skills in most classrooms.	SD	D	U	A	SA
14. The principal does <u>not</u> put much emphasis on the meaning and use of standardized test results	SD	D	U	A	SA
15. Very few parents of students in your class visit the school to observe the instructional program	SD	D	U	A	SA
16. Typical daily lessons in this school follow this sequence: teacher presentation, student practice, specific feedback, evaluation of student performance	SD	D	U	A	SA
17. There is an active parent/school group in this school that involves many parents	SD	D	U	A	SA
18. Supervision is directed at instruction	SD	D	U	A	SA
19. Teachers and parents are aware of the homework policy in this school	SD	D	U	A	SA
20. Student assignments in basic skills areas are corrected daily.	SD	D	U	A	SA

APPENDIX B

CONNECTICUT SCHOOL EFFECTIVENESS QUESTIONNAIRE

(FORM B AS DIVIDED FOR THIS STUDY)

QUESTIONNAIRE

251

The purpose of this questionnaire is to survey your perceptions based on your experience in this school. There are no right or wrong answers. Whenever possible questions are designed to measure "school effects" and you will be asked to generalize about the people working in this school. Where this is not possible you should respond from your own experiences.

Responses from this questionnaire will be used to gather data about schools in this area. Your responses will be confidential and at no time will you or your school be identified. Aggregate responses will be available to your school staff to use in planning if so desired.

Please complete the descriptive information below and then move on to the instructions and questionnaire. Thank you for your help.

Descriptive Data

1. Total years experience as a teacher: _____
2. Total years experience as an administrator: _____
3. Sex: _____
4. Degree held: _____
5. Year you obtained your last degree: _____
6. Year you completed the last college course relating to your job: _____
7. Undergraduate area of study: _____

Instructions

1. All questions have five possible responses. Record your answer by circling the most appropriate response. The response categories for each item are:

SD=Strongly Disagree D=Disagree U=Uncertain, Undecided

SA=Strongly Agree A=Agree

2. Although some questions may seem to warrant a yes-no response, the response categories permit you to indicate the intensity of your feelings in relation to the item.
3. Your perceptions based on your experience in this school are important.
4. Please read item carefully. There is not a time limit. Completion of the questionnaire is expected to take approximately fifteen to twenty minutes.

7. 8

1. In this school low-achieving students present more discipline problems than other students. SD D U A SA
2. Most students in this school are eager and enthusiastic about learning. SD D U A SA
3. The principal makes several formal classroom observations each year. SD D U A SA
4. Most parents would rate this school as superior. SD D U A SA
5. The principal reviews and interprets test results with and for the faculty. SD D U A SA
6. School-wide objectives are the focal point of reading instruction in this school. SD D U A SA
7. Pull out programs (e.g. Chapter 1, Special Ed., Gifted, etc.) often disrupt and interfere with basic skill instruction. SD D U A SA
8. The principal uses test results to recommend modifications or changes in the instructional program. SD D U A SA
9. Ninety-five to one hundred percent of the students in this school can be expected to complete high school. SD D U A SA
10. The principal regularly gives feedback to teachers concerning lesson plans. SD D U A SA
11. Criterion-referenced tests are not used to assess basic skills throughout the school. SD D U A SA
12. A positive feeling permeates the school. SD D U A SA
13. All materials and supplies necessary for instruction in basic skills are available. SD D U A SA
14. In mathematics there is an identified set of objectives or skills that all students must master at each grade level. SD D U A SA
15. There are few student interruptions during class time. SD D U A SA
16. During parent-teacher conferences, there is a focus on factors directly related to student achievement and basic skill mastery. SD D U A SA
17. Ninety to one hundred percent of your students' parents attend scheduled parent-teacher conferences. SD D U A SA
18. The standardized testing program is an accurate and valid measure of the basic skills curriculum in this school. SD D U A SA
19. Almost all students are expected to master basic skills at each grade level. SD D U A SA
20. In Language Arts, an identified set of objectives or skills that all students must master exist at each grade level. SD D U A SA

