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A DESIGN FOR EDUCATIONAL NEEDS ASSESSMENT AND GOAL SETTING

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee

Anne Lowry Russell

December 1975

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ABSTRACT

A needs assessment involves two principle steps—identifying standards and determining the current status of existing programs. This study was designed to develop a model for conducting needs assessment and goal setting.

A survey instrument was developed to ascertain expectations regarding explicit learner behaviors as outcomes of educational programs. The objectives used in the survey were provided by program area specialists of the Memphis City School System and refined by a team of college educators with the assistance of an advisory team of school personnel and parents. The objectives used in the survey instrument were stated in specific terms relating to active student behaviors. Extensive field testing of the instrument was conducted.

The data for the study were obtained in the spring of 1975 by surveying students in grades 5-12, parents of students in grades K-12, professional staff members of the Memphis City Schools, and other adults of the Memphis community. A sample of approximately 27,000 was drawn with a response of approximately 9,500.

The subpopulation groups rated fifty-seven survey items on a scale of one to five according to the degree of importance for students. This data provided information on expectations regarding outcomes of public school programs. A second column asked respondents to rate each item on a scale of one to five according to how satisfactorily that objective was being carried out at the present time. The data provided information

on perceived current status of educational programs. The fifty-seven survey items were related to program areas of the Memphis City Schools. Descriptive data on the current status of educational programs was also collected as a cross check on perceptions of current status.

Results were tabulated by computer and analyzed by adjusted frequency percentages for each group and the total group. Mean ratings for each group were also calculated. Similar analysis procedures were conducted by race.

Results of the survey and collection of descriptive data provided information on expectation and perceived current status of educational programs in Memphis. A discrepancy analysis identified areas of high expectation and low current status. Areas of need were identified which provided input in the formulation of goal statements.

The goal statements were listed on a second survey instrument and refined with the assistance of an advisory team. The goal survey was administered to a second sample of approximately 27,000 students, parents, educators and other adults. The goals were rated according to importance by the subpopulation groups. The results were analyzed in the same manner as the needs assessment data in order to obtain priority rankings.

Approximately 54,000 people were given the opportunity to participate in the goal setting and prioritization processes which were guided by a team of educators. As a result of this study, fifteen goals for education with priority rankings were presented to the Board of Education of the Memphis City Schools.

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CHAPTER I

INTRODUCTION

Suggestions for improving school programs are abundant among community members in many school districts. Extending the available opportunities for potential benefit to school children involves increased services from various aspects of the total school program. In many communities, both citizen groups and educators are requesting more services for the general school population and for particular subpopulations of students. New programs to serve groups outside school age extend the curriculum into a program of community service including special programs for preschoolers, adults, and senior citizens. The rhetoric of "community education" has found its way into the philosophical statements of school districts in the form of pledges to address the educational needs of everyone in the community.[1]

As these philosophical statements are converted into goals, the problem arises as to which goals should be pursued and which could be supported with existing resources. The systematic planning of educational programs to meet stated goals should result in more effective and efficient use of human, financial, and physical resources. The planning process which derives its roots from the establishment of

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[1]Edmond H. Weiss, "An Inverted View of Educational Planning," Administrator's Notebook XXII, No. 2 (Chicago, Ill.: The University of Chicago, 1973).

goals provides the framework for the usefulness and productivity of the educational institutions. Therefore, the feasibility of goals establishes the purposeful targets toward which the institution may direct itself. Sound goals, then, are the cornerstone of institutional achievement.

> A plan without clear cut explicit goals provides no direction, no target toward which the efforts of faculty, administration, or students can be aimed. The development of a set of goals, however, will help focus thought and action on the direction in which an organization should move. Without this element in the process, the plan is like a play without a plot, an empty set.[2]

The establishment of sound goals determines the basis for a program. Atkin stated that worthwhile goals must be established before progress toward those goals is assessed and that goals are derived from needs and philosophies.[3] In order to address the question of the establishment of sound goals, attention must be directed to expected educational outcomes whether those expectations come from community groups, teachers, administrators, boards of education or students.

> Teacher, student, parent, and community involvement is based on the assumption that better decisions will be reached when representatives of a broader group share information and pool resources to determine educational goals.[4]

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[2]John G. Bolin, "Six Criteria for Better Goals," Improving College and University Teaching, XXI, No. 4 (Corvallis, Oregon: Oregon State University Press, 1968).

[3]J. Myron Atkin, "Behavioral Objectives in Curriculum Design: A Cautionary Note," Educational Evaluation: Theory and Practice, eds. Blaine Worthen and James Sanders (Worthington, Ohio: Charles A. Jones Publishing Co., 1973), p. 238.

[4]Daniel L. Stufflebeam and others, Educational Evaluation and Decision-Making (Itasca, Ill.: F. E. Peacock Publishers, 1971), p. 79.

A determination of expectations for educational programs can be derived through solicited data from the community served by that program. Expectations, then, can be compared to the current status of related educational programs and thus discrepancies can be identified. The definition and delineation of discrepancies form the basis for educational need determination which is essential in the development of curriculum programs. The selection of educational programs should be based on the values of the community as well as the total society which the program is to serve. This value basis is derived from the educational needs and interests of the community as reflected through the solicited data.

I. STATEMENT OF THE PROBLEM

The problem from which this study emerged centered around the lack of ideological unity in a complex society characterized by a multiplicity of needs and existing diversities. How a public school system can respond to the needs and aspirations of a pluralistic decision-making structure is a problem for educational planners. The difficulty in responding to this diversity of needs lies in the fact that people believe differently and have different values. One way to address the problem of responding to diverse values lies in the development of a systematic process of goal identification based on an assessment of needs. This systematic process would provide for a measure of accountability through direct input into the formulation of those goals.

II. PURPOSE OF THE STUDY

The purpose of this study was to formulate a design for assessing needs in order to generate educational goals in various school and community settings.

Specifically, the study answered the following questions:

1. What procedures can be employed to assess the adequacy of current educational programs in a school system?

2. What procedures can be employed to facilitate involvement from all members of the community in determining educational expectations?

3. What kind of instrumentation can be developed for gathering data to accurately reflect the educational needs of diverse groups?

III. DEFINITIONS

For purposes of this study the following operational definitions were adopted:

1. Needs referred to the discrepancy between identified standards and current status.

2. Needs assessment was defined as the formal process for analyzing discrepancies between identified standards and current status.

3. Goals were defined as statements of broad direction or general intended purposes. Goals are general and timeless and not concerned with particular achievement within a specified period of time.

4. Community was defined as the group of individuals within the geographic boundaries of a particular school attendance district who will be affected by the processes occurring therein.

5. Expectations referred to identified standards for school programs held by community members.

6. Community representatives referred to those individuals who typify the values and opinions of the area or group they represent.

7. Learner behaviors were identified as statements describing skills, knowledge or understanding which a student has developed through the public school curriculum.

IV. ASSUMPTIONS

The basic assumptions which were underlying in this study are:

1. Program planning should involve widespread participation and a thorough understanding on the part of all interested individuals and groups within the community served by the school.

2. Opinions held by parents as well as educators are important influences in developing school programs.

3. Though parents may not be familiar with formal educational objectives, they are familiar with the role of the school and have formulated ideas about what they expect their children to accomplish.

4. The sample plan for the selected participants in piloting the design is broad enough to assure a diversity of types of individual groups.

5. The process of needs assessment is a viable way to determine educational expectations.

V. PROCEDURES

This study was designed as descriptive research focusing on the development of change in identified variables. The research was organized to show developmental processes in establishing a design for needs assessment in order to generate educational goals. The procedures which follow were utilized in the implementation of this research.

Initially, literature and documents from other sources relative to needs assessment procedures were collected through computer searches of Educational Information Center and mail requests to other districts, states, and to the Department of Health, Education and Welfare. This identification and review of information provided a framework from which to initiate a needs assessment design. This initial design was a part of the implementation of a needs assessment and goal setting procedure conducted through the Memphis City Schools.

After collecting data to form a referent point for the study, the processes involved in the development and refinement of an instrument designed to assess community expectations were described. This included involvement of community representatives and was facilitated through the first stage of a comprehensive evaluation project conducted through the Memphis City Schools. The first stage of this project, Needs Assessment and Goal Setting, was designed to determine the differences between desired educational outcomes and present educational outcomes. This identification of needs then gave direction to the future action of the Memphis City School district as goals were developed for presentation to the Board of Education.

Following this, descriptive and achievement data were collected to determine the current status of educational programs relative to student achievement and included demographic information. The identification and description of existing programs and the collection of student achievement data were part of the needs assessment.

A comparison of the Memphis needs assessment with other procedures used by educational organizations was made. The Memphis needs assessment was analyzed for strengths and weaknesses.

Utilizing this comparative data and analysis, a design was developed for educational needs assessment which could be recommended for use in other organizations.

VI. LIMITATIONS

This study was limited by the following:

1. There was a lack of available instrumentation in needs assessment.

2. Generalizability of the study was limited by the items included in the questionnaire.

3. Procedural limitations were recognized due to the size and complexity of the pilot community.

4. No specific models for needs assessment as a basis for goal setting were considered usable for this study.

5. The piloted results were limited to the responses of the sample of people from the city of Memphis.

VII. SIGNIFICANCE OF THE STUDY

The maintenance of quality programs becomes increasingly difficult as educational priorities of the past become obsolete or are superseded by new priorities.

> Priorities are altered by changes in (1) administrative expectancies, (2) societal pressure, (3) funding procedures, (4) needs of students, and (5) industries served by . . . a program. Thus, programs designed to meet 1940 priorities may not meet the current educational needs of a given community indicating that educational priorities are fluid and in a constant state of change depending on the impinging forces. Today taxpayers are demanding more for their money than in any time in the past.[5]

During the past decade, the public has called upon educational agencies to provide evidence of effectiveness in organizational efficiency.

Accepting the position that public institutions should be accountable for their performance, programs and activities can no longer be justified on the basis that educational endeavors are inherently good. In order to show that programs are achieving desired results, the hypotheses upon which those programs operate must be subject to scientific analysis. This dictates the necessity for a systematic procedure of developing and maintaining the goals and objectives of the organization.

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[5]Hollie Thomas and Anna Mahaffey, "Educational Priorities: A Means of Establishing Accountability," Business Education Forum, January, 1972, p. 9.

The basic question asked in the initial stage of curriculum development for a school district is: What are the educational needs of the community being served? Once standards for desired behaviors can be established, the assessment of need becomes the difference between this ideal view of behavior and the actual performance.

> Planning best starts with the identification of needs. An educational need is defined as the . . . discrepancy (or gap) between current outcomes and desired or required outcomes. . . . The important notion is that to have a need we must identify and document that there is a gap between two outcomes, that which is currently resulting and that which should be resulting. The setting of the two polar dimensions of a need should be done in a formal way and such a procedure is called a "needs assessment.[6]

Needs assessment is perhaps the most neglected phase of the planning process. Many people confuse goals with needs and assume that once goals are established the next phase of the planning process—that of program development—follows. Without a needs assessment the strengths and weaknesses of the current program relative to goals cannot be determined.

> A needs assessment provides data for identifying and subsequently eliminating high priority needs in our world of concern. Needs, when documented, provide the basic information for setting valid goals to beter assure us that our educational "product" is relevant.[7]

The need for a systematic goal setting process based on the needs of community members has long been recognized. The involvement of those

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[6]Roger A. Kaufman, Educational Systems Planning (Englewood Cliffs, New Jersey: Prentice-Hall, 1972), p. 5.

[7]Ibid.

community members in that developmental process has traditionally been given minor attention or overlooked altogether. An educationally sound program may not be successful without community support. In order to build accountability into the program, students, citizens, community leaders, curriculum specialists, school administrators, and faculty members need to have input in establishing priorities. Each of these individuals will have different values and bring a different point of view to the priorities.

> It has long been argued that the local community is in the best position to analyze its own problems and to develop solutions.[8]

In addition the probability of community support for the program is much greater with increased participation and understanding. In recognizing the need for systematic development of goals based on community involvement this study was conceived.

VIII. ORGANIZATION OF THE STUDY

The process by which goals are determined in a public institution must include input from those groups of people which the institution is to serve. Since goals provide the direction for the organization, it is important that those goals be representative of the expectations of the community.

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[8]Earl J. Williams, "The Role of the Community Action Program in the Solution of Rural Youth Manpower Problems" (paper prepared for the Graduate School of Social Work, New York University, June, 1966).

This study utilized a process of educational needs assessment to determine the educational goals of a school system.

Chapter II will be a review of the most relevant literature and research which serve as a background for this study.

Chapter III will present the methodology and procedures used in relation to this study.

Chapter IV will be a presentation and analysis of the data.

Chapter V will present the conclusions and recommendations of the study.

CHAPTER II

REVIEW OF LITERATURE

I. INTRODUCTION

Goals and objectives have been identified in different ways at various times. In 1918, the goals of education contained in the Cardinal Principles of Secondary Education were seven in number: health, civic education, command of fundamental processes, worthy home-membership, vocation, worthy use of leisure, and ethical character.[1] In 1939, the Educational Policies Commission prepared a statement of educational objectives designed to emphasize the safeguarding of democracy through education. They were categorized under four goals: self-realization, human relationship, economic efficiency and civic responsibility.[2] In 1968, the Committee on Assessing the Progress of Education identified objectives of knowledge, skills, interests, and attitudes in the following areas: literature, science, social studies, writing, citizenship, music, mathematics, reading, art and vocational education.[3]

The improvement of education begins with clarification and identification of appropriate goals. Efforts to improve schools will

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[1]U. S. Bureau of Education, Cardinal Principles of Secondary Education, Bulletin No. 35 (Washington, D.C., 1918).

[2]National Educational Association of the U.S., NEA Journal XXVIII (February 1939), pp. 48-49.

[3]Committee on Assessing the Progress of Education, How Much Are Students Learning? (Ann Arbor, Michigan, 1948), p. 7.

be ineffective if the goals are not clearly defined. Goals help to determine specific courses of action. Goals are major targets and they must be acceptable to the majority of the persons concerned with them: students, parents, the public that finances education, and the educators who are charged with seeing that they are attained.[4]

> Goals set guidelines for organizational activity and help focus the energies of members of the organization by defining particular actions as relevant. . . . Goals serve as standards for evaluating both the organization's success as such and the actor's success in facilitating organizational ends.[5]

Community input is a word born of a technological society. However, the word expresses the basis for a philosophy of needs assessment and goal setting which seeks to elicit opinions from a broad base of citizens.[6]

> In far too many cases it appears as though local school districts operate almost obliviously of what is taking place in the communities they are supposed to be serving. That is to say, too often there is no systematic effort made to determine what the nature and scope of the community . . . may be and the possible impact . . . on the schools in terms of students . . . and curriculum. And while schools should indeed reflect the community they serve, education should also strive to lead them rather than lag behind.[7]

The public has the right to chart the destiny of the school system which it supports. Too, the public has an inimitable ability for

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[4]"Directions to Better Education" (Denver, Colorado: Improving State Leadership in Education Project, 1971).

[5]Jerome Rabow and Thomas Robischon, "The Public School Organizational and Teacher Goals," Education and Urban Society, August, 1972, p. 468.

[6]John Fredrickson, "Effective Planning for Your District," School Management, April, 1974, pp. 28-29.

[7]Ibid., p. 30.

bringing to bear on the decision-making process new sensitivities and insights. Little significant and desired change in education is possible without broad public support. Few organizations including our vast system of public education can long remain purposeful if in times of rapid change it is unwilling to renew itself. The capacity of public education to adapt and meet unexpected challenges requires institutional vitality, flexibility, vision, and creativity. It may involve risk taking. It requires that goals and objectives be constantly assessed and clarified to serve society's innermost convictions concerning the individual's worth and the importance of self-fulfillment.

There are two main kinds of assessment that are important in planning educational programs; namely, assessing the community and assessing the individual.[8] The process of assessing these needs is not aimed at finding consensus. It reports a diversity of viewpoints of perceived needs.[9]

> High priorities should be assigned to what people see as most critically needed. We have no satisfactory unit for directly comparing achievement discrepancies.[10]

Priorities are indications of value or importance as seen and expressed. Although priorities are subjective, they are susceptible to

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[8]Ralph W. Tyler, "Assessing Needs and Determining Goals" (proceedings of Conference on Community Junior College, Volunteer State, Gallatin, Tennessee, April, 1974), p. 28.

[9]Robert E. Stake and Dennis Gooler, "Measuring Educational Priorities," Educational Technology, September, 1971, p. 45.

[10]Ibid.

objective treatment. Priorities held by various groups in the community and in the schools can be reflected in attitudes as measured by attitude scales or manifest behaviors as measured by observation or preferences as measured by surveys.[11]

II. LITERATURE

Popham recognized the importance of empirical data on preferences in conducting assessments. He equated critical needs with discrepancies between (1) preferences of items from the UCLA Objectives Exchange and (2) performance levels on "still to be constructed or selected National Assessment" criterion-referenced items. The discrepancies are important data for a needs assessment. Popham determined priority of need by the size of the discrepancy.[12]

Kaufman stated that a needs assessment could provide data for identifying and eliminating high priority needs. Documented needs provide information for setting valid goals.[13]

> The mere stating of goals does not endow them with validity. We can identify discrepancies endlessly and still fail to deal with the skills, knowledges, and attitudes that can serve learners.[14]

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[11] Ibid., p. 44.

[12] W. James Popham and Rodney Skager, "Instructional Objectives Measurement System, Progress in Evaluation Study" (third annual report to the United States Office of Education, Center for the Study of Evaluation, University of California, Los Angeles, 1968, passe).

[13] Roger A. Kaufman, Educational System Planning (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), p. 5.

[14] Ibid., p. 29.

A needs assessment based on a discrepancy analysis must have at least three characteristics:

1. The data must represent the actual world of learners and related people, both as it exists now and as it will, could, and should exist in the future.

2. No needs determination is final and complete; i.e., statements of need are tentative and should be continuously questioned in validity.

3. Discrepancies should be identified in terms of products or actual behaviors (ends), not in terms of processes (means).[15]

Data must be collected regarding learner skills, knowledge and attitudes. From this basic tabulation, discrepancies may be listed, documented and compared.[16]

Kaufman stated that in defining needs it is important not to include in the statement of need any solution, or how-to-do-it for getting from one to the other. Inclusion of a solution in a statement of need automatically reduces the options for meeting a need, and thus causes a possible reduction in the probability of finding new, innovative, or creative ways of bridging gaps.[17]

Efforts to relate educational goals and philosophies frequently receive solutions and not the requested information (e.g., "we need more individualized instruction").[18] Therefore, instruments must be designed to elicit outcome information. Most statements of goals are

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[15] Ibid., p. 29.

[16] Ibid., p. 45.

[17] Ibid., p. 5.

[18] Ibid., p. 45.

given in terms of process or they are so general that utilization as a starting point for an educational design would be difficult if not impossible.

In conducting a needs assessment, all those involved in the educational program or the product of that program should be included. These include learners, parents and community members, educators or implementors of the educational process. An effort to determine needs not including all of these groups risks a biased starting point.

> Data from and participation of these partners may be obtained in many ways including the setting up of panels and the use of various methods of interview and questionnaires. Current needs assessment procedures vary. Some start from a determination of "felt" needs, whereas others intend to identify needs based on "hard" empirical data of discrepancies. It is suggested that needs based on "hard" empirical data (i.e., data collected from the operational world) will have greater utility for an educational . . . design than "opinion" data or listings of "felt needs."[19]

Kaufman identified three major types of needs assessment procedures. These are classical, deductive and inductive. The classical model is used by many educational agencies and starts with general statements of goals or intents and proceeds to the development of educational programs. This model does not include the development of measures to assess the current status of educational programs for comparison and identification of discrepancies. Usually none of the elements in this model are based on empirical data.[20]

The deductive model starts with existing goals and outcome statements and proceeds to "deduce" an educational program. The starting

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[19]Ibid., p. 30.

[20]Ibid., pp. 32-25.

point is the identification and selection of existing goals of education. The goals selected (such as the Ten Goals of Education of the Pennsylvania State Department, 1965) are used to develop criterion measures representative of certain behaviors. The next step would be to obtain actual performance data concerning the extent to which the criteria or behavioral indicators were being realized. Based on discrepancies, detailed objectives are set.[21]

The inductive model derives its name from the fact that goals, expectations, and outcomes are first obtained from members of the community affected by that program. This data then becomes the basis for planning. The initial stages of this model include identification of present behavior of learners or current status information. Expectations are compiled regarding broad district goals and discrepancies identified. Various subcommunities can then set objectives for behaviors based on empirical data collected from this type of needs assessment.[22]

This design for needs assessment and goal setting, though not totally inductive, utilizes people trained with educational expertise to obtain expectations from members of the community. Educators from the local school district and university personnel provided a set of objectives and goals from various program areas which were used as a basis for screening in the development of the survey instrument. The community then became involved through an advisory team which helped to refine the instrument, various groups used in field testing, and the samples used in the two surveys.

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[21] Ibid.

[22] Ibid.

Approaches to needs assessment have frequently fallen under the categories of interview techniques, expert opinions, open-ended suggestion, questionnaires and card-sorting. Interview techniques may be utilized in an effort to individualize the sampling process. Interview approaches attempt to administer personal assessment instruments in order to identify the types of motives which are underlying in responses. Items or questions may be keyed to value categories. However, statements of need resulting from this type of data collection are difficult to operationalize and evaluate.[23] The problems inherent in interviewing concern the limitations imposed by training interviewers and the decrease in sample size which can feasibly be reached on a personal interview basis. The chance of error in data interpretation is increased as different people become involved in recording statements and translating data.

Open-ended questioning may be employed in needs assessment techniques consisting of a nonstructured interview or the administration of a survey instrument to collect responses to broad statements (such as "What can be done to improve the schools?"). These comments and suggestions are difficult to organize and collate.[24]

> Random selection of respondents frequently is not attempted (in open-ended suggestion approach) so that the opinions of biased samples of the total population of interest are possible. Such data usually are more easily collected from highly verbal respondents who are not necessarily the most informed or perceptive of the total possible audience.[25]

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[23] G. Brian Jones and others, Evaluation: A Training Module, Module 2, Youth Development Research Program (Palo Alto, Calif.: American Institute for Research, 1972), p. 6.

[24] Ibid., p. 7.

[25] Ibid.

When using open-ended questions about goals, respondents frequently emphasize system or organizational needs such as facilities, teacher evaluation, supportive services, or instructional methodology.

> Perhaps this occurs because of a perceived urgency to change the nature and purposes of current programs, institutions, and services, or perhaps because some educators are not aware of any other way of approaching needs assessment. These educators seldom clarify how the system-oriented needs relate to "people needs."[26]

Funded by the Elementary and Secondary Education Act Title III, an open-ended approach to needs assessment was used in Fresno, California. "Speak-Up" sessions were held following similar sessions called "Brainstorm" which consisted of small group brainstorming involving some of the personnel of the school district and students. A similar project "Speak-up" consisted of small groups of lay people throughout the community. The groups met in homes to discuss educational needs. Open-ended questions were used. The total involvement was 1,095 citizens who were Parent Teacher Association participants and 2,443 students. A questionnaire was rejected as a method for assessing educational needs because of the lack of any depth involvement by the community. The products of the open-ended discussion type of involvement in needs assessment became extremely difficult to organize, classify and convert into usable data. It was suggested that more structured instruments would have contributed to the effectiveness of the project. The results of this process provided several hundred ideas which were

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[26] Ibid.

placed on cards and sorted into categories. A committee then extracted needs statements which were converted into goals.[27]

The Wisconsin Center for Research and Program Development encountered similar problems in using an interview approach to determine and prioritize educational needs in Wisconsin. Administrators identified the three most critical needs in education. The results were used in an interview instrument for respondents to place in rank order. The limitations imposed on determining needs through this type of structured interview were thought to be more desirable than a questionnaire.

> It is almost impossible to construct questionnaires which are both short enough to encourage response and detailed enough to secure data of a complicated nature.[28]

A card-sort technique administered through small groups or individual interviews with select or random members of the target population has been used as a way to ascertain priorities of sample goal statements. Respondents are then asked to place in priority order the goal statements or rank their most important needs. The limitations apparent in a card-sort technique concern individual perception of need derived from stated goals and the constraints of those previously reached goals. In addition, card-sorting does not indicate current status for discrepancy analysis.[29]

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[27]Ernest A. Poore, "School and Community: Partners in Education," A Way to Determine Needs and Set Goals (2d ed.; Fresno, California: Fresno County Department of Education, 1973), pp. 1-7.

[28]"Wisconsin Educational Needs Assessment Study" (Center for Research and Program Development, Wisconsin Department of Public Instruction, 1969), p. 3.

[29]Jones, Evaluation: A Training Module, p. 8.

The card-sort technique was used by several districts in California. A needs assessment model was developed by the Center for the Study of Evaluation at the University of California, Los Angeles. This model is based on the Phi Delta Kappa Goals of Education and other goal statements as a means of eliciting respondents' perceptions of priority educational needs.[30]

The one hundred six goals which were adopted for use were stated at a level of specificity between behavioral objectives and vague intentions. The goals are constructed by "experts"; and then to achieve community, student, and teacher involvement, these groups participate in the selection of the goals to be examined in the needs assessment. Participants are asked to read and rank the predetermined educational goals. The goals are written on cards and relate to basic skills areas. The results of this card sorting procedure give the priority order of "perceived needs" for learners. There is no determination of expectations or standards and no examination of current status.[31]

Once ratings are gathered from the people involved in the card sorting process, the results may be obtained in a method similar to analyzing questionnaire results. That is, by taking averages among

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[30]Ralph Hoepfner and Stephen Klein, Elementary School Evaluation Kit (Los Angeles: Center for the Study of Evaluation, University of California, 1970), p. 9.

[31]Stephen Klein and others, "Procedures for Needs Assessment Evaluation: A Symposium" (Los Angeles: Center for the Study of Evaluation, University of California in Los Angeles, Graduate School of Education, 1971), p. 9.

raters according to selections or by computing weighted averages by groups such as parents and teachers. Each goal is then given a "score" which indicates its priority. The scores are believed to reflect the value system for the people who rated the goals. Adult response in this process was low in practice and the goal-rating procedure was transferred to a mail out questionnaire.[32]

A modification of this instrument was used in a local needs assessment by the San Jose Unified Schools in San Jose, California. The top five "priority needs" as perceived by parents, teachers and students were reading, mathematics, language, drug education and social behavior. The needs were based on perceptions determined by rating predetermined goal statements.[33]

In Santa Clara County, California, a determination of need was made by providing students, teachers, and parents with a list of 127 learning goals such as "having the courage to meet the challenges of life" and "being a person that everyone likes." To these "goals" respondents were asked to check the appropriate column designated "now" and "should" from the extent to which the school should be teaching that goal. The sample consisted of 3,800 students, 1,600 teachers, and 850 parents. Teachers were paid to administer the questionnaire and faculties were polled during faculty meetings. The survey instrument itself was the product

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[32]Ralph Hoepfner and Stephen Klein, "Report on Field Testing of the Elementary School Evaluation Kit: Needs Assessment" (Los Angeles: Center for the Study of Evaluation, University of California, 1970), pp. 7-11.

[33]"San Jose Trend Study" (San Jose, Calif.: San Jose University School District, 1971), pp. 5-8.

of three educators who used Bloom's Taxonomy of Educational Objectives as a base. Results were based on the discrepancy between the "now" and "should" columns of response. The top fifteen or twenty "need items" were identified by finding the highest mean discrepancy. Several high discrepancy items were clustered to the original curriculum content area which indicated a general educational need. The criteria used to identify the most critical education needs were based on mean discrepancy scores, extent of agreement among sample groups, and intensity of "expectation."[34]

In Tacoma, Washington, a 10 percent sample of the community was randomly drawn from the population of households within the Tacoma Public School District. A total of 5,818 addresses composed the sample. Of this number, the return of completed questionnaires was 2,882. A committee of seventeen citizens developed a questionnaire to survey public opinions regarding education. The items were designed to "reflect the actual current concerns of the community." The questions asked were blank charge questions ranging from what kind of education do you want for boys and girls in Tacoma to how can we organize to best implement these programs. The results of these data were used to devise a single question opinionnaire using a five point Likert type response scale ranging from "strongly agree" to strongly disagree." These surveys were distributed and picked up by school chairpersons and

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[34]Paul Preising, "A Survey of the Educational Needs of Santa Clara County" (San Jose, Calif.: Supplementary Education Center, 1967), pp. 6, 31-44.

their volunteers from community agencies. The data were analyzed by mean frequency for each item to provide a total picture of public opinion about education in Tacoma. Results gave a "working consensus" on the main goals of public education in Tacoma.[35]

In Chico, California, a 250 mixed item questionnaire was administered to teachers, principals, tenth grade students and their parents. The questionnaire contained a collection of statements covering objectives, methods of teaching, philosophy and values, teacher evaluation, and teacher training. A five point scale was given for response from "disagree strongly" to "agree strongly." The total return was 723 questionnaires, a 19 percent response from a sample of approximately 3,800. The results of their survey were used to identify important areas in the schools for planning change. The Chico Unified School District later adopted a fifteen goal version of the Phi Delta Kappa Goals of Education which were printed on questionnaire forms for response according to level of importance.[36]

A community survey was conducted by the Beverly Hills Unified School District in 1972 to determine district goals and objectives and establish priorities for the district. The project was based on the expressions by the community regarding definitive data on expectations

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[35]"Education for the 70's" (Tacoma, Washington: Tacoma Public Schools, 1971), pp. 11-12, 14-15.

[36]Merville Shaw and William Rector, "Dimensions of the Learning Environment—The School Opinion Survey" (Chico, Calif.: Chico State College, December, 1967), pp. 17-18.

and priorities in the public schools. The effort paralleled the required legislation for each school district in the state of California to develop goals and objectives.[37]

A questionnaire was constructed with 143 response items and distributed to students, parents, district employees, and other randomly selected taxpayer groups which included nonparents, senior citizens, and businessmen. The total sample was 5,600 and the return was 2,120 averaging a rate of 37 percent. The survey results indicated that skill acquisition and factual learning was given top priority. Educational counseling also ranked high. Specialized programs ranked low. The survey format included items relating to taxation, home and school responsibility, and program goals.[38]

In Mississippi, a study was designed to establish priority for goal statements in the state. A total of 1,297 opinionnaires were mailed to individuals in a stratified random sample classified into ten groups (school board members, superintendents, principals, teachers, students, parents, higher education personnel, legislators, business and industry managers and organizational leaders). The return showed 643 completed instruments.[39]

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[37]"Educational Needs Assessment: A Community Survey" (Beverly Hills, Calif.: Beverly Hills Unified School District, October, 1972), pp. 2-4.

[38]Ibid., pp. 8, 12, 51.

[39]Jerry Hutchinson and others, "Goals for Public and Secondary Education in Mississippi" (Jackson, Miss.: Mississippi State Department of Education, July, 1973), pp. 8-12.

The opinions consisted of thirty-four goal statements opposite each of which was a rating scale ranging from five to one and corresponding to descriptors ranging from "strongly agree" to "strongly disagree." For each goal statement the total number of responses for each of the attitudes, "strongly agree," "agree," "neutral," "disagree," "strongly disagree" was multiplied by the values 5, 4, 3, 2, and 1 respectively. The sum of these products was divided by the number of respondents for the goal to yield a mean value. Results were compiled in rank order for each of the ten separate groups and for the total of all groups. All thirty-four goal statements were accepted by the majority of respondents. Twenty-eight were rated with a mean above 2.999. Recommendations were made that objectives be established for each goal in accordance with the established priority.[40]

Through the office of Planning, Research and Evaluation in the State Department of Public Instruction in Delaware, a study was conducted in 1971 to develop a list of statewide education needs for public elementary and secondary schools in Delaware. The first step of this study was to review documents and reports which related to educational needs for Delaware Public Schools and to collect data regarding assessment. From these sources, a list of educational needs was to be developed, then ranked in priority. A member of the office conducting the study used the Delphi Technique to determine from the existing lists of goals and objectives for education in Delaware what

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[40]Ibid., pp. 53-55.

educational goals were generally accepted "by various groups of people in Delaware." An assessment instrument was then designed using the results. The questionnaire was mailed to a sample of 288 randomly selected individuals in the state in order to obtain a priority ranking of the listed "needs." The questionnaire was divided into ten student outcomes statements, ten program offering statements, administrative need statements, and a management needs list. By priority ranking the results were combined to form the educational needs for the state of Delaware.[41]

A study was conducted by Bain to develop an instrument to assess students' educational needs. The identified needs were those perceived by teachers, parents, and students. The data for the study were obtained by surveying seniors, their parents, and the professional staff of one high school in Texas. The three groups stated their perceptions of student needs by ranking educational objectives in priority order. Each objective represented one of six Program Categories, one of nine Program Thrusts, and one of twenty Program Areas. Responses were tabulated by computer and analyzed to produce mean value rankings for each Category, each Thrust, and each Area for the respondent groups. A total group ranking was derived by combining the three group responses.[42]

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[41]Kenneth C. Madden and Howard Row, "Assessment of Educational Needs in Delaware" (Dover, Delaware: State Department of Public Instructions, 1971), pp. 3-8.

[42]Richard Bain, "A Study to Develop an Instrument to Assess Students Educational Needs as Perceived by Selected Teachers, Parents, and Students" (unpublished Doctoral dissertation, University of Houston, May, 1973, passe).

The priority needs identified by this study were personal development, career and occupational development and academic development. The Thrusts perceived as important were the affective Thrusts of receiving and valuing and openness to change. The most important Program Areas were self-development, career and occupational development, sociocultural human relations, citizenship and reading.[43]

A state-wide assessment of needs was done by the Texas Education Agency which surveyed the perceptions of school personnel concerning the educational needs of their pupils and schools. Separate instruments were used to survey elementary teachers, secondary teachers, counselors, and principals. The sample group did not include students, parents, or other community members and the data obtained were largely quantitative and descriptive rather than related to specific learner outcomes.[44]

The Dallas Independent School District conducted a needs assessment prior to setting new goals in the 1973-74 school year. The survey instrument asked for opinion regarding current condition and desired condition relative to instruction, classroom organization and management, drug education, creative arts, career education and foreign languages. Lists were then devised by priorities indicated through the responses of principals, teachers, parents, and students. The top priority "need"

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[43] Ibid.