21.	Standardized test results are not available or are not used to evaluate program objectives	SD	D	U	A	SA
22.	Teachers, administrators and parents assume responsibility for discipline in this school	SD	D	U	A	SA
23.	The principal is active in securing resources, arranging opportunities and promoting staff development activities	SD	D	U	A	SA
24.	The principal leads frequent formal discussions concerning instruction and student achievement	SD	D	U	A	SA
25.	Parent-teacher conferences seldom result in specific plans for home school cooperation aimed at improving student classroom achievement	SD	D	U	A	SA
26.	Reading objectives are coordinated and monitored through all grades	SD	D	U	A	SA
27.	Two hours or more are allocated for reading/language arts each day throughout this school	SD	D	U	A	SA
28.	Specific feedback on daily assignments is given regularly and followed up by the teacher	SD	D	U	A	SA
29.	Language Arts objectives are coordinated and monitored through all grades	SD	D	U	A	SA
30.	The principal frequently communicates to individual teachers their responsibility in relation to student achievement	SD	D	U	A	SA
31.	Student assessment information (such as criterion referenced tests, skills checklists, etc.) is regularly used to give specific student feedback and plan appropriate instruction	SD	D	U	A	SA
32.	Special instructional programs for individual students are integrated with classroom instruction and the school curriculum	SD	D	U	A	SA
33.	The principal regularly brings instructional issues to the faculty for discussion	SD	D	U	A	SA
34.	Most parents understand and promote the school's instructional program	SD	D	U	A	SA
35.	Many parents are involved in an overall home and school support network	SD	D	U	A	SA
36.	Fifty minutes or more is allocated for mathematics instruction each day throughout the school	SD	D	U	A	SA
37.	Teachers believe that all students in this school can master basic skills as a direct result of the instructional program	SD	D	U	A	SA
38.	The principal is highly visible throughout the school	SD	D	U	A	SA
39.	Many parents initiate many contacts with the school each month	SD	D	U	A	SA

40. Low-achieving students answer questions as often as other students in my class SD D U A SA
41. Student behavior is generally positive in this school. SD D U A SA
42. The principal is an important instructional resource person in this school SD D U A SA
43. Teachers believe that a student's home background is not the primary factor that determines individual student achievement in this school. SD D U A SA
44. Teachers in this school do not turn to the principal with instructional concerns or problems SD D U A SA
45. Class atmosphere in this school is generally very conducive to learning for all students SD D U A SA
46. In this school there is annual standardized testing at each grade level. SD D U A SA
47. The principal rarely makes informal contacts with students and teachers around the school. SD D U A SA
48. Generally, discipline in not an issue in this school SD D U A SA
49. Beyond parent conferences and report cards, teachers in this school have several other ways for communicating student progress to parents. SD D U A SA
50. In mathematics, written sequential objectives exist up through all grades. SD D U A SA

APPENDIX C

LETTER TO REQUEST PARTICIPATION

July 5, 1986

Dear Teacher,

I am conducting research at the University of Tennessee and need your help. Your superintendent has given me permission to survey teachers in your system, and your principal was contacted prior to your receiving this.

I am attempting to gather information concerning various activities and characteristics of schools in this area. You can help me by taking a few minutes to complete this survey and returning it to me in the enclosed envelope by July 14.

The results of the survey will be absolutely confidential, and no person or school will be identified. However, results of the survey will be tabulated by school and will be available for your school if so desired.

Let me thank you in advance for your help. If you have any questions, please call me at 337-3981.

Sincerely,

Keith Hickey
S. Keith Hickey

APPENDIX D
FOLLOW-UP LETTER

July 26, 1986

Dear Colleague,

I recently sent you a survey but have received no response from you. Due to the nature of my research, it is important that I get almost 100 percent response. Therefore, I am sending you another copy of the survey and am asking you to take just a few minutes of your time to complete it and to return it to me.

Let me once again assure of anonymity. The number inside the return envelope enables me to check off that you have responded. Once that is done, I dispose of the envelope and put your responses in a stack with others. Therefore, I cannot identify which survey belongs to whom. Also, no one else will see the surveys.

Thank you for your help.