[44] "Assessment of Selected Educational Needs: A Local Perspective" (Austin, Texas: Division of Assessment and Evaluation, Texas Education Agency, April, 1972), pp. 29-39.

for the district was employee benefits and salaries. A committee then classified the "needs" and converted the statements of need into goal statements.[45]

A committee approach was used in Illinois where regional meetings were held for participants to discuss their perceptions of educational needs and goals. A publication summarizing the outputs of these regional meetings was compiled prior to a three-day convention in Chicago. A registration fee of one hundred dollars was charged for each participant and some low-income persons were supported by major corporations. Discussion groups were held and comments recorded. The results of this 800 participant convention determined the educational needs and goals for the state of Illinois. An example of a "child-centered" goal established by this method was "The educational system must provide experiences which result in habits and attitudes associated with citizenship responsibilities."[46]

An advisory committee of eleven determined the goals of the state of Georgia based on a review of position papers prepared by "highly qualified specialists." The authors of the position papers and critiques came from the academic world, business and industry, government and the

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[45]"Dallas Style Needs Assessment Survey" (Dallas, Texas: Community Relations Department, Dallas Independent School District, 1973), pp. 33-35, 38.

[46]"Action Goals for the Seventies" (Springfield, Illionis: Illinois State Office of the Superintendent of Public Instruction, 1972), pp. 10-21, 26.

professional world. They were selected for their demonstrated knowledge about current conditions in Georgia and their qualifications to state expert opinion about probable conditions in Georgia in the future. Statements of goals were then formulated by the committee.[47]

In a poll of educators, the Phi Delta Kappa goals of education were ranked and reported in order of importance. Developing skills in reading, writing, speaking and listening ranked first while pride in work and a feeling of self-worth followed. The third and fourth ranked goals focused on character and self-respect and a continued desire for learning. The fifth goal was to learn respect and to cooperate with others.[48]

The listing of goals from Phi Delta Kappa was used as the foundation for determination of a comprehensive set of goals for the Hyde Park School District in Hyde Park, New York. A committee of eleven presented to the Board of Education a list of goals for the district which revised the PDK list to thirteen "goal areas." The recommendations also included a list of indicators of positive goal achievement for each area. Ranking was done by a group priority list from the committee.[49]

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[47]"Goals for Education in Georgia" (Atlanta, Georgia: Division of Planning, Research, and Evaluation, Georgia Department of Education, 1970), pp. 2-5.

[48]Harold Spears, "Kappans Ponder the Goals of Education," Phi Delta Kappa, September, 1973, pp. 29-31.

[49]"Report of the Goals Information Committee" (Hyde Park, New York: Hyde Park Central School District, January, 1975), pp. 5-8, 10-14.

III. SUMMARY

There are a number of needs assessment and goal setting procedures which have been used in various areas of the United States. Some procedures used have been dominated by a small group of people. Other methods utilized consisted of data gathering techniques which were general in nature. An examination of current practice in needs assessment indicated that the predominant technique was to use educational goals rather than statements which represented specific learning outcomes.

In many instances, educators provided the only source of input in goal determination. Frequently, the sample selected was small or not fully representative of the school community served by the educational programs. Goals developed on "needs" identified by this type of assessment may not be defensible by administrators. Programs may not validly reflect the current needs of the community.

The instruments used have listed subject areas, broad educational goals, items relating to school administration or funding, or questions on instruction and supportive services. The questionnaires which were examined were not designed to identify community expectation which is a primary factor in determination of need. Statements within the questionnaires included areas of education which do not relate directly to the learner or the curriculum. While there were many instruments used, it was often unclear how the "need statements" or "top priority goals based on need" had been generated. This makes the evaluation of

the outcomes difficult if not impossible. Because the original statements or goals on the instruments were general, the perceived needs elicited by the instruments were also general. Data of this nature limit the utilization of such information in decision-making.

Approaches to assessment of educational needs are varied. Questionnaires, interviews and group discussions are commonly used techniques for gathering data. However, similarities within techniques are evident as are the diversifications. The procedures utilized in the development of this needs assessment design are described in Chapter III.

CHAPTER III

METHODS AND PROCEDURES

I. INTRODUCTION

The collection of data used in this study was accomplished through the cooperation of the Department of Research of the Memphis City Schools. Through personal contact with officials in this department and submission of a written proposal, permission to conduct the study was obtained. (See Appendix A.) The data collected in this study were a part of the first stage of a comprehensive system evaluation for the Memphis City Schools. A needs assessment was conducted to determine the educational needs of the Memphis community. These needs were then converted into educational goals to be attained through the Memphis City School System. (See Appendix B.)

II. DESIGN OF THE STUDY

The study was designed as descriptive research with cross-sectional techniques whereby data were collected simultaneously for all individuals in the selected sample groups. The research was organized to show developmental processes used in establishing a design for needs assessment in order to generate education goals. The procedures which follow were utilized in this research.

III. DOCUMENTARY SOURCES

Isaac stated that a frequent mistake of educators in undertaking an innovation is failing to review the literature and existing practices to determine what has been attempted and concluded in the innovative area. He added that a theoretical or conceptual framework would systematically provide the philosophy behind the innovation and facilitate discussion and review in the context of existing educational theory and practice.[1]

Initially, literature and documents from other sources relative to needs assessment procedures were collected through computer searches of the Educational Research Information Center and through utilization of library sources. Mail requests were made to other districts and states and to the Department of Health, Education and Welfare.

In order to determine which of these documents and studies might be relevant to the needs assessment and goal identification process, criteria were established for acceptance through a review of literature. These criteria were:

I. Significance

   A. Sample size

   B. Impact on target population

II. Application

   A. Goal setting process

   B. Utilized format

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[1]S. Isaac, Handbook in Research and Evaluation (San Diego: Robert R. Knapp, 1971), p. 2.

C. Goal content

D. Inclusion of goal evaluation criteria

III. Merit (professional value judgments)

A. Defensible design

B. Experience of researcher

C. Uniqueness of design

Documents were selected which added depth of understanding to any of the stated criteria. These documents were then reviewed and noted for their contribution to increased understanding in any area of needs assessment and goal setting. Those reporting a process for assessing needs or determining goals are referenced in Chapter II.

This documentary search was also the first step of the Memphis Needs Assessment and Goal Setting which was a part of the total system evaluation project (hereafter referred to as Memphis Project, Stage I). This search provided information about what type of needs assessment and goal setting procedures were currently being used nationally, statewide, and in other identified districts. A summary of this information is provided in Chapter IV.

IV. THE SAMPLING PROCEDURE

The sampling procedure was determined by a committee of twelve augmented by three statisticians who were directed to submit to the Board of Education of the Memphis City Schools a plan for sampling four subpopulation groups for the Memphis Project, Stage I. The subpopulation groups were:

1. Students in Memphis City Schools, Grades 5 through 12
2. Parents of students in Memphis City Schools, Grades kindergarten through 12
3. Professional employees of Memphis City Schools
4. Other adult residents of Memphis

The sampling plan was to be functional for a goal determination inquiry or for a needs assessment study. (See Appendix C.)

The committee recommended that a minimum of forty-eight students be randomly selected from each of the one hundred sixty-three school units in Memphis in which students of grades five or higher were in attendance. The sample was stratified by grade level with an equal number of students selected from each grade level within the school. The student sample was 7,203.

The committee recommended the same plan for sampling parents except that parents would be selected through students in all grades, kindergarten through twelve, and instruments would be sent using the student as a messenger. The students chosen for parent response were chosen independently of those in the student sample. Any student/parent pairing would be a result of chance and not of planning. The parent sample size was 7,800.

The sample committee delimited the school employee category to professional (certified) personnel. The perceptions of noncertified employees were believed to be represented in the parent and other adult subpopulations. A simple random sample of one-fourth of the certified personnel from a population of 6,000 was recommended. The sample size of professional personnel was 1,656.

A stratification by residential area was recommended for sampling other adults. A total of 10,000 randomly selected from the files of the Memphis Light, Gas, and Water was thought to provide adequate coverage for this group. Approximately one-fourth of these would probably be parents of Memphis public school students or professional employees of the system.

The sample sizes recommended were much larger than the requirements of sampling theory. The committee selected large numbers in anticipation that findings would be used to formulate new educational planning and organization. This sample plan was utilized and a total of 26,659 were selected.

V. RATIONALE FOR SURVEY INSTRUMENT

After collecting data to form a referent point for the study, it was decided that a survey instrument would be the most effective method to assess community expectation. Peterson gave three methods to determine goals—by fiat, by committee, and by survey. He gave the following advantages of the survey method:

1. A range of ideas.
2. Priority rankings.
3. A degree of consensus.[2]

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[2]Richard E. Peterson, "The Crisis of Purpose: Definition and Uses of Institutional Goals," Educational Resources Information Center, ERIC Clearinghouse on Higher Education Report R-5, October, 1970, pp. 8-9.

McCloskey stated that scientifically conducted polls provide the most accurate and useful measures of what citizens know and value.[3]

From a review of the documents, it was apparent that most need surveys consisted of clusters of goal statements which sample groups were asked to rank, prioritize or respond to in terms of "how well the schools are doing" and to "what extent should the schools do this?" These goal statements in most cases were formulated by a small number of people or were adapted from other sources.

It was decided on this needs assessment survey to develop items for a questionnaire with specific intent. The specificity desired related to determination of actual levels of learner behaviors from which an analysis could be made regarding expectations or outcomes of the school programs from each of the sample population groups.

Questionnaire items were developed utilizing program area specialists of the Memphis City School System. These specialists were asked to work with teachers and staff members and submit a list of ten to twelve objectives which represented their curriculum area. (See Appendix D.) The specialists were asked to direct the objectives to a level of behavior between a specific behavioral/performance objective and a statement of general intent. Both cognitive and affective domains were included in the objectives which covered knowledge, attitudes, skills and processes. The objectives which were submitted by program

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[3]Gordon McCloskey, Education and Public Understanding (New York: Harper and Row, 1967), p. 238.

area specialists numbered one hundred seventy-five. Some were screened leaving approximately one hundred forty objectives (see Appendix E).

VI. UTILIZATION OF ADVISORY COMMITTEE

School boards represent the interests of the public in the management of public schools. To carry out this task, board members keep in touch with public opinion and present school needs to the public. Advisory committees of local citizens contribute to this two-way flow of information, Community involvement should be regarded as a process.[4] Geiser stated:

> An advisory committee provides a link between the school and the community through which their activities can be coordinated.[5]

The purposes of an advisory committee include: liason with the public, aid in community relations and public support, sounding board for new ideas, assist in surveys, aid in the identification of standards, and provide advice. The functions of a committee of this type are advisory, not administrative.

An advisory committee (team) was selected to aid in the Memphis Project, Stage I. The Stage I Advisory Team was composed of administrators, parents, teachers, and central office personnel. A general

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[4]"Policies for Better Advisory Committees (Evanston, Illinois: National School Board Association, 1972), p. 25.

[5]L. D. Geiser, "The Place of Distributive Education in the Business World," Idaho Vocational Education No. 100 (Boise, Idaho: Idaho State Board for Vocational Education, 1970).

representation of the community which the public schools serve was sought for the thirty-five member team.

VII. DEVELOPMENT OF THE SURVEY INSTRUMENT

The Advisory Team for the Memphis Project, Stage I was asked to aid in the development of a survey instrument to ascertain community expectation with regard to the student of the public school system. The one hundred forty-two objectives submitted by program areas were compiled in a document which was reviewed by the Advisory Team in a working session. This thirty-five member team was asked to revise, refine, combine, delete or accept those objectives which were most representative of the program area. The suggested criteria for reacting to the list of objectives were:

1. Importance in regard to representation of that curriculum area (i.e., is this what most students should be expected to do?).
2. Suitability for a survey instrument to elicit community expectation.
3. Level of behavior (i.e., does the objective aim for a conceptual level, an ability to show a particular competence rather than too specific behaviorally or too broad?).

The Advisory Team divided into smaller groups and at the end of the session, these working objectives were collected along with any other suggestions for the development of the survey instrument.

A first draft of the survey instrument was made using these objectives. Conversion of language into parallel grammatical terms

occurred at this point. Program area categories were dropped in favor of interdisciplinary statements of learner behavior.

The topic of categorization had been discussed in an Advisory Team meeting. After discussion and review of the literature, it was decided that for purposes of this needs assessment survey, an instrument integrating content, process, attitude, and skill development would provide a better cross of all program areas and a more accurate assessment of educational expectation focusing on the development of the total child. Since these data were to give input into the construction of goals, interdisciplinary statements would be more useful and descriptive. It was also felt that repetition and length would become a problem if isolated categories were utilized.

The original statements were color coded by program area on large charts in order to identify which area had initially submitted the objective and to which other areas that objective might relate. This charting procedure aided in the item analysis by revealing numerically if a content bias existed. Interrelatedness and cross-referencing of items was also carefully noted in the analysis of content.

Other survey instruments and questionnaires gathered from the literature review were examined for comparison to the first draft of the need survey instrument. Items from other questionnaires were compared to the compiled items for the need survey instrument. Several objectives were revised and one objective was added concerning the use of leisure time. The comparison served as a cross-check on the objectives which had been compiled, revised, and refined linguistically.

Items were also analyzed for processes and attitudes. A check was made to see that all identified processes and attitudes were included in the items. Such areas as problem-solving, decision-making, self-expression, cooperation and appreciation were included.

The next analysis was made with regard to cognitive and affective domains and the psychomotor skills area. The categories for this analysis were those defined by Bloom and Krathwohl in Taxonomy of Educational Objectives: Cognitive Domain[6] and Taxonomy of Educational Objectives: Affective Domain.[7]

A second conversion of terms took place as a simultaneous activity of the first field testing. Four different group opinions were sought for response to the vocabulary, readability, clarity, organization, sequence, appropriateness and emotionally loaded words in this item analysis.

Suggestions had been collected from the Advisory Team and were included in the refinement process. The groups which contributed to this analysis were:

1. Professional college level educators, black and white, who were currently engaged in curriculum development and evaluation work.
2. Teachers, black and white, who were currently engaged in classroom work.

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[6]Benjamin S. Bloom, Taxonomy of Educational Objectives: Cognitive Domain (New York: David McKay, 1956).

[7]D. R. Krathwohl, B. S. Bloom, and B. B. Masia, Taxonomy of Educational Objectives: Affective Domain (New York: David McKay, 1964).

3. Parents, black and white.

4. Students, black and white in grades 5 through 12.

The field testing checked the questionnaire for content validity, item sequence, sex, age and racial bias, and reading level. No apparent differences were found to exist in the responses of the four field tested groups. Items were identified that were not clearly understood or were too difficult for the respondents to read and answer. Ten of the sixty-five items were modified or omitted based on the results of the field testing.

The second field testing was conducted with the four area advisory councils which were composed of community representatives from each of the four districts in the Memphis City School System. On their regular meeting night in February the questionnaire was administered and collected. The four advisory councils consisted of thirty-five to fifty community representatives selected by area of residence and desire to participate in an educational advisory capacity.

The survey instrument was revised and edited to fifty-seven items with additional space for listing other items which the respondent felt to be important. The revised instrument would increase the individual nature of this survey approach to needs assessment. (See Appendix F.)

To aid in dissemination of the instruments, a cover letter was written by the superintendent of the Memphis City Schools. See Appendix G.) Follow-up letters were also written by the Memphis City Schools Project Coordinator to aid in the return of the survey. (See Appendices H and I.)

VIII. DETERMINATION OF EXPECTATION AND CURRENT STATUS

In determining expectations for educational programs, standards for those programs can be identified through solicited data from the community served by that program. As educational programs for public schools should be based on the values of the community which the schools serve, the value basis must be derived from those members of the community as reflected in solicited data.

In order to ascertain community expectation, it was decided that the survey instrument should relate each item directly to the learner. The columnar heading "how important is this for the student?" was believed to elicit a response reflecting a practical view regarding expectation from the public schools. The response level decided upon was a five point Likert-type scale ranging from 1, no importance; 2, low importance; 3, medium importance; 4, high importance; and 5, very high importance.

The information obtained through the need survey would be of value in providing empirical data about what students, educators, parents, and other adults think the schools should teach. Also, information on what selected members of the community feel are important outcomes of the educational programs of the public school system help to define expectations of all involved. The data about expectations provides a more valid philosophic base for determination of needs and goals.

Current status data were collected from curriculum guides, program descriptions, enrollment data, course listings, and standardized and achievement data. Data were collected from these sources to provide

indicators on existing programs. This data collection was done as a part of the Memphis Project, Stage I.

As a cross-check against these objective indicators of current status, a second column for response was added to the survey instrument. The column asked respondents to rate each item according to "how well do you feel this is being done in the Memphis City Schools?" The information from the additional column provided data concerning the extent to which the respondents perceived each item on the questionnaire was being done at the present time in the Memphis City School System. The responses ranged from 1, unsatisfactory; 2, poor; 3, no opinion; 4, satisfactory; and 5, excellent.

Adjusted frequency percentages were tabulated for each of the four subpopulation groups and the total group according to each item response ranging from 1 to 5 in column one and 1 to 5 in column two. Mean ratings were also calculated for each subpopulation group according to each item response for expectation and perceived current status.

Before the mean of column two on current status was calculated for each group and each item, it was decided that a more valid statistical assessment would be presented by a rescaling of numerical values for the five possible responses. Response 3, no opinion, was rescaled with a value of 1. Response 1, unsatisfactory, was rescaled to 2 and response 2, poor, was rescaled to 3. This rescaling before computation was expected to yield a more valid mean regarding the perception of current status for each item with a better weighting of responses. By rescaling no opinion to a value of 1, it did not have the weight of a medium

response. These mean values are presented as a part of the analysis in Chapter IV.

A compilation of descriptive and standardized data collected on the current status of each program area on the survey instrument was done. This served as a check against the perceptions of the four subpopulation groups regarding current status. A narrative summary of the data collected was a part of the Memphis Project, Stage I and included available standardized test scores since 1972, achievement test data, enrollment data, and descriptions of present programs from available documents. These data were organized according to program area and used in the analysis process in determining current status.

Comparisons were made for high expectation levels and high discrepancies between expectation and current status among the four subpopulation groups. The highest tabulated items by expectation and discrepancy were identified from the four subpopulation groups and the total group and listed in order of frequency.

IX. GOAL DEVELOPMENT PROCEDURE

The identified need items (identified first by expectation and then by discrepancy of current status) were clustered by original program area and related areas. From these clusters, goal areas were derived. Goal statements were then formulated based on the clustered items.

The tentative statements were formulated to communicate areas of need and high expectation. The goal statements were listed on a second survey instrument and were again field tested using the same process

described in the development of the need survey instrument. Revisions were made utilizing the results of the field tests, and a second draft of the instrument was made.

The second draft was submitted to the same Advisory Team of thirty-five members who were asked to aid in its refinement. The same procedures used in the development of the initial survey instrument were utilized. In addition, the goal statements collected through the review of literature were compared to the Memphis goal statements. The purpose for this activity was to check the statements for any gaps. It was concluded that the Memphis statements were comprehensive and represented current expectations for program direction.

Suggestions for modifications of the goal statements were utilized to refine the fifteen statements. A second survey instrument was prepared for distribution to a second sample of the same number. (See Appendix J.) The distribution of the survey instrument came within two weeks of the time school ended and was somewhat constrained by the closing date of school. The instruments were sent to the University of Tennessee in Knoxville for keypunching and processing. The source of respondents was controlled in the administration by color coding the response instruments, thereby providing information as to the number of responses from each subpopulation group represented.

Adjusted frequency percentages and mean ratings were tabulated for each response of the four groups and the total sample. The statements were ordered based on the priorities as evidenced by the data collected.

The goal statements were then presented to the Memphis Board of Education for recommended adoption as the product of the Memphis Project, Stage I. The results of the tabulation and analysis of data are presented in Chapter IV.

CHAPTER IV

RESULTS AND DISCUSSION

I. INTRODUCTION TO ANALYSIS OF DATA

The results of the first survey on expectation and current status and the second survey on goals are presented below. Items were analyzed by level of response for each of the four subpopulation groups. A total of 9,572 questionnaires were returned on the first survey. Three hundred two were not usable because of mismarkings or blank returns. This made the analysis based on 9,272 questionnaires. A total of 7,905 questionnaires were returned on the second survey. One hundred twenty-eight were not usable which made the analysis of goals based on 7,777 questionnaires.

II. DATA RELATIVE TO ITEM DEVELOPMENT ON SURVEY INSTRUMENT

In utilizing a technique to ascertain needs, an orientation toward people's needs rather than system needs was desired. In many of the studies reviewed, items were mixed and were without parallel form. Many items related to methodology while others related to philosophy, teacher training, the organization itself, and evaluation methods. From these types of nonparallel survey items, "needs statements" or "top priority goals" were developed.

To define needs more specifically, the Memphis survey was directed at the identification of people-oriented needs. Needs information can

be categorized in two ways, active needs and passive needs.[1] Passive needs are dependent upon the action of others. A passive need relating to a student creates a dependency relationship for that student in order for the need to be resolved. The student then becomes a recipient of services rendered. After the student has received these actions from his environment, it is impossible to determine how he will react.

> Unfortunately, it is impossible to determine from such (passive need) statements exactly how youth will react once these provisions have been made—i.e., just how different will their actions be?[2]

Many adults as well as students relate needs in passive statements perhaps because of their tendency to be a "provider" and their inability to perceive how this action increases dependency.[3]

In addition, passive need statements do not specify what students will be able to do if these passive needs were actually met. Therefore, evaluation of this type of need resolution would be difficult.

In the interest of educational accountability, progress can be more readily ascertained with objective measurement both for needs assessment and educational evaluation. If needs are clarified in active need statements, behavioral specificity would be more easily observed and would increase the probability of an accountable outcome.[4] Emphasis would be placed on the student learner and the focus would be on his

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[1] G. Brian Jones and others, Evaluation: A Training Module, Module 2, Youth Development Research Program (Palo Alto, Calif.: American Institute for Research, 1972), p. 6.

[2] Ibid., p. 8.

[3] Ibid., p. 8.

[4] Ibid., p. 9.

independent relationship with that area of learning. Statements relating to the organization, methodology of instruction, and utilization of resources serve to support the learner in his pursuit of active need resolution indicated by goals developed through the indentification of those needs.

From the documents reviewed for the formulation of the Memphis design for needs assessment and goal setting, the predominant method of needs assessment consisted of asking sample groups to rank, prioritize, or respond to general goal statements in terms of "how well the schools are doing" and "to what extent should the schools do this?" These goal statements were in most cases formulated by a small number of people or adapted from other sources.

In Santa Clara County, California, for example, three educators wrote the goal statements to which the community responded.[5] In Chicago, Illinois, goals were developed by a division of the State Superintendent's Department.[6] Goals were developed by a small committee in Denver, Colorado.[7] A committee developed vocational goals in Georgia

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[5]Paul Preising, "A Survey of the Educational Needs of Santa Clara County" (San Jose, Calif.: Supplementary Education Center, 1967), p. 6.

[6]"Action Goals for the Seventies" (Springfield, Ill.: Illinois State Office of the Superintendent of Public Instruction, May, 1972), pp. 10-11.

[7]Arthur R. Olson, "Colorado People and Colorado Education. An Assessment of Educational Needs Based on the Population, Economy, and Social Structure of Colorado" (Denver: Office of Instructional Services, Colorado State Department of Education, June, 1970, passe).

by a synthesis of literature review[8] and the educational goals for the state on the basis of position papers submitted by experts.

A predetermined set of goals adapted from another source was used by some districts in determining their own goals. The Phi Delta Kappa Goals of Education were used as a basis for setting goals by a committee in Hyde Park, New York[10] and as the basis for a punch-out questionnaire in Chico, California.[11]

In many surveys reviewed, general goal statements were submitted to sample population groups to prioritize. The results of these surveys were identified as "need statements" or "top priority goals." The data from an analysis of general goal statements is general in nature and cannot be used in a design where data of a specific input is needed to build goals.

Before you state a terminal goal, you must know a good deal about the starting point. In Chicago, Illinois, 800 adults convened from an open invitation to arrive at consensus on goals for the state.[12] In

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[8]Georgia State Advisory Council on Vocational Education in Atlanta, "Annual Evaluation Report on Vocational Education in Georgia," (Washington: Office of Education, 1971), pp. 13-16.

[9]"Goals for Education in Georgia"(Atlanta: Georgia Department of Education, Division of Planning, Research, and Evaluation, 1970), pp. 10-15.

[10]"Report of the Goals Information Committee" (Hyde Park, New York: Hyde Park Central School District, January, 1975), pp. 5-8.

[11]"Chico District Goals Questionnaire" (Chico, Calif.: Chico Unified School District, 1974).

[12]"Action Goals for the Seventies," p. 18.

Delaware, 228 people responded to a random selection rating of the Phi Delta Kappa Goals.[13] These results provided the "top priority goals as needs" for the State of Delaware. In Chico, California 2,000 adults rated the Phi Delta Kappa Goals to provide the "should be" element of needs assessment and another group of 1,500 rated these goals according to current status. The difference between the two ratings provided a priority of goals based on need identified by discrepancy. This response was based on an initial sample of 15,000 surveys (7,500 for each group).[14]

In Mississippi, a committee formulated thirty-four goal statements which were rated by 643 respondents. The results provided a priority ordering for twenty-eight of the thirty-four predetermined goals for the state.[15] In Fresno, California, 2,443 students and 1,095 citizens in "speak-up" groups identified the educational needs of the system by open ended discussion of needs. The highest frequency distribution of needs mentioned became the "top priority needs" for Fresno.[16] In Santa

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[13]Kenneth C. Madden and Howard Row, "Assessment of Educational Needs in Delaware" (Dover, Delaware: State Department of Public Instructions), p. 8.

[14]Merville Shaw and William Rector, "Dimensions of the Learning Environment—The School Opinion Survey" (Chico, Calif.: Chico State College, Dec., 1967), pp. 17-18.

[15]Jerry Hutchinson and others, "Goals for Public and Secondary Education in Mississippi" (Jackson, Mississippi: Mississippi State Department of education, July, 1973), pp. 53-55.

[16]Student "Speak-Up," (a subproject assessing educational needs as perceived by secondary students, Project Design, Interagency Planning for Urban Education Needs, No. 5, Fresno City Unified School District, California, May, 1968), p. 14.

Clara County, California, a fifty-minute goal questionnaire was administered to 4,000 students, 1,600 teachers, and 850 parents. The results provided the "top priority goals" as the educational needs of the county.[17]

Need is, by definition, a determination of discrepancy between identified standards and current status. The process of setting goals based on actual needs has not been the practice in actuality though many systems do claim that the result of their actions are "top priority goals based on needs." If the "needs" were derived from general goal statements, it is difficult to assess the validity and usefulness of the "needs."

Most needs assessment approaches produce results at very general, abstract levels which require further specification. If the items to which sample population groups responded are statements of general intent, the "perceived needs" are also general. The process of determining what the sample population groups actually expect becomes more difficult when decision makers are forced to hypothesize from a collection of broad statements. The analysis of data from general statements of this nature would substantially increase the limitations of the research. This design for educational needs assessment was different because the statements which were presented for response were specific in nature and provided specific data for decision making.

Criteria for item development were established from a review of existing practices in needs assessment. The following criteria were

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[17]Preising, pp. 31-44.

used as a basis for the development of items on a survey instrument designed for needs assessment:

1. Involvement of community representatives in the selection of items to be included on a survey instrument designed to determine educational expectation and perceived current status of educational programs.

2. Development of items of a specific nature which could be analyzed by cross-referencing to determine expectation and perceived current status of the program area which those items represented.

3. Development of items relating directly to the learner in active terms.

4. Development of items in parallel form relating to learner behaviors rather than institutional or supportive statements.

5. Utilization of a format which would lend itself to a discrepancy analysis supported by documentary data from program areas to determine need areas.

The field testing indicated some terminology changes centering around the use of "free enterprise," "open inquiry," "acceptable social behavior," "legibly," "analyze," and "factors." Five items were combined and others omitted. Item nine, "Develops learning to enter the job market or improve present skills" and item twenty-two, "Receives occupational information in counseling based on job opportunities" were combined as a new item which became nineteen and read, "Receives job information and counseling for improving present skills." The survey instrument was revised and edited to fifty-seven items with additional

space for listing other items which the respondent felt to be important. This was felt to increase the individual nature of this survey approach to needs assessment.

III. PRESENTATION AND ANALYSIS OF DATA ON NEEDS

Responses from the four subpopulation groups on the first survey of expectation and perceived current status were key punched and tabulated by computer. Subjective and objective analysis processes were utilized to identify need areas from the data collected.

Adjusted frequency percentages were tabulated for each subpopulation group on each item response ranging from 1 to 5 in column one and 1 to 5 in column two as indicated on Table I. Similarities and differences in apparent expectation and perception of current status within each subpopulation group and among the four subpopulation groups were noted. Particular attention was paid to the apparent difference between the final two columns of high importance and very high importance as this was compared to satisfactory or excellent ratings in current status. Differences were noted as evidenced by adjusted frequency percentages of each subpopulation group and differences were noted among the adjusted frequency percentages of the four subpopulation groups. Table I also indicates the adjusted frequency percentages for the total population group.

Parent Response by Adjusted Frequency Percentages

The item of highest expectation as rated by the parent group was No. 24, "Can add, subtract, multiply and divide" which was rated by

TABLE I

ADJUSTED FREQUENCY PERCENTAGES BY POPULATION GROUPS AND TOTAL ACCORDING TO ITEM (1-57) AND LEVEL OF RESPONSE

		SURVEY I EXPECTATION						PERCEIVED CURRENT STATUS				
	ITEM	No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
1.	Knows the basic skills of a trade and knows how to get ahead in that field.	2	3	13	29	47	PARENTS	17	9	14	45	9
		2	2	13	34	46	EDUCATORS	15	8	19	44	10
		1	3	16	36	39	OTHER ADULTS	31	10	23	23	2
		5	3	18	29	44	STUDENTS	18	6	10	47	17
		3	3	15	30	44	TOTAL	18	8	14	42	11
2.	Develops ability to solve problems and make decisions in real life situations.	1	2	8	24	60		15	7	17	44	10
		1	3	8	22	63		13	6	23	45	9
		0	2	5	26	63		31	11	26	18	3
		1	3	13	29	52		14	6	14	47	17
		1	3	9	25	58		16	7	18	42	12
3.	Understands food and nutrition in maintaining health.	1	3	15	33	43		13	4	12	48	16
		1	3	15	36	42		11	4	16	50	14
		1	5	27	34	28		33	6	15	30	4
		1	5	19	30	44		12	6	11	44	26
		1	4	17	32	41		14	5	12	44	18

TABLE I (continued)

	ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
4.	Develops understanding of other cultures and their influence on history and on our lives.	2	6	28	31	28	PARENTS	18	6	13	44	11
		1	5	27	34	30	EDUCATORS	15	7	18	45	10
		3	12	36	27	18	OTHER ADULTS	32	8	16	28	4
		3	8	29	31	29	STUDENTS	19	5	8	45	22
		2	7	29	30	27	TOTAL	19	6	12	42	14
5.	Understands the need for cooperation among different nations.	2	6	24	33	29		27	6	15	37	8
		2	5	25	34	30		23	6	15	39	8
		1	8	28	33	26		40	6	16	22	3
		3	7	24	30	35		21	7	14	38	18
		3	6	24	31	31		25	6	15	36	11
6.	Understands basic language skills and carries these skills to other areas of learning.	2	5	16	29	43		15	6	15	44	12
		2	3	12	28	52		11	7	23	42	12
		1	4	18	33	40		26	13	23	23	4
		2	6	20	31	40		16	5	9	42	27
		2	5	16	29	43		15	6	15	40	17
7.	Develops independent and creative thinking.	1	2	9	27	55		13	6	15	44	14
		1	2	11	30	52		11	6	23	44	11
		1	2	9	30	54		32	11	22	20	3
		2	5	16	29	48		16	6	10	42	24
		1	3	11	29	51		15	6	15	40	16

TABLE I (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
8. Shows open mindedness	1	3	13	34	43	PARENTS	20	6	14	40	12
to many ideas and	1	3	14	35	43	EDUCATORS	18	5	20	41	10
willingness to accept	1	3	13	38	41	OTHER ADULTS	38	8	18	21	3
other solutions to	3	4	19	33	39	STUDENTS	20	7	14	41	17
problems.	2	3	15	34	41	TOTAL	21	6	15	38	12
9. Understands the	1	2	17	32	42		9	3	8	47	26
importance of con-	1	3	17	36	40		10	3	11	51	21
tinued exercise for	1	4	25	35	29		30	4	9	36	9
good health	2	4	17	27	50		10	5	8	38	38
	1	3	18	31	43		11	4	8	43	27
10. Uses standard units	4	8	28	33	21		27	7	15	36	8
of measurement,	3	8	29	35	21		24	9	22	33	7
including the metric	3	8	29	34	21		41	7	15	21	4
system.	7	12	29	27	23		23	11	16	34	15
	4	9	28	31	21		26	8	16	33	10
11. Understands the role	2	4	18	32	39		22	7	15	37	11
of values in human	1	3	15	34	41		17	8	22	37	10
culture.	1	5	21	34	33		37	8	21	17	4
	3	6	20	29	40		22	7	11	37	20
	2	5	18	31	39		22	7	15	34	13

TABLE I (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
12. Develops appreciation for originality and imagination in other ideas and forms.	1	5	27	36	25	PARENTS	25	5	12	41	8
	2	5	29	38	22	EDUCATORS	22	4	16	44	7
	1	7	31	33	21	OTHER ADULTS	40	6	17	22	2
	3	6	30	31	28	STUDENTS	24	6	12	41	15
	2	5	28	34	24	TOTAL	25	5	13	39	9
13. Recognizes rights and responsibilities of citizenship in a changing society.	1	3	12	33	45		17	7	16	40	11
	1	3	11	33	48		15	7	21	42	10
	1	3	13	35	44		28	9	24	22	3
	2	4	15	32	45		18	6	15	40	20
	1	3	13	33	45		18	7	17	38	14
14. Develops a healthy attitude about self.	1	1	6	22	64		15	4	14	40	17
	1	1	6	22	66		13	5	19	42	15
	1	2	8	26	58		34	9	18	23	3
	2	3	11	24	60		16	5	13	38	26
	1	2	8	23	62		17	5	14	38	19
15. Is acquainted with a wide variety of music.	4	13	36	21	19		21	6	14	37	14
	3	12	39	24	18		19	6	19	38	12
	5	22	44	15	9		39	6	14	25	3
	7	14	29	22	27		18	8	13	33	25
	5	14	34	21	20		21	7	14	35	16

TABLE I (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
16. Expresses ideas clearly in writing or speaking.	1	2	8	28	55	PARENTS	10	6	17	43	16
	1	2	8	30	56	EDUCATORS	8	9	25	38	14
	0	1	8	35	51	OTHER ADULTS	23	12	25	23	3
	1	3	13	31	51	STUDENTS	12	5	10	42	29
	1	2	9	30	53	TOTAL	11	7	17	39	19
17. Uses acceptable grammar and punctuation.	1	3	9	30	51		8	7	16	42	18
	2	2	11	31	49		9	10	25	38	13
	1	3	11	36	45		21	14	24	22	4
	3	4	15	28	48		11	5	9	44	29
	2	3	12	30	48		11	7	16	39	19
18. Understands how man depends on his environment and uses his resources.	1	3	17	35	38		22	4	12	42	12
	1	3	19	37	35		21	4	13	46	10
	1	3	22	36	33		37	6	15	26	2
	2	4	19	33	39		21	6	11	41	19
	2	4	18	34	37		23	5	12	40	13
19. Receives job information and counseling for improving present skills.	2	3	10	30	48		20	8	15	35	14
	2	3	10	34	47		18	6	17	40	14
	1	3	16	36	39		36	8	17	21	4
	3	4	14	30	47		18	8	12	35	24
	2	3	12	31	46		20	8	14	33	16