Sincerely,

Keith Hickey

Keith Hickey

APPENDIX E
FOLLOW-UP INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

Category: Safe and Orderly Environment

1. What measures are taken in this school to create a safe and secure work place?
2. Describe student behavior and attitudes in this school and how discipline is maintained.
3. Describe the condition of the physical plant.

Category: School Mission

1. What are the major purposes of this school?
2. How are instructional skills, objectives, and mastery levels determined?

Category: Instructional Leadership

1. Describe the instructional leadership in this school.

Category: High Expectations

1. Describe the ability and achievement of students in this school.
2. How do adults in this school demonstrate and communicate high expectations of students?

Category: Opportunity to Learn

1. How is academic time protected from interruptions?
2. What type of interruptions occur and how frequently?
3. How much of classroom time is spent in instruction?

Category: Frequent Monitoring of Student Progress

1. How is student progress monitored in this school?
2. Describe the standardized testing program.
3. What use is made of assessment data?

Category: Home-School Relations

1. How are parents involved in the school program?
2. Describe ways in which parents and teachers communicate.

Additional questions:

1. What are the strengths of this school?
2. In what areas could improvements be made?

APPENDIX F

DATA GENERATED BY QUESTIONNAIRE RESPONSES

Responses to Safe and Orderly Environment Items

	SD	D	U	A	SA
A1. This school is a safe and secure place to work.	0	3	6	60	38
A5. The physical condition of this school building is generally unpleasant and unkempt.	11	14	4	48	30
A12. Staff and students do not view security as an issue in this school.	0	15	8	61	22
A33. Students in this school abide by school rules.	1	13	5	80	9
A41. This school building is neat, bright, clean and comfortable.	13	26	5	43	16
B2. Most students in this school are eager and enthusiastic about learning.	4	25	7	69	24
B12. A positive feeling permeates the school.	7	12	14	61	16
B22. Teachers, administrators and parents assume responsibility for discipline in this school.	3	13	6	83	10
B41. Student behavior is generally positive in this school.	2	14	3	86	7
B48. Generally, discipline is not an issue in this school.	6	32	12	61	2

Responses to Clear School Mission Items

	SD	D	U	A	SA
A2. In reading, written, sequential objectives exist up through all grades.	1	7	18	56	25
A8. Mathematics objectives are coordinated and monitored up through all grades.	2	12	9	52	32
A13. In reading, an identified set of objectives or skills that all students must master exists at each grade level.	1	3	15	57	29
A17. A written statement of purpose that is the driving force behind most important decisions exists in this school.	2	17	25	47	14
A21. In Language Arts, school-wide objectives are the focus of instruction in this school.	1	17	28	50	10
A26. In Language Arts, written, sequential objectives exist at each grade level.	0	10	20	58	20
A35. In mathematics, school-wide objectives are the focal point of instruction.	1	11	24	59	10
B6. School-wide objectives are the focal point of reading instruction in this school.	2	18	26	51	13
B13. All materials and supplies necessary for instruction in basic skills are available.	11	18	9	63	9
B14. In mathematics there is an identified set of objectives or skills that all students must master at each grade level.	1	8	16	66	20
B20. In Language Arts, an identified set of objectives or skills that all students must master exist at each grade level.	2	9	24	64	11
B26. Reading objectives are coordinated and monitored through all grades.	4	13	20	63	14
B29. Language Arts objectives are coordinated and monitored through all grades.	1	14	28	63	8
B50. In mathematics, written sequential objectives exist up through all grades.	0	6	20	68	18