TABLE I (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
20. Can plan a budget and manage money wisely.	2	3	9	26	54	PARENTS	25	9	18	29	11
	2	3	9	29	52	EDUCATORS	25	8	24	27	10
	0	3	12	32	47	OTHER ADULTS	39	10	22	12	2
	3	4	12	25	54	STUDENTS	19	10	16	32	21
	2	4	10	26	52	TOTAL	24	9	18	27	13
21. Learns to enjoy leisure time activities.	2	6	24	33	29		24	5	9	38	15
	2	5	24	36	29		22	5	12	41	13
	4	13	30	29	17		42	6	11	23	5
	3	7	23	28	38		17	7	12	35	26
	2	6	23	31	31		23	6	10	36	18
22. Learns to drive a car safely.	3	3	9	21	57		19	5	6	36	25
	3	3	12	25	53		17	3	6	43	25
	2	6	15	24	48		30	5	7	33	12
	5	4	8	17	64		19	8	9	30	33
	4	3	10	20	57		19	5	7	34	26
23. Develops curiosity and independence in ability to continue learning throughout life.	1	2	8	27	56		21	5	13	38	15
	1	2	9	33	52		22	5	16	39	13
	1	2	11	33	48		38	8	18	21	3
	2	3	12	29	53		20	5	9	39	23
	1	2	9	29	53		22	5	13	36	17

TABLE I (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	Very High Importance			PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
24. Can add, subtract, multiply and divide.	1	1	4	15	73	PARENTS	4	3	9	40	36
	1	1	4	17	73	EDUCATORS	6	4	14	42	30
	0	1	5	23	66	OTHER ADULTS	22	7	17	30	11
	1	2	6	17	73	STUDENTS	6	2	3	30	57
	1	1	5	17	72	TOTAL	7	3	9	36	39
25. Participates and develops skills in different sports activities.	2	7	31	29	26		13	3	6	46	24
	2	7	33	29	24		12	3	6	51	22
	3	14	43	23	11		30	3	8	36	10
	3	7	25	29	35		13	3	5	41	35
	2	7	30	28	28		14	3	6	44	26
26. Develops health habits useful to that stage of growth.	1	2	14	37	39		17	3	9	47	16
	1	2	15	39	38		17	3	11	51	12
	1	3	22	40	29		35	4	14	29	4
	2	4	18	34	40		21	5	9	40	23
	1	3	16	36	39		19	4	10	43	17
27. Develops appreciation for contributions of different racial and religious groups.	3	6	21	29	35		26	8	16	31	10
	2	5	19	34	35		22	8	20	35	9
	5	9	28	29	24		37	9	16	21	3
	4	7	23	28	35		26	10	15	31	15
	3	6	22	30	33		26	8	15	31	11

TABLE I (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
28. Understands the social,	2	5	17	35	34	PARENTS	27	7	16	38	8
cultural, economic and	2	4	19	38	33	EDUCATORS	25	8	21	33	8
political forces	1	5	22	39	27	OTHER ADULTS	37	7	20	20	2
operating in the	4	6	20	32	37	STUDENTS	22	8	14	37	18
society.	2	5	19	34	33	TOTAL	26	7	16	32	11
29. Develops abilities to	1	2	7	25	59		15	7	15	41	14
highest level through	1	2	7	28	58		15	7	21	39	13
the process of	1	1	7	30	56		32	10	20	19	4
learning.	2	3	12	27	55		16	4	10	42	25
	1	2	8	26	56		17	6	14	38	17
30. Enjoys forms of music	2	7	31	29	24		19	4	9	43	17
and art.	2	6	32	31	24		17	4	12	46	16
	3	12	43	24	12		37	6	11	28	4
	4	8	23	26	38		15	5	9	38	32
	2	7	29	27	29		19	4	9	40	21
31. Develops emotional	1	2	10	29	51		24	6	13	37	12
qualities needed for	1	3	10	31	50		23	5	17	39	10
sound mental health.	1	2	11	32	49		39	9	15	20	2
	3	5	16	32	44		23	7	12	37	19
	2	3	12	30	47		25	6	13	35	13

TABLE I (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
32. Shows knowledge of the scientific method in solving problems.	2	5	21	36	31	PARENTS	23	5	13	39	11
	2	5	26	36	27	EDUCATORS	23	5	19	38	9
	2	6	29	37	20	OTHER ADULTS	41	7	15	20	3
	3	7	23	31	34	STUDENTS	22	6	12	40	19
	2	6	23	34	30	TOTAL	24	5	13	37	13
33. Develops reading skills necessary for daily living.	1	2	7	25	59		9	6	14	43	20
	1	2	6	22	65		9	8	21	40	17
	0	1	6	26	61		22	11	22	24	7
	1	3	12	29	54		12	4	9	42	31
	1	2	8	26	58		11	6	14	40	22
34. Develops ability to work well and cooperate with others.	0	1	5	23	65		10	4	11	45	21
	1	1	5	24	65		11	5	15	46	18
	0	2	7	29	58		32	8	18	24	5
	1	2	7	23	65		12	4	11	40	31
	1	1	6	23	64		13	5	12	41	23
35. Knows about American history, government and the economic system.	1	3	16	35	39		14	4	10	46	17
	2	3	19	37	35		17	4	13	47	13
	1	4	24	36	30		32	5	14	29	6
	3	5	18	29	43		15	4	7	42	30
	2	4	17	33	38		17	4	10	43	19

TABLE I (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
36. Understands the way artists communicate ideas.	6	16	36	21	14	PARENTS	39	6	12	28	7
	4	17	38	22	13	EDUCATORS	35	6	16	30	7
	9	24	39	14	8	OTHER ADULTS	51	6	13	14	2
	9	16	27	25	21	STUDENTS	29	10	14	30	15
	7	17	33	21	16	TOTAL	35	7	13	27	9
37. Participates in individual and team activities.	2	5	23	34	30		16	3	7	47	19
	2	5	24	37	28		14	3	7	53	17
	2	8	33	35	16		33	4	8	36	5
	3	7	22	30	35		15	5	7	42	29
	2	6	23	33	30		17	4	7	45	20
38. Writes correctly and neatly for different occasions.	1	3	15	32	42		12	5	14	43	18
	2	3	15	33	41		11	6	21	41	16
	2	5	21	36	30		28	9	21	24	4
	3	5	17	28	44		14	7	10	38	29
	2	4	16	31	42		14	6	14	39	20
39. Understands the importance of the sharing of power in government.	3	5	23	33	28		30	6	12	34	9
	2	6	24	36	26		30	6	15	34	8
	2	7	29	33	24		40	6	15	22	2
	4	7	24	30	34		26	7	12	35	17
	3	6	24	32	29		29	6	12	33	11

TABLE I (continued)

ITEM	EXPECTATION						PERCEIVED CURRENT STATUS				
	No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
40. Knows how to improve family life by talking together, buying wisely, and practicing health habits.	1	2	9	28	53	PARENTS	22	6	15	36	12
	1	2	10	31	51	EDUCATORS	22	6	21	33	12
	1	3	14	34	43	OTHER ADULTS	37	8	21	18	2
	2	3	11	27	55	STUDENTS	19	8	14	35	21
	1	2	10	29	51	TOTAL	22	7	16	33	14
41. Relates environment to science.	3	8	32	31	17		30	4	9	37	9
	3	8	33	34	17		28	4	12	41	8
	3	10	37	31	11		44	4	12	23	2
	5	11	32	29	21		26	6	11	37	16
	4	9	32	30	18		29	5	10	36	11
42. Speaks, reads and writes a foreign language.	10	17	31	19	16		26	9	13	32	10
	9	22	33	16	15		26	10	16	31	10
	11	27	37	11	8		39	7	13	23	3
	11	17	24	19	27		21	10	10	34	22
	10	18	29	17	18		26	9	12	31	13
43. Masters preschool tasks in getting ready to enter school.	3	4	15	30	41		22	4	7	37	19
	2	4	13	30	46		20	6	13	38	16
	3	5	23	33	29		38	7	12	21	6
	4	7	17	32	37		23	6	7	36	25
	3	5	16	30	39		23	5	8	35	19

TABLE I (continued)

ITEM	EXPECTATION						PERCEIVED CURRENT STATUS				
	No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
44. Enjoys personal reading for pleasure at own level.	1	3	15	36	38	PARENTS	17	5	12	41	16
	2	3	14	37	39	EDUCATORS	16	6	19	40	14
	1	3	21	39	30	OTHER ADULTS	34	8	18	21	4
	3	5	19	31	40	STUDENTS	16	6	10	40	25
	2	4	17	34	38	TOTAL	18	6	13	38	18
45. Continues education in adult years.	2	3	15	31	42		24	4	8	35	19
	2	3	16	34	40		23	4	12	39	16
	1	3	20	34	36		37	7	13	21	7
	4	6	17	28	42		25	5	8	34	26
	2	4	16	30	41		25	5	9	33	19
46. Understands how to judge and compare consumer products and how to use credit.	2	2	12	32	45		28	6	15	31	10
	2	2	12	33	45		27	7	21	30	9
	2	4	16	34	39		40	9	20	15	2
	3	5	16	32	42		24	8	14	33	18
	2	3	14	32	42		27	7	16	30	12
47. Knows how to study and use the library.	1	2	10	32	49		9	4	10	43	25
	1	2	11	35	46		9	5	16	44	20
	1	3	15	36	39		28	7	16	29	6
	2	4	16	29	48		9	3	8	39	38
	1	3	12	31	47		11	4	11	40	27

TABLE I (continued)

ITEM	EXPECTATION						PERCEIVED CURRENT STATUS				
	No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
48. Enjoys forms of literature and drama as sources of pleasure.	3	8	32	30	20	PARENTS	24	5	11	39	12
	2	8	33	32	20	EDUCATORS	24	5	16	39	10
	3	14	38	29	10	OTHER ADULTS	41	7	12	23	3
	5	11	27	29	26	STUDENTS	22	6	11	38	20
	3	9	30	30	21	TOTAL	25	5	11	37	13
49. Knows effects of drugs, alcohol and tobacco on the body.	2	1	5	18	68		13	8	14	33	23
	2	1	6	21	64		14	7	17	38	19
	2	1	10	24	58		30	11	17	22	6
	6	3	7	17	65		12	9	14	28	34
	3	2	6	19	65		14	8	15	31	25
50. Knows how to think critically.	3	4	15	34	36		27	5	13	34	11
	2	3	12	34	43		22	6	22	33	10
	2	4	18	37	33		41	9	16	15	3
	4	5	18	31	38		26	6	11	34	19
	3	4	16	33	38		26	6	14	31	14
51. Learns importance of school and community working together.	1	2	13	33	45		17	6	13	39	17
	1	2	13	35	44		16	6	16	40	16
	2	6	21	31	34		33	10	16	23	4
	1	3	16	31	46		16	6	12	37	25
	1	3	14	33	44		18	6	13	37	19

TABLE I (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
52. Respects public property and rights of other people.	1	1	4	21	66	PARENTS	12	9	15	36	19
	1	2	5	21	66	EDUCATORS	10	12	25	31	16
	1	1	4	19	70	OTHER ADULTS	24	18	24	15	5
	2	2	9	25	60	STUDENTS	13	8	13	34	29
	1	2	6	22	64	TOTAL	13	10	17	32	21
53. Interprets graphs, tables, percent and geometry in practical situations.	4	6	26	33	23		27	5	11	36	11
	3	8	30	34	19		28	7	16	35	8
	1	9	36	32	15		38	6	15	24	3
	5	10	25	29	29		23	7	11	37	18
	4	8	27	31	23		27	6	12	34	12
54. Develops skills to depend on oneself for living as an exceptional person.	2	2	12	30	46		25	5	11	37	12
	1	3	14	34	41		25	5	16	36	11
	2	3	18	32	37		41	8	16	17	3
	2	3	15	29	48		21	7	11	37	21
	2	3	14	30	45		25	6	12	34	14
55. Understands what school is like as a result of kindergarten.	3	6	19	30	35		23	4	6	37	21
	3	7	19	31	35		24	4	8	40	19
	6	11	28	28	21		44	5	8	24	4
	7	8	20	26	36		25	8	7	32	26
	4	7	20	28	34		25	5	7	34	21

TABLE I (continued)

ITEM	EXPECTATION					PERCEIVED CURRENT STATUS				
	No Importance	Low Importance	Medium Importance	High Importance	Very High Importance	No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
56. Understands human growth, development, and reproduction processes.	1	2	15	34	40	19	4	10	41	17
	1	2	16	35	39	19	6	14	41	13
	2	5	22	35	29	38	8	12	22	4
	2	4	15	29	47	17	6	9	38	28
	2	3	16	33	41	20	5	10	38	19
57. Develops an enjoyment for learning and self-improvement.	1	1	6	28	56	15	5	14	40	17
	1	1	6	32	54	15	6	19	38	14
	1	2	8	34	50	33	9	19	21	4
	1	2	11	27	56	15	5	10	38	29
	1	2	8	29	55	17	6	14	36	20

73 percent of the parents as being of very high importance. Other items which recieved a rating of very high importance in the 60 percent range were: No. 49, "Knows effects of drugs, alcohol and tobacco on the body" with 68 percent, No. 52, "Respects public property and rights of other people" with 66 percent, No. 34, "Develops ability to work well and cooperate with others" with 65 percent, No. 14, "Develops a healthy attitude about self" with 64 percent and No. 2, "Develops ability to solve problems and make decisions in real life situations" with 60 percent. The following items rated at least 50 percent of the parent response in the very high importance category: Nos. 29, 33, 7, 16, 57, 17, 20, 40, 22, 23, and 31.

Educator Response by Adjusted Frequency Percentages

The item of highest expectation as rated by the group of educators was also No. 24 relating to the area of mathematics. This item was rated of very high importance by 73 percent of the educator group. Several items received this high rating in the 60 percent range. These items were:

No. 52 with 66 percent, relative to respect of property and rights of others,

No. 33 with 65 percent, "Develops reading skills necessary for daily living,"

No. 34 with 65 percent, relating to cooperating with others,

No. 49 with 64 percent relating to a healthy attitude about self, and

No. 2 with 63 percent, relating to problem-solving and decision-making.

Over 50 percent of the group of educators rated several other items of very high importance. These items were: Nos. 29, 16, 57, 22, 6, 7, 23, 40, and 31.

Student Response by Adjusted Frequency Percentages

The item of highest expectation as rated by students was also No. 24 in mathematics receiving 73 percent of the responses in the highest category. Students rated No. 49 and 34 with 65 percent of the response in the highest category as did the educators. Item 22, "Learns to drive a car safely," was rated as being of very high importance by 64 percent of the students. Items 14 and 52 each received 60 percent in this rating according to students. Several other items were rated by students with greater than 50 percent placing these items in the highest expectation column. These items were: Nos. 57, 40, 29, 33, 20, 23, 2, 16, and 9.

Other Adult Response by Adjusted Frequency Percentages

The item of highest expectation as rated by the group of other adults was No. 52 receiving 70 percent in the fifth column. This shows a strong feeling for the responsibility of the public schools as perceived by adults outside the school system, for including respect for property and the rights of other people in the school curriculum programs. These other adults rated No. 24 in mathematics as second with

66 percent placing the item in column five. Item 2 on problem-solving, and decision-making received 63 percent while No. 33 relating to reading skills received 61 percent in column five of very high importance. Several items rated above a 50 percent response in the high category by other adults. These items were: Nos. 49, 33, 14, 29, 7, 16, and 57.

Items Receiving Highest Rating by Adjusted Frequency Percentages

The items receiving more than half the population response in a singular column were considered to show strong feeling by the respondent groups. Three of the four subpopulation groups rated No. 24 on basic mathematics as a top expectation making an average of 72 percent as shown on Table I, page 58. The fourth group, "other adults," rated this to be second after respect for property and rights of others.

Items in the 50 and 60 percent range for the four subpopulation groups were similar. These items were Nos. 49 on drugs, 52 on respect, 34 on cooperations, 14 on self-concept, 2 on problem-solving, 33 on reading skills, 29 on developing abilities, 57 on self-improvement, 16 on expressing ideas clearly, 23 on continued learning, 20 on managing money, 40 on improving family life, and 7 on independent thinking. Items 31, 17, 6 and 9 were rated high by one or two subpopulation groups. However, in the total adjusted frequency percentage, these items did not rate a 50 percent response.

Determination of Current Status

An analysis of descriptive and standardized data relating to the current status of each program area on the first survey instrument was included as a part of this need identification process. This data collection served as a check against the perceptions of the four subpopulation groups regarding current status. A narrative summary of the data was a part of the Memphis Project, Stage I and included available standardized test scores since 1972, achievement test data, enrollment data and descriptions of present programs from available documents. This data was organized according to program area and utilized in this analysis process in determining current status.

Determination of Need by Discrepancy Analysis and Expectation Level

Adjusted frequency percentages relating to perceived current status were compared to those percentages relating to expectation. If a discrepancy existed as a result of this comparison, a cross-check was made against the descriptive data collected. Each program area was described through this data collection and checks were made on congruency with the perceptions of respondent groups on current status. Item 24, the highest expectation item according to adjusted frequency percentages was not considered to be an area of immediate need due to the low discrepancy factor. Seventy-six percent of the parents, 72 percent of the educators, 87 percent of the students, and 41 percent of the other adults felt this area was being done at least satisfactorily at the present time in the Memphis City Schools. At the same time, it still

was considered to be of extremely high importance as evidenced by the strong emotional response of such high percentages in a single column of expectation.

The need and high importance areas which were identified by this subjective comparative process to form a foundation for goals were:

1. Applied mathematics (From math or related areas: Items 2, 20, 24, 46, 53, 10). Descriptive data showed low enrollment in consumer mathematics and a need to improve mathematics by standardized measurements.

2. Vocational emphasis on consumer education and preparation for the job market (From vocational education or related areas Items 19, 20, 40, 46, 1). Descriptive data showed a diversified and functional program with a high degree of acceptance of vocational programs. Discrepancy was found to exist in consumer related areas.

3. Independent and creative thinking (From Fine Arts or related areas Items 7, 44, 15, 12, 30, 36, 48). Descriptive data indicated a wide variety of opportunities in instrumental music, vocal music and art. Survey data indicated a low expectation level for this program area except as it related to the development of independent and creative thinking.

4. Health, drugs and alcohol (From health, drugs and alcohol and related areas Items 49, 14, 40, 3, 26.) Descriptive data showed programs to exist but discrepancy between expectation and current status indicated strong need area.

5. Driver education (From driver education Item 22). Descriptive data indicated a large enrollment of students in the program and a discrepancy between expectation and current status was not revealed as high.

6. Respect for property and rights of other (From physical education and related areas Items 52, 9, 25, 37). Descriptive and survey data showed physical education programs to be broad and satisfactory with the exception of this strong need area to include more emphasis on respect for property and rights.

7. Sociological health (From psychological services and related areas Items 31, 29, 57, 47, 2, 14, 23, 34, 54). Survey data identified a major need area as that relating to personal emotional development and self-concept.

8. Language skills and reading (From language and related areas, Items 16, 17, 33, 6, 38, 7, 44, 12, 27, 50, 47). Descriptive and standardized data indicated need for improvement in reading while survey data showed discrepancy in areas of reading and basic language skills.

9. Thought processes (From science and related areas Items 32, 41, 2, 7, 8, 18, 23, 50, 56). Descriptive and standardized data showed a need to improve science program especially in physics, chemistry and biology. This data indicated the science program was directed to the average student which might not be providing challenging experiences. Survey data showed discrepancy in the area of problem-solving and decision-making, critical and independent thinking, sex education, the use of the scientific method, and environmental resources.

10. Interaction of man and his immediate world (From social studies and related areas Items 2, 4, 5, 13, 27, 28, 35, 39, 47, 8, 11, 18, 23, 34, 50). Descriptive data showed an abundance of programs relative to foreign study and exchange. The importance of this was not substantiated by the survey data as no great expectation level or discrepancy range existed in items relating to other cultures. Survey data indicated discrepancies in decision-making, responsibilities of citizenship values, open-mindedness, and independence of thought, man's dependence on his environment, contributions of various ethnic groups, cooperation, and societal change.

11. Self-sufficiency (From area of special education Item 54). Survey data indicated a discrepancy in the development of skills of the exceptional person.

12. Mastery of preschool tasks (From preschool area Items 55 and 43). Survey data indicated discrepancy in kindergarten preparation.

13. Adult and community education (From adult education and related areas Items 20, 45, 46, 51, 54, 57). Survey data indicated discrepancy in areas of consumer and continued education and the cooperative relationship of the school and the community.

The area of foreign language (from foreign language and related areas Items 6, 42, 4, 11) was not shown by survey data to be of high expectation or discrepancy in current status. Descriptive data indicated a large enrollment in many programs upheld by positive results on standardized tests. Survey data indicated there could be too much focus on the understanding of other cultures and reading foreign

languages which could be shifted to the student's more immediate environment and understanding of self.

Table II shows the adjusted frequency percentages by race for each item by expectation and perceived current status. Table III shows the total adjusted frequency percentages for columns four and five for expectation (high importance and very high importance) and perceived current status (satisfactory and excellent) by race. A comparison was made for discrepancies between black and white responses among the fifty-seven items. The highest expectation items for blacks (those having a total of 80 percent or higher for columns four and five) were Items 24 (add, subtract, multiply and divide), 34 (cooperation), 52 (respect of property and rights), 14 (self-concept), 57 (self-improvement), 49 (drugs, alcohol), 23 (continued learning), 33 (reading), 16 (expressing ideas clearly), 40 (improving family life), 51 (school and community working together), 2 (problem-solving and decision-making) and 29 (developing abilities to highest level). The highest expectation items for whites (those having a total of 80 percent or higher for columns four and five) were Items 24 (add, subtract, multiply, and divide), 52 (respect of property and rights), 34 (cooperation), 33 (reading), 2 (problem-solving and decision-making), 14 (self-concept), 49 (drugs and alcohol), 29 (developing abilities), 7 (independent and creative thinking), 16 (expressing ideas clearly), 57 (self-improvement), 23 (continued learning), 31 (sound mental health), 17 (language skills), 20 (consumer mathematics), 13 (citizenship), 40 (improving family life) and 22 (driver education). This analysis by race was used as a cross-check of the analysis by the four subpopulation groups.

TABLE II

ADJUSTED FREQUENCY PERCENTAGES BY RACE ACCORDING TO ITEM (1-57)
AND LEVEL OF RESPONSE

ITEM	EXPECTATION						PERCEIVED CURRENT STATUS				
	No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
1. Knows the basic skills of a trade and knows how to get ahead in that field.	4	3	13	27	48	BLACK	15	7	10	46	15
	2	3	17	38	38	WHITE	24	8	23	36	4
2. Develops ability to solve problems and make decisions in real life situations.	1	3	11	25	55		14	6	12	46	15
	0	1	6	26	64		19	9	28	35	5
3. Understands food and nutrition in maintaining health.	1	4	13	31	47		11	4	10	45	24
	1	5	26	36	31		20	5	17	44	9
4. Develops understanding of other cultures and their influence on history and on our lives.	2	5	23	31	33		17	7	11	41	17
	2	10	39	29	17		23	5	14	45	8

TABLE II (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
5. Understands the need for cooperation among different nations.	3	7	22	30	34	BLACK	23	6	13	36	15
	2	6	28	36	26	WHITE	29	5	18	38	5
6. Understands basic language skills and carries these skills to other areas of learning.	2	5	16	28	44		14	5	11	43	22
	1	5	18	31	43		18	9	24	38	8
7. Develops independent and creative thinking.	1	3	13	26	50		14	5	10	44	20
	1	2	9	33	54		18	8	25	35	9
8. Shows open mindedness to many ideas and willingness to accept other solutions to problems.	2	4	15	32	41		18	6	12	41	16
	1	2	15	38	41		27	7	21	34	6
9. Understands the importance of continued exercise for good health.	1	3	14	28	49		9	3	7	40	34
	1	3	25	36	33		15	4	12	50	14

TABLE II (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
10. Uses standard units of measurement, including the metric system.	5	10	27	29	23	BLACK	25	8	14	34	12
	3	8	32	35	18	WHITE	29	9	20	32	5
11. Understands the role of values in human culture.	2	5	16	29	41		19	6	13	37	18
	1	5	22	34	35		29	9	21	30	6
12. Develops appreciation for originality and imagination in other ideas and forms.	3	6	27	33	25		23	5	10	42	12
	1	5	32	36	23		30	5	19	36	4
13. Recognizes rights and responsibilities of citizenship in a changing society.	1	4	13	30	46		16	5	13	41	18
	1	3	13	38	43		22	9	24	33	6
14. Develops a healthy attitude about self.	1	2	8	20	64		13	4	11	39	25
	1	2	8	28	60		23	7	21	37	8

TABLE II (continued)

ITEM		EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
15. Is acquainted with a wide variety of music.		5	11	31	23	24	BLACK	18	6	12	36	20
		4	19	42	18	14	WHITE	26	8	19	33	8
16. Expresses ideas clearly in writing or speaking.		1	3	10	26	55		10	5	11	42	25
		1	1	9	36	50		14	10	27	35	9
17. Uses acceptable grammar and punctuation.		2	4	12	26	51		10	5	11	41	24
		1	2	12	38	45		12	11	25	35	11
18. Understands how man depends on his environment and uses his resources.		2	4	16	33	39		21	4	10	41	16
		1	3	22	38	35		27	5	16	40	6
19. Receives job information and counseling for improving present skills.		3	3	10	26	50		17	7	12	35	21
		1	3	14	39	38		27	8	19	32	9
20. Can plan a budget and manage money wisely.		3	4	9	23	55		20	8	15	31	18
		1	2	12	34	48		32	11	26	21	5

TABLE II (continued)

ITEM	EXPECTATION						PERCEIVED CURRENT STATUS				
	No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
21. Learns to enjoy leisure time activities.	2	5	21	31	35	BLACK	18	5	8	37	23
	2	9	29	32	24	WHITE	31	6	14	34	9
22. Learns to drive a car safely.	4	3	9	17	60		17	6	6	32	31
	2	3	12	26	54		24	5	8	39	19
23. Develops curiosity and independence in ability to continue learning throughout life.	1	2	9	27	55		18	4	9	39	22
	1	1	10	33	51		29	7	20	32	7
24. Can add, subtract, multiply and divide.	1	2	5	14	74		5	2	5	34	47
	0	1	5	22	70		10	5	15	40	25
25. Participates and develops skills in different sports activities.	2	6	25	29	33		12	3	4	42	32
	2	11	40	26	19		19	3	9	47	16
26. Develops health habits useful to that stage of growth.	2	3	14	33	43		16	4	7	44	22
	1	2	20	42	32		25	4	14	44	8

TABLE II (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
27. Develops appreciation for contributions of different racial and religious groups.	3	5	18	29	39	BLACK	24	8	15	31	13
	4	8	30	32	23	WHITE	31	8	16	33	6
28. Understands the social, cultural, economic and political forces operating in the society.	3	5	16	32	37		24	7	13	34	14
	1	5	24	40	26		31	8	21	29	5
29. Develops abilities to highest level through the process of learning.	1	3	9	24	56		14	4	9	42	22
	1	1	8	30	57		22	10	24	31	7
30. Enjoys forms of music and art.	3	6	24	28	34		15	3	7	40	27
	2	10	40	26	20		25	5	14	40	10
31. Develops emotional qualities needed for sound mental health.	2	4	13	28	47		22	5	10	38	17
	1	2	10	34	50		30	9	19	31	5

TABLE II (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
32. Shows knowledge of the scientific method in solving problems.	2	5	19	33	35	BLACK	19	5	11	39	17
	2	6	31	37	22	WHITE	32	6	17	33	6
33. Develops reading skills necessary for daily living.	1	2	10	25	56		10	4	9	41	27
	0	1	6	26	64		11	9	23	38	13
34. Develops ability to work well and cooperate with others.	1	2	6	20	66		10	4	9	41	29
	1	1	5	29	61		18	7	18	42	11
35. Knows about American history, government and the economic system.	2	4	15	30	43		14	4	8	42	24
	1	3	22	40	30		22	4	13	46	10
36. Understands the way artists communicate ideas.	6	14	30	24	19		32	6	12	29	12
	8	23	39	17	10		44	7	16	24	4
37. Participates in individual and team activities.	3	6	19	32	34		15	4	5	43	26
	2	6	31	36	23		21	4	10	49	11

TABLE II (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
38. Writes correctly and neatly for different occasions.	2	4	13	28	48	BLACK	12	5	10	40	27
	2	5	22	38	31	WHITE	18	7	22	39	9
39. Understands the importance of the sharing of power in government.	4	6	20	30	33		26	6	11	34	14
	2	6	30	36	23		36	6	16	32	4
40. Knows how to improve family life by talking together, buying wisely, and practicing health habits.	1	2	9	25	56		18	6	12	36	20
	1	3	14	35	46		30	8	24	28	5
41. Relates environment to science.	4	8	29	30	20		26	5	9	38	13
	3	11	38	31	14		37	4	13	35	5
42. Speaks, reads and writes a foreign language.	10	14	25	20	24		22	9	11	32	16
	12	27	36	12	9		33	10	15	30	6

TABLE II (continued)

ITEM		EXPECTATION						PERCEIVED CURRENT STATUS				
		No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
43. Masters preschool tasks in getting ready to enter school.		3	4	13	29	43	BLACK	18	4	7	37	25
		3	6	21	33	33	WHITE	34	6	12	31	10
44. Enjoys personal reading for pleasure at own level.		2	4	16	32	40		16	5	9	39	23
		1	4	18	39	36		21	8	21	36	9
45. Continues education in adult years.		3	4	14	28	44		20	4	7	34	25
		2	3	20	35	36		34	5	12	32	10
46. Understands how to judge and compare consumer products and how to use credit.		3	4	12	28	45		24	6	12	33	16
		1	3	16	39	37		34	9	23	25	4
47. Knows how to study and use the library.		1	3	11	28	51		9	4	7	39	34
		1	3	15	38	41		15	5	17	43	15
48. Enjoys forms of literature and drama as sources of pleasure.		3	7	26	31	25		21	5	9	38	18
		4	12	39	27	14		32	6	16	36	6

TABLE II (continued)

ITEM	EXPECTATION: No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		PERCEIVED CURRENT STATUS: No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
49. Knows effects of drugs, alcohol and tobacco on the body.	5	2	5	16	66	BLACK	12	8	13	29	30
	1	1	8	24	63	WHITE	18	9	19	34	15
50. Knows how to think critically.	4	5	14	31	40		23	5	10	34	18
	2	4	18	37	35		32	8	21	27	6
51. Learns importance of school and community working together.	1	2	10	30	51		14	5	10	38	25
	1	4	21	38	33		26	8	18	34	8
52. Respects public property and rights of other people.	1	2	7	22	63		11	6	12	35	28
	1	1	4	23	69		15	17	26	27	10
53. Interprets graphs, tables, percent and geometry in practical situations.	4	8	23	31	27		24	6	10	35	15
	3	9	35	33	17		33	6	16	33	6

TABLE II (continued)

ITEM	EXPECTATION						PERCEIVED CURRENT STATUS				
	No Importance	Low Importance	Medium Importance	High Importance	Very High Importance		No Opinion	Unsatisfactory	Poor	Satisfactory	Excellent
54. Develops skills to depend on oneself for living as an exceptional person.	2	3	13	28	47	BLACK	21	5	9	38	19
	1	3	16	35	42	WHITE	33	7	18	28	7
55. Understands what school is like as a result of kindergarten.	3	5	16	29	41		18	4	5	37	27
	7	12	28	28	21		38	6	9	31	10
56. Understands human growth, development, and reproduction processes.	2	3	13	31	45		16	4	8	39	24
	1	3	21	37	34		27	6	14	37	10
57. Develops an enjoyment for learning and self-improvement.	1	2	8	27	56		12	4	9	39	26
	1	1	8	33	53		23	8	23	32	8

TABLE III

ADJUSTED FREQUENCY PERCENTAGES BY RACE ACCORDING TO ITEM VARIABLES AND 4-5 LEVEL OF RESPONSE

BLACK 63% WHITE 35%

ITEM	EXPECTATION Response to total columns 4-5 BLACK	WHITE	PERCEIVED CURRENT STATUS Response to total columns 4-5 BLACK	WHITE
1	75%	76%	61%	40%
2	80	90	61	40
3	79	67	69	53
4	64	46	58	54
5	64	52	51	43
6	72	74	65	46
7	76	87	64	44
8	73	79	57	40
9	77	69	74	64
10	52	53	46	37
11	70	69	55	36
12	58	59	54	40
13	76	81	59	39
14	84	88	64	45
15	47	32	56	41
16	81	86	67	44

TABLE III (continued)

ITEM	EXPECTATION Response to total columns 4-5 BLACK	EXPECTATION Response to total columns 4-5 WHITE	PERCEIVED CURRENT STATUS Response to total columns 4-5 BLACK	PERCEIVED CURRENT STATUS Response to total columns 4-5 WHITE
17				
18	72%	73%	57%	46%
19	76	77	56	41
20	78	82	49	26
21	66	56	60	43
22	77	80	63	58
23	82	84	61	39
24	88	92	81	65
25	62	45	74	63
26	76	74	66	52
27	68	55	44	39
28	69	66	48	34
29	80	87	64	38
30	62	46	67	50
31	75	84	55	36
32	68	59	56	39
33	81	90	68	51
34	86	90	70	53
35	73	70	66	56

TABLE III (continued)

ITEM	EXPECTATION Response to total columns 4-5 BLACK	EXPECTATION Response to total columns 4-5 WHITE	PERCEIVED CURRENT STATUS Response to total columns 4-5 BLACK	PERCEIVED CURRENT STATUS Response to total columns 4-5 WHITE
36	44%	27%	41%	28%
37	66	59	69	60
38	76	69	67	48
39	63	59	48	36
40	81	80	56	33
41	50	45	51	40
42	44	21	48	36
43	72	66	62	41
44	72	75	62	45
45	72	71	59	42
46	73	76	49	29
47	79	79	73	58
48	56	41	56	42
49	82	87	59	49
50	71	72	52	33
51	81	71	63	42
52	85	92	63	37
53	58	50	50	49
54	75	77	57	35

TABLE III (continued)

ITEM	EXPECTATION Response to total columns 4-5 BLACK	EXPECTATION Response to total columns 4-5 WHITE	PERCEIVED CURRENT STATUS Response to total columns 4-5 BLACK	PERCEIVED CURRENT STATUS Response to total columns 4-5 WHITE
55	70%	49%	64%	41%
56	76	71	63	47
57	83	86	65	40

Analysis by Mean Rating

Further analysis of the data regarding expectation and current status showed the mean rating of each of the four subpopulation groups and the total group for the fifty-seven survey items was tabulated by computer. Table IV shows the results of this tabulation. A cross-check on the analysis was also tabulated by race. The results of the tabulation are shown on Table V. Before the mean of column two on current status was calculated for each group and each item, it was decided that a more valid statistical assessment would be presented by a rescaling of numerical values for the five possible responses. Response 3, no opinion, was rescaled with a value of 1. Response 1, unsatisfactory, was rescaled to 2 and response 2, poor, was rescaled to 3. This rescaling before computation was thought to yield a more valid mean regarding the perception of current status for each item with a better weighting of responses. By rescaling no opinion to a value of 1, it did not have the weight of a medium opinion response. Comparisons of high expectation levels and high discrepancies between expectation and current status were made among the subpopulation groups.