Responses to Instructional Leadership Items

	SD	D	U	A	SA
A3. Most problems facing this school can be solved by the principal and faculty without a great deal of outside help.	6	7	1	59	33
A4. Discussions with the principal often result in some aspect of improved instructional practice.	1	12	14	61	18
A7. Instructional issues are often the focus of faculty meetings.	4	36	6	47	14
A9. There is clear, strong centralized instructional leadership from the principal.	3	16	12	55	20
A10. At the principal's initiative, teachers work together to effectively coordinate the instructional program within and between grades.	1	16	10	59	20
A23. The principal requires and regularly reviews lesson plans.	10	42	7	42	3
A29. The principal is accessible to discuss matters dealing with instruction.	2	7	3	70	26
A32. During follow-up to formal observations a plan for improvement frequently results.	1	2	11	75	19
A34. During follow-up to formal observations the principal's main emphasis is on instructional improvement.	0	8	9	74	16
A37. Individual teachers and the principal meet regularly to discuss what the principal will observe during a classroom observation.	2	30	8	46	22
A42. Formal observations by the principal are regularly followed by a post-observation conference.	2	1	4	65	31
A44. The principal puts much emphasis on the meaning and use of standardized test results.	1	13	21	52	18
A48. Supervision is directed at instruction.	0	9	12	75	6
B3. The principal makes several formal classroom observations each year.	6	24	6	63	21
B5. The principal reviews and interprets test results with and for the faculty.	3	24	7	57	21
B8. The principal uses test results to recommend modifications or changes in the instructional program.	1	23	17	61	9

B10.	The principal regularly gives feedback to teachers concerning lesson plans.	11	48	18	30	4
B23.	The principal is very active in securing resources, arranging opportunities and promoting staff development activities for the faculty.	18	52	8	33	2
B24.	The principal leads frequent formal discussions concerning instruction and student achievement.	11	30	8	59	7
B30.	The principal frequently communicates to individual teachers their responsibility in relation to student achievement.	5	23	14	63	9
B33.	The principal regularly brings instructional issues to the faculty for discussion.	4	26	13	59	12
B38.	The principal is highly visible throughout the school.	4	14	5	60	32
B42.	The principal is an important instructional resource person in this school.	8	23	18	49	14
B44.	Teachers in this school turn to the principal with instructional concerns and problems.	5	26	13	61	8
B47.	The principal often makes informal contacts with students and teachers around the school.	3	11	4	56	38

Responses to High Expectations Items

	SD	D	U	A	SA
A6. In reading, initial skill instruction is often presented to a heterogeneous group of students.	3	12	16	73	2
A14. Teachers in this school hold consistently high expectations for all students.	2	18	7	54	25
A25. In mathematics, instruction is often presented to heterogeneous groups.	1	51	18	35	2
A28. Teachers in this school believe they are responsible for all students mastering basic skills at each grade level.	0	13	8	65	21
A30. The number of low income children retained in grade is proportionately equivalent to other children retained in grade.	4	16	34	51	3
A39. Students not mastering basic skills are frequently retained in grade.	5	25	31	46	0
B1. In this school low-achieving students present no more discipline problems than other students.	17	66	8	22	0
B9. Ninety-five to one hundred percent of the students in this school can be expected to complete high school.	26	55	17	13	1
B19. Almost all students are expected to master basic skills at each grade level.	2	7	12	80	9
B37. Teachers believe that all students in this school can master basic skills as a direct result of the instructional program.	3	33	23	53	2
B40. Low-achieving students answer questions as often as other students in my class.	3	52	11	43	3
B43. Teachers believe that student's home background is not the primary factor that determines individual student achievement in this school.	10	36	29	36	2

Responses to Opportunity to Learn/Time on Task Items						
	SD	D	U	A	SA	
A15. When students are assigned seatwork, teachers monitor it closely.	0	6	23	73	5	
A18. Outside interruptions do not often interfere with basic skill instruction.	7	36	4	51	8	
A27. Teachers in this school expect and plan assignments so that students will be highly successful during practice work following direct instruction.	0	4	18	73	13	
A38. During basic skills instruction students are not working independently on seatwork for the majority of the allocated time.	0	31	28	39	8	
A40. Teachers determine allocated time for basic skills instruction with guidelines or discussion with the administration.	1	38	22	36	6	
A46. Typical daily lessons in this school follow this sequence: teacher presentation, student practice, specific feedback, evaluation of student performance.	0	1	12	79	13	
B7. Pull out programs seldom disrupt and interfere with basic skills instruction.	15	42	13	29	10	
B15. There are few student interruptions during class time.	8	27	7	64	6	
B27. Two hours or more are allocated for reading/language arts each day throughout the school.	2	14	16	60	22	
B32. Special instructional programs for individual students are integrated with classroom instruction and the school curriculum.	3	8	8	86	9	
B36. Fifty minutes or more is allocated for mathematics instruction each day throughout the school.	0	1	6	83	24	
B45. Class atmosphere in this school is generally very conducive to learning for all students.	10	36	29	36	2	