Parent Response by Mean Rating

The highest tabulated items for the parent group were those which had a mean rating for expectation of 4. or above. These items indicated strong feelings of expectations from the parent group and were considered to be items of high importance. The items with a high degree of expectation and a high discrepancy factor (1. or above) between

TABLE IV

MEAN RESPONSE BY POPULATION GROUP TO ITEMS ACCORDING TO EXPECTATION AND PERCEIVED CURRENT STATUS

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
1. Knows the basic skills of a trade and knows how to get ahead in that field.	PARENTS	4.015	3.002	1.013
	EDUCATORS	4.071	3.108	.963
	OTHER ADULTS	3.952	2.212	1.740
	STUDENTS	4.006	3.330	.676
	TOTAL	3.942	2.989	.953
2. Develops ability to solve problems and make decisions in real life situations.		4.259	3.035	1.224
		4.324	3.156	1.168
		4.361	2.146	2.215
		4.256	3.424	.832
		4.228	3.057	1.171
3. Understands food and nutrition in maintaining health.		3.987	3.278	.709
		4.034	3.348	.686
		3.688	2.296	1.392
		4.085	3.612	.473
		3.952	3.271	.681
4. Develops understanding of other cultures and their influence on history and on our lives.		3.617	2.997	.620
		3.753	3.116	.637
		3.319	2.280	1.039
		3.717	3.421	.296
		3.594	3.058	.536
5. Understands the need for cooperation among different nations.		3.636	2.725	.911
		3.738	2.883	.855
		3.602	2.045	1.557
		3.843	3.202	.641
		3.673	2.817	.856
6. Understands basic language skills and carries these skills to other areas of learning.		3.890	3.094	.769
		4.130	3.228	.902
		3.934	2.289	1.645
		3.960	3.545	.653
		3.917	3.167	.750
7. Develops independent and creative thinking		4.166	3.166	1.000
		4.159	3.220	.939
		4.186	2.118	2.068
		4.116	3.463	.653
		4.099	3.146	.953

TABLE IV (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
8. Shows open mindedness to many ideas and willingness to accept other solutions to problems.	PARENTS	3.969	2.929	1.040
	EDUCATORS	4.026	3.041	.985
	OTHER ADULTS	4.009	2.069	1.940
	STUDENTS	3.967	3.226	.741
	TOTAL	3.938	2.930	1.008
9. Understands the importance of continued exercise for good health.		3.952	3.556	.396
		3.994	3.565	.429
		3.730	2.529	1.201
		4.156	3.841	.315
		3.959	3.514	.445
10. Uses standard units of measurement, including the metric system.		3.393	2.675	.718
		3.469	2.722	.747
		3.471	2.029	1.442
		3.426	3.010	.416
		3.374	2.698	.676
11. Understands the role of values in human culture.		3.834	2.844	.990
		3.962	2.975	.987
		3.734	2.024	1.710
		3.899	3.185	.714
		3.812	2.861	.951
12. Develops appreciation for originality and imagination in other ideas and forms.		3.559	2.740	.819
		3.585	2.908	.677
		3.468	1.966	1.502
		3.704	3.102	.602
		3.526	2.761	.765
13. Recognizes rights and responsibilities of citizenship in a changing society.		4.003	2.962	1.041
		4.096	3.096	1.000
		4.018	2.211	1.807
		4.099	3.314	.785
		3.994	2.992	1.002
14. Develops a healthy attitude about self.		4.290	3.124	1.166
		4.387	3.231	1.156
		4.230	2.110	2.120
		4.324	3.481	.843
		4.266	3.137	1.129

TABLE IV (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
15. Is acquainted with a wide variety of music.	PARENTS	3.198	2.920	.278
	EDUCATORS	3.276	2.990	.286
	OTHER ADULTS	2.823	2.061	.762
	STUDENTS	3.413	3.311	.102
	TOTAL	3.214	2.952	.262
16. Expresses ideas clearly in writing or speaking.		4.153	3.233	.920
		4.248	3.250	.998
		4.191	2.295	1.896
		4.222	3.659	.563
		4.146	3.244	.902
17. Uses acceptable grammar and punctuation.		4.071	3.284	.787
		4.092	3.195	.897
		4.058	2.317	1.741
		4.085	3.672	.413
		4.025	3.249	.776
18. Understands how man depends on his environment and uses his resources.		3.849	2.917	.932
		3.869	3.037	.832
		3.800	2.100	1.700
		3.977	3.231	.746
		3.839	2.918	.921
19. Receives job information and counseling for improving present skills.		3.996	2.906	1.090
		4.071	3.076	.995
		3.903	2.065	1.838
		4.089	3.333	.756
		3.934	2.922	1.012
20. Can plan a budget and manage money wisely.		4.089	2.656	1.433
		4.112	2.716	1.396
		4.056	1.864	2.192
		4.181	3.186	.995
		4.039	2.714	1.325
21. Learns to enjoy leisure time activities.		3.599	2.864	.735
		3.710	2.988	.722
		3.247	2.009	1.238
		3.859	3.392	.467
		3.635	2.953	.682

TABLE IV (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
22. Learns to drive a car safely.	PARENTS	4.071	3.185	.886
	EDUCATORS	4.080	3.387	.693
	OTHER ADULTS	3.945	2.496	1.449
	STUDENTS	4.266	3.417	.849
	TOTAL	4.050	3.178	.872
23. Develops curiosity and independence in ability to continue learning throughout life.		4.165	2.933	1.232
		4.179	2.954	1.225
		4.079	2.013	2.066
		4.229	3.334	.895
		4.133	2.960	1.173
24. Can add, subtract, multiply and divide.		4.401	3.753	.648
		4.474	3.728	.746
		4.357	2.591	1.766
		4.559	4.243	.316
		4.432	3.762	.670
25. Participates and develops skills in different sports activities.		3.502	3.391	.111
		3.530	3.520	.010
		3.073	2.521	.552
		3.804	3.758	.046
		3.551	3.414	.137
26. Develops health habits useful to that stage of growth.		3.924	2.156	.768
		3.967	3.213	.754
		3.753	2.214	1.539
		4.027	3.348	.679
		3.920	3.117	.803
27. Develops appreciation for contributions of different racial and religious groups.		3.674	2.637	1.037
		3.812	2.819	.993
		3.379	2.017	1.362
		3.766	2.913	.853
		3.649	2.678	.971
28. Understands the social, cultural, economic and political forces operating in the society.		3.738	2.622	1.116
		3.796	2.733	1.063
		3.688	2.010	1.678
		3.857	3.129	.746
		3.719	2.693	1.026

TABLE IV (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
29. Develops abilities to levels through the process of learning.	PARENTS	4.187	3.054	1.133
	EDUCATORS	4.235	3.086	1.149
	OTHER ADULTS	4.199	2.076	2.123
	STUDENTS	4.234	3.479	.755
	TOTAL	4.154	3.068	1.086
30. Enjoys forms of music and art.		3.477	3.108	.369
		3.535	3.223	.312
		3.112	2.146	.966
		3.817	3.610	.207
		3.560	3.184	.376
31. Develops emotional qualities needed for sound mental health.		4.051	2.804	1.247
		4.081	2.881	1.200
		4.089	1.940	2.149
		4.030	3.144	.886
		4.003	2.810	1.193
32. Shows knowledge of the scientific method in solving problems.		3.692	2.834	.858
		3.658	2.857	.801
		3.487	1.922	1.565
		3.804	3.219	.585
		3.663	2.856	.807
33. Develops reading skills necessary for daily living.		4.214	3.334	.880
		4.332	3.308	1.024
		4.297	2.390	1.907
		4.253	3.681	.572
		4.221	3.336	.885
34. Develops ability to work well and cooperate with others.		4.324	3.373	.951
		4.370	3.384	.986
		4.241	2.194	2.047
		4.429	3.685	.744
		4.322	3.338	.984
35. Knows about American history, government and the economic system.		3.881	3.220	.661
		3.862	3.180	.682
		3.725	2.270	1.455
		4.000	3.591	.409
		3.858	3.195	.663

TABLE IV (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
36. Understands the way artists communicate ideas.	PARENTS	2.993	2.303	.690
	EDUCATORS	3.073	2.470	.603
	OTHER ADULTS	2.663	1.667	.996
	STUDENTS	3.257	2.840	.417
	TOTAL	3.038	2.427	.611
37. Participates in individual and team activities.		3.638	3.238	.400
		3.690	3.371	.319
		3.351	2.313	1.038
		3.810	3.547	.263
		3.650	3.242	.408
38. Writes correctly and neatly for different occasions.		3.923	3.242	.681
		3.944	3.256	.688
		3.688	2.234	1.454
		4.002	3.544	.458
		3.910	3.232	.678
39. Understands the importance of the sharing of power in government.		3.571	2.583	.988
		3.621	2.656	.965
		3.502	1.983	1.519
		3.752	3.024	.728
		3.573	2.633	.940
40. Knows how to improve family life by talking together, buying wisely, and practicing health habits.		4.104	2.816	1.288
		4.135	2.897	1.238
		3.950	1.972	1.978
		4.233	3.243	.990
		4.076	2.850	1.226
41. Relates environment to science.		3.254	2.599	.655
		3.359	2.740	.619
		3.153	1.895	1.258
		3.399	3.001	.398
		3.274	2.659	.615
42. Speaks, reads and writes a foreign language.		2.918	2.598	.320
		2.891	2.657	.216
		2.600	2.005	.595
		3.238	3.150	.088
		2.927	2.675	.252

TABLE IV (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
43. Masters preschool tasks in getting ready to enter school.	PARENTS	3.794	2.967	.827
	EDUCATORS	3.945	3.034	.911
	OTHER ADULTS	3.577	2.043	1.534
	STUDENTS	3.828	3.241	.587
	TOTAL	3.758	2.937	.821
44. Enjoys personal reading for pleasure at own level.		3.859	3.061	.798
		3.950	2.116	.834
		3.758	2.100	1.658
		3.920	3.444	.476
		3.864	3.090	.774
45. Continues education in adult years.		3.846	2.920	.926
		3.888	2.997	.891
		3.806	2.086	1.720
		3.900	3.216	.684
		3.816	2.910	.906
46. Understands how to judge and compare consumer products and how to use credit.		3.919	2.611	1.308
		4.002	2.692	1.310
		3.851	1.859	1.992
		3.962	3.038	.924
		3.861	2.639	1.222
47. Knows how to study and use the library.		4.070	3.466	.604
		4.071	3.434	.637
		3.927	2.350	1.577
		4.098	3.873	.225
		4.038	3.455	.583
48. Enjoys forms of literature and drama as sources of pleasure.		3.348	2.809	.539
		3.423	2.863	.560
		3.110	1.981	1.129
		3.527	2.201	.326
		3.369	2.842	.527
49. Knows effects of drugs, alcohol and tobacco on the body.		4.293	3.194	1.099
		4.300	3.222	1.078
		4.169	2.219	1.950
		4.249	3.534	.715
		4.228	3.194	1.034

TABLE IV (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
50. Knows how to think critically.	PARENTS	3.714	2.676	1.038
	EDUCATORS	3.971	2.831	1.140
	OTHER ADULTS	3.738	1.838	1.900
	STUDENTS	3.847	3.046	.801
	TOTAL	3.775	2.738	1.037
51. Learns importance of school and community working together.		4.003	3.078	.925
		4.050	3.155	.895
		3.724	2.116	1.608
		4.103	3.413	.690
		3.988	3.092	.896
52. Respects public property and rights of other people.		4.310	3.150	1.160
		4.348	3.115	1.233
		4.379	2.171	2.208
		4.333	3.513	.820
		4.305	3.152	1.153
53. Interprets graphs, tables, percent and geometry in practical situations.		3.408	2.677	.731
		3.373	2.688	.685
		3.294	2.034	1.260
		3.578	3.109	.469
		3.409	2.721	.688
54. Develops skills to depend on oneself for living as an exceptional person.		3.921	2.736	1.185
		3.904	2.807	1.097
		3.744	1.877	1.867
		4.083	3.212	.871
		3.913	2.801	1.112
55. Understands what school is like as a result of kindergarten.		3.644	2.996	.648
		3.709	2.056	.653
		3.266	1.961	1.305
		3.660	3.167	.493
		3.586	2.937	.649
56. Understands human growth, development, and reproduction processes.		3.870	3.048	.822
		3.911	3.055	.856
		3.645	2.011	1.635
		4.076	3.441	.635
		3.881	3.052	.829

TABLE IV (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
57. Develops an enjoyment for learning and self-improvement.	PARENTS	4.159	3.099	1.060
	EDUCATORS	4.203	3.109	1.094
	OTHER ADULTS	4.127	2.068	2.059
	STUDENTS	4.263	3.506	.757
	TOTAL	4.165	3.114	1.051

TABLE V

MEAN RESPONSE BY RACE TO ITEMS ACCORDING TO EXPECTATION AND PERCEIVED CURRENT STATUS

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
1. Knows the basic skills of a trade and knows how to get ahead in that field.	BLACK	3.957	3.161	.796
	WHITE	3.998	3.733	1.265
2. Develops ability to solve problems and make decisions in real life situations.		4.159	3.214	.945
		4.453	2.833	1.620
3. Understands food and nutrition in maintaining health.		4.052	3.460	.592
		3.859	3.004	.855
4. Develops understanding of other cultures and their influence on history and on our lives.		3.734	3.144	.590
		3.410	2.963	.477
5. Understands the need for cooperation among different nations.		3.689	2.919	.770
		3.720	2.686	1.034
6. Understands basic language skills and carries these skills to other areas of learning.		3.915	3.330	.585
		4.011	2.938	1.073
7. Develops independent and creative thinking.		4.044	3.299	.745
		4.297	2.942	1.355
8. Shows open mindedness to many ideas and willingness to accept other solutions to problems.		3.907	3.105	.802
		4.087	2.677	1.410

TABLE V (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
9. Understands the importance of continued exercise for good health.	BLACK	4.047	3.678	.369
	WHITE	3.893	3.296	.597
10. Uses standard units of measurement, including the metric system.		3.362	2.784	.578
		3.473	2.592	.881
11. Understands the role of values in human culture.		3.829	3.044	.785
		3.870	2.585	1.285
12. Develops appreciation for originality and imagination in other ideas and forms.		3.503	2.872	.631
		3.643	2.610	1.033
13. Recognizes rights and responsibilities of citizenship in a changing society.		3.973	3.153	.820
		4.118	2.764	1.354
14. Develops a healthy attitude about self.		4.264	3.346	.918
		4.368	2.827	1.541
15. Is acquainted with a wide variety of music.		3.313	3.114	.199
		3.096	2.718	.378
16. Expresses ideas clearly in writing or speaking.		4.136	3.429	.707
		4.263	2.972	1.291
17. Uses acceptable grammar and punctuation.		4.005	3.390	.615
		4.157	3.065	1.092

TABLE V (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
18. Understands how man depends on his environment and uses his resources.	BLACK	3.825	3.042	.783
	WHITE	3.940	2.749	1.191
19. Receives job information and counseling for improving present skills.		3.964	3.077	.887
		3.993	2.693	1.300
20. Can plan a budget and manage money wisely.		4.024	2.917	1.107
		4.159	2.394	1.765
21. Learns to enjoy leisure time activities.		3.713	3.147	.566
		3.567	2.658	.909
22. Learns to drive a car safely.		4.037	3.267	.770
		4.163	3.080	1.083
23. Develops curiosity and independence in ability to continue learning throughout life.		4.124	3.170	.954
		4.242	2.640	1.602
24. Can add, subtract, multiply and divide.		4.425	3.944	.481
		4.545	3.515	1.030
25. Participates and develops skills in different sports activities.		3.675	3.560	.115
		3.401	3.224	.177
26. Develops health habits useful to that stage of growth.		3.960	3.286	.674
		3.937	2.882	1.055

TABLE V (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
27. Develops appreciation for contributions of different racial and religious groups.	BLACK	3.765	2.759	1.006
	WHITE	3.509	2.579	.930
28. Understands the social, cultural, economic and political forces operating in the society.		3.743	2.818	.925
		3.754	2.517	1.237
29. Develops abilities to highest level through the process of learning.		4.121	3.283	.838
		4.313	2.746	1.567
30. Enjoys forms of music and art.		3.661	3.385	.276
		3.450	2.891	.559
31. Develops emotional qualities needed for sound mental health.		3.945	2.991	.954
		4.205	2.549	1.656
32. Shows knowledge of the scientific method in solving problems.		3.738	3.045	.693
		3.611	2.568	1.043
33. Develops reading skills necessary for daily living.		4.152	3.471	.681
		4.445	3.166	1.279
34. Develops ability to work well and cooperate with others.		4.319	3.540	.779
		4.427	3.047	1.380
35. Knows about American history, government and the economic system.		3.900	3.335	.565
		3.864	3.012	.852