Responses to Frequent Monitoring of Student Progress Items

	SD	D	U	A	SA
A11. In basic skills instruction in this school, reteaching and specific skill remediation are important parts of the teaching process.	0	4	6	64	33
A20. Teachers and the principal thoroughly review and analyze test results to plan instructional program modifications.	1	21	8	65	12
A22. Multiple assessment methods are used to assess student progress in basic skills (e.g. criterion-referenced tests, work samples, mastery check lists, etc.)	0	5	11	65	27
A36. Criterion-referenced tests are used to give specific student feedback in basic skills throughout the school.	0	9	25	64	8
A43. There is a systematic, regular assessment of students' basic skills in most classrooms.	1	9	14	56	23
A50. Student assignments in basic skills areas are corrected daily.	1	7	33	60	4
B11. Criterion-referenced tests are used to assess basic skills throughout the school.	1	24	30	44	10
B18. The standardized testing program is an accurate and valid measure of the basic skill curriculum in this school.	10	40	27	31	2
B21. Standardized test results are available and are used to evaluate program objectives.	0	7	12	58	37
B28. Specific feedback on daily assignments is given regularly and followed up by the teacher.	0	1	14	80	18
B31. Student assessment information (such as criterion referenced tests, skills checklists, etc.) is regularly used to give specific student feedback and plan appropriate instruction.	1	11	17	69	15
B46. In this school there is annual standardized testing at each grade level.	2	5	11	61	33

Responses to Home-School Relations Items

	SD	D	U	A	SA
A16. Homework is monitored at home and in school with follow-up.	0	17	33	53	7
A19. Almost all students complete assigned homework before coming to school.	5	26	27	48	1
A24. There is much cooperation with regard to homework monitoring between parents and teacher in this school.	5	39	19	39	5
A31. Home visits, phone calls, newsletters, regular notes, etc. are all ways that most teachers frequently communicate with parents in this school.	1	12	2	73	20
A45. Many parents of students in your class visit the school to observe the instructional program.	23	60	4	17	1
A47. There is an active parent/school group in this school that involves many parents.	17	45	12	25	5
A49. Teachers and parents are aware of the homework policy in this school.	2	17	19	63	4
B4. Most parents would rate this school as superior.	6	38	32	32	4
B16. During parent-teacher conferences there is a focus on factors directly related to student achievement and basic skill mastery.	3	5	11	72	19
B17. Ninety to one hundred percent of your students' parents attend scheduled parent-teacher conferences.	62	39	4	5	1
B25. Parent-teacher conferences often result in specific plans for home school cooperation aimed at improving classroom achievement.	7	28	10	61	8
B34. Most parents understand and promote the school's instructional program.	5	32	20	54	3
B35. Many parents are involved in an overall home and school support network.	9	51	18	32	3
B39. Many parents initiate many contacts with the school each month.	14	45	13	40	2
B49. Beyond parent conferences and report cards, teachers in this school have several other ways for communicating student progress to parents.	3	26	7	70	7

VITA

Stephen Keith Hickey was born in Sweetwater, Tennessee on July 4, 1954. He attended public schools in that town and was graduated from Sweetwater High School in 1972. He attended Tennessee Technological University, receiving his Bachelor of Science degree in Secondary Education in 1976.

In the summer of 1976, he began study toward a Master's degree at the same university and was employed as a graduate assistant in the College of Education's Office of Laboratory Experiences. His work toward the Master's degree in Educational Administration was completed in June 1977.

In August 1977, he began teaching mathematics at Sweetwater Junior High School in Sweetwater, Tennessee and is currently serving as principal at Sweetwater Elementary School.