TABLE V (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
36. Understands the way artists communicate ideas.	BLACK	3.153	2.583	.570
	WHITE	2.882	2.186	.696
37. Participates in individual and team activities.		3.700	3.365	.335
		3.637	3.092	.545
38. Writes correctly and neatly for different occasions.		3.996	3.417	.579
		3.839	2.968	.871
39. Understands the importance of the sharing of power in government.		3.597	2.767	.830
		3.604	2.439	1.165
40. Knows how to improve family life by talking together, buying wisely and practicing health habits.		4.108	3.063	1.045
		4.103	2.516	1.587
41. Relates environment to science.		3.300	2.793	.507
		3.289	2.477	.812
42. Speaks, reads and writes a foreign language.		3.104	2.831	.273
		2.667	2.459	.208
43. Masters preschool tasks in getting ready to enter school.		3.822	2.189	.633
		3.724	2.546	1.178
44. Enjoys personal reading for pleasure at own level.		3.856	3.239	.617
		3.959	2.892	1.067

TABLE V (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
45. Continues education in adult years.	BLACK	3.827	2.117	.710
	WHITE	3.881	2.596	1.285
46. Understands how to judge and compare consumer products and how to use credit.		3.857	2.816	1.041
		3.954	2.369	1.585
47. Knows how to study and use the library.		4.065	3.620	.445
		4.077	3.231	.846
48. Enjoys forms of literature and drama as sources of pleasure.		3.466	3.001	.465
		3.258	2.610	.648
49. Knows effects of drugs, alcohol and tobacco on the body.		4.202	3.324	.878
		4.369	3.019	1.350
50. Knows how to think critically.		3.753	2.902	.851
		3.887	2.487	1.400
51. Learns importance of school and community working together.		4.092	3.321	.771
		3.887	2.735	1.152
52. Respects public property and rights of other people.		4.252	3.371	.881
		4.498	2.530	1.668
53. Interprets graphs, tables, percent and geometry in practical situations.		3.457	2.835	.622
		3.395	2.572	.823

TABLE V (continued)

ITEM	POPULATION GROUP	EXPECTATION	PERCEIVED CURRENT STATUS	DIFFERENCE
54. Develops skills to depend on oneself for living as an exceptional person.	BLACK	3.918	3.016	.902
	WHITE	3.988	2.474	1.514
55. Understands what school is like as a result of kindergarten.		3.784	3.234	.550
		3.305	2.469	.836
56. Understands human growth, development, and reproduction processes.		3.927	3.237	.690
		3.881	2.788	1.093
57. Develops an enjoyment for learning and self-improvement.		4.156	3.358	.798
		4.276	2.744	1.532

the mean of expectation and the mean of perceived current status were listed in order of frequency. For the parent group, there were fourteen items which rated in high expectation (4.+) and had high discrepancy factors (1.+). These items are shown on Table VI. Those items which had a high discrepancy factor but lower than a 4. expectation were Items 46 and 54. Those items which had a high expectation level (4.+) but had a discrepancy factor of less than one point (-1.) were considered to be receiving satisfactory attention but were important enough to give input to goal determination. These items are shown in Table VII.

VI

VI

Educator Response by Mean Rating

The highest tabluated items for the educator group having a mean rating of 4.0 or above and a discrepancy of 1.0 or above are shown on Table VI. There were thirteen items which fell into this category for educators. Those items which were important (4.+ expectation) but had a low discrepancy factor (-1.) are shown in Table VII. Those items which had a high discrepancy factor (1.0+) but a low expectation level (-4.0) were 46, 50, 54, and 28.

Other Adult Response by Mean Rating

The highest tabulated items for other adults having a mean rating of 4.0 or above and a discrepancy of 1.0 or above are shown on Table VI. There were seventeen items for other adults. Those items which had a high discrepancy factor (1.0+) and an expectation level of 3.9 to 3.7 were items: 40, 19, 1, 6, 47, 22, 46, 18, 45, 54, 50, 11, 44, 51, 26, 35, 3, 9. The large number of items with discrepancy factors of

TABLE VI

HIGHEST TABULATED ITEMS BY EXPECTATION (4.+) AND DISCREPANCY (2.+ to 1.+) BY POPULATION GROUPS AND TOTAL

(Student discrepancy [.7 to .9] as no items were 1.+)

PARENTS	EDUCATORS	OTHER ADULTS	STUDENTS	TOTAL
52	52	52	34	52
14	14	2	52	14
2	2	24	14	2
49	33	14	40	49
33	29	34	23	23
29	49	33	22	57
57	57	29	2	29
20	20	57	49	20
23	23	7	57	40
40	40	49	29	31
31	46	16	20	
7	31	20	31	
13	13	31	54	
1		23	13	
		8	19	
		13		
		17		

TABLE VII

HIGHEST TABULATED ITEMS* BY EXPECTATION (4.+) WITH DISCREPANCY FACTORS OF LESS THAN ONE (-1.)

(Student Discrepancy [-.7])

PARENTS	EDUCATORS	OTHER ADULTS	STUDENTS	TOTAL
16	1		1	7
17	3		3	16
22	6	None	7	17
24	7		9	22
34	8		16	24
47	16		17	33
51	17		24	34
	19		26	47
	22		33	
	24		35	
	34		38	
	47		47	
	51		51	
			56	

*Not in order.

greater than one unit indicate a dissatisfaction with the current status of the program areas represented by those items by the other adult group.

Of the fifty-seven survey items, the other adult group found fifty-two items to be receiving unsatisfactory attention as evidenced by discrepancy factors of one unit (1.0+) or greater on all except five items. Of those five items with less than one unit discrepancy factor, two were .996 and .966. For the remaining three items, the other adult group indicated a satisfaction with the present status of sports (Item 25), music (Item 15) and foreign language (Item 42). The expectation level for these areas was also low, however,

The dissatisfaction of the other adult group is further substantiated by the absence of items of importance (Expectation of 4.+) which have a low discrepancy indicating satisfaction with current status as shown in Table VII. There were discrepancy factors of greater than two points between expectation and perceived current status (shown in Table IV, page 97) which were not so strongly expressed in any of the other subpopulation groups.

Student Response by Mean Rating

There were no items for the student group having a mean rating of 4.0 or above and a discrepancy of 1.0 or above. Since the student group rated no items to be of such unsatisfactory current status as to average above one unit in discrepancy from expectation, those items which averaged .7 to .9 discrepancies were tabulated with high expectation items (4.0+). There were fifteen such items. It

should be noted that the student group averaged twenty-nine items above four units (4.0+) on expectation which was higher than any of the other subpopulation groups. (See Table IV, page 97.) Those items which had a high expectation level (4.0 or above) and a discrepancy below .7 are shown on Table VII, page 115.

Highest Identified Need Items

The highest tabulated items for the total group having a mean rating of 4.0 or above and a discrepancy of 1.0 or above are shown on Table VI, page 114. There were ten items for the total group in this category. Those items which had a high discrepancy factor (1.0+) and an expectation level of less than four (-4.0) were Items 54, 13, 8, 19, 46, 28 and 50. Those items having a high expectation (4.+) and less than one unit in discrepancy (-1.0) for the total group are shown on Table VII, page 115.

A comparison of items from Table VI and Table VII among the four subpopulation groups and the total group was made. It was apparent by the item frequency that Item 52 (respect for property and rights) represented the top need item. This was followed by Item 14 (self-concept) and Item 2 (problem-solving and decision-making). The other items of highest need were Items 49 (drugs and alcohol), 33 (reading), 34 (cooperation), 23 (continued learning), 29 (developing abilities), 57 (self-improvement), 20 (consumer management), 40 (improving family life), 31 (sound mental health), and 13 (rights and responsibilities of citizenship). Other items of need or high expectation for input into

the formulation of goals were items 24, 7, 19, 46, 16, 17, 8, 1, 22, 47, 51, and 3.

The identified need items were cross-checked through an analysis by race. The items of high expectation (4.0+) and high discrepancy (1.0+) by blacks (taken from Table V, page 106) were items 40 (improve family life) and 20 (consumer management). This is shown on Table VIII. Those items with low expectation (-4.0) and high discrepancy (1.0+) were items 27 and 46. Of the fifty-seven items, only four were noted to be high discrepancy items. This indicated a high degree of satisfaction with the current status by blacks. Several items shown on Table IX were high in expectation (4.0+) but low in discrepancy (-1.0) and were considered to be rated high enough to give input into the formulation of goals. These items were: 2, 3, 7, 9, 14, 16, 17, 22, 23, 24, 29, 33, 34, 47, 49, 51, 42, and 57. This indicated that even though program areas represented by these items were important, blacks did not perceive the current status of these items to be unsatisfactory.

In the analysis of responses by whites, twenty items fell into the category of high expectation (4.0+) and high discrepancy (1.0+) as compared to two items for blacks. This is shown on Table VIII. The highest rated items related to mathematics computation (Item 24), respect for property and rights (Item 52), problem-solving and decision-making (Item 2), cooperation (Item 34), reading (Item 33), developing abilities (Item 29) and drugs and alcohol (Item 49). The dissatisfaction by whites as shown by the number of high discrepancy items is shown by Table IX. Only one item of high importance (expectation 4.0+) had a low

TABLE VIII

HIGHEST TABULATED ITEMS BY EXPECTATION (4.+)
AND DISCREPANCY (1.+) BY RACE

BLACK	WHITE
40	24
20	52
	2
	34
	33
	14
	29
	49
	23
	31
	57
	7
	16
	20
	40
	13
	17
	22
	8
	6

TABLE IX

HIGHEST TABULATED ITEMS BY EXPECTATION (4.+)
WITH DISCREPANCY FACTORS OF LESS THAN
ONE (-1.) ACCORDING TO RACE

BLACK	WHITE
2	47
3	
7	
9	
14	
16	
17	
22	
23	
24	
29	
33	
34	
47	
49	
51	
52	
57	

discrepancy factor (-1.0) indicating satisfaction. Blacks rated eighteen items in this category. All of the items identified as need items or items of high importance in the analysis by adjusted frequency were also identified in the analysis by mean rating.

Formulation of Goal Areas

The identified items were then clustered by original program area and related areas to form goal areas. The goal areas provided the basis for formulation of goal statements. The goal statements which were developed focused on the following need and high expectation areas:

1. Development of respect for property, rights and ideas of others and ability to cooperate.

2. Development of sound mental health, positive self-concept, and individual abilities.

3. Development of skills in basic computation with emphasis on consumer mathematics.

4. Development of reading skills.

5. Development of skills in problem-solving and decision-making.

6. Development of basic language skills with emphasis on clear expression of ideas.

7. Development of understanding on effects of drugs, alcohol and tobacco.

8. Development of skills of a trade with job counseling.

9. Development of independent and creative thinking.

10. Development of responsible citizenship and knowledge of other cultures.

11. Development of understanding of man's relationship with his environment.

12. Development of understandings needed for maintenance of physical well-being.

13. Development of understanding in school and community working relations and continuation of education.

14. Development of skills for independent living.

15. Development of understanding and enjoyment in fine arts.

IV. PRESENTATION AND ANALYSIS OF DATA ON GOALS

Once needs have been identified, these needs can be stated in a format which clearly communicates their nature.

> The resultant needs statements can then be translated into general goal statements which, in turn, can be modified into specific statements of the desired outcomes . . . .[18]

Tentative goal statements were formulated which were thought to communicate the areas of need and high expectation. These tentative statements were listed on a second survey instrument and were again field tested using the same process as described in the development of the need survey instrument. Revisions were made utilizing the results of the field tests and suggestions of the advisory team for the Memphis Project, Stage I. A final draft of the second survey instrument was

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[18]Jones, p. 10.

completed and distributed to a second sample of the same number (see Appendix J). To aid in the dissemination of this survey instrument, a second cover letter was written by the superintendent of the Memphis City Schools (see Appendix K).

Responses from the second survey on goals were key punched from color coded forms and again tabulated by computer for adjusted frequency percentages and mean ratings for each item response of the four subpopulation groups and the total sample. Adjusted frequency percentages are shown on Table X. Similarities and differences in apparent levels of importance among the four subpopulation groups were noted. Table X also indicates the adjusted frequency percentages for the total population group.

Parent Response by Adjusted Frequency Percentages

The goal of highest importance as rated by the parent group was Goal 4, "to develop reading skills necessary for daily living," which was rated of very high importance by 70 percent of the parents. Two goals received a rating of very high importance in the 60 percent range. These were Goal 1, "to develop a respect for property, the rights and ideas of others, and the ability to work well and cooperate," with 66 percent and Goal 2, "to develop and maintain sound mental health through positive attitude, curiosity for learning, and the development of individual abilities to the highest level," with 63 percent. The following goals rated at least 50 percent of the parent response in the very high importance category: Goal 5, Goal 6, Goal 7, Goal 8, Goal 13 and Goal 14.

TABLE X

ADJUSTED FREQUENCY PERCENTAGES BY POPULATION GROUPS AND TOTAL ACCORDING TO ITEM (1-15) AND LEVEL OF RESPONSE

GOAL		No Opinion	Low Importance	Medium Importance	High Importance	Very High Importance
1. To develop a respect for property, the rights and ideas of others, and the ability to work well and cooperate.	PARENTS	2	1	5	28	66
	EDUCATORS	1	1	3	17	78
	OTHER ADULTS	1	1	4	22	73
	STUDENTS	3	3	13	31	49
	TOTAL	2	2	9	28	59
2. To develop and maintain sound mental health through positive attitudes, curiosity for learning, and the development of individual abilities to the highest level.		1	1	6	28	63
		1	1	5	24	70
		1	2	7	28	62
		4	4	17	32	43
		3	3	12	30	52
3. To develop skills in basic mathematics and to develop the ability to apply these concepts to practical situations with emphasis on consumer math and management habits.		2	2	12	36	48
		1	1	8	37	54
		3	3	19	38	37
		5	7	21	30	38
		3	5	18	33	41
4. To develop reading skills necessary for daily living.		1	1	5	24	70
		0	0	2	15	82
		1	1	7	27	64
		3	5	15	28	50
		2	3	11	25	59
5. To develop abilities in problem-solving and decision-making with an open mindedness toward many ideas and a willingness to explore alternative solutions to problems.		2	2	9	32	56
		1	1	7	32	59
		2	2	11	32	54
		6	6	20	31	39
		4	4	15	31	46

TABLE X (continued)

GOAL		No Opinion	Low Importance	Medium Importance	High Importance	Very High Importance
6. To develop and improve basic language skills with emphasis on the ability to communicate ideas and feelings effectively.	PARENTS	2	2	11	32	54
	EDUCATORS	1	1	6	32	61
	OTHER ADULTS	1	2	14	36	48
	STUDENTS	4	6	20	33	38
	TOTAL	3	4	16	33	45
7. To develop an understanding of the effects of drugs, alcohol, and tobacco on the body.		2	3	11	25	58
		2	3	17	36	42
		2	6	16	27	51
		11	8	12	19	50
		7	6	13	23	51
8. To develop the skills of a trade or improve present skills with opportunities for job counseling.		1	2	11	34	51
		1	1	10	42	47
		1	4	15	37	43
		5	5	15	29	46
		3	4	14	33	47
9. To develop independent and creative thinking for meaningful self-expression.		2	2	15	35	47
		1	2	13	36	46
		2	6	19	35	39
		5	7	21	33	34
		3	5	19	34	39
10. To develop knowledge and appreciation of personal heritage, awareness of other cultures, and responsible citizenship.		3	5	19	35	39
		1	3	16	37	43
		2	10	27	30	32
		5	7	21	31	37
		4	7	21	32	37
11. To develop an understanding of man's relationship to his changing environment.		3	5	21	36	35
		1	3	19	41	36
		2	9	27	33	29
		7	8	22	32	31
		5	8	22	34	32

TABLE X (continued)

GOALS		No Opinion	Low Importance	Medium Importance	High Importance	Very High Importance
12. To develop understanding of the conditions needed for physical well being.	PARENTS	2	4	18	36	41
	EDUCATORS	1	3	18	41	37
	OTHER ADULTS	2	5	25	35	32
	STUDENTS	4	6	19	32	40
	TOTAL	3	5	20	35	38
13. To develop an understanding of the importance of the school and community working together and the continuation of education in adult years.		1	3	13	30	53
		1	3	12	33	51
		2	6	21	32	40
		5	5	15	27	48
		3	5	15	29	48
14. To develop the skills necessary to depend on oneself for living with physical, mental or emotional handicaps.		3	3	10	27	57
		1	2	10	31	56
		2	4	15	28	50
		5	5	14	25	52
		4	4	13	27	53
15. To develop appreciation for art, music, drama and literature through opportunities for understanding and enjoyment.		2	6	28	35	30
		1	4	28	39	30
		2	9	34	31	25
		5	10	23	27	35
		4	8	26	30	32

Educator Response by Adjusted Frequency Percentages

The goal of highest importance as rated by the group of educators was also Goal 4 relating to the area of reading. This goal was rated of very high importance by 82 percent of the educator group. One goal received this high rating by 78 percent of the professional educators who responded. This was Goal 1 relating to a respect for property and rights and the ability to cooperate. Goal 2 was rated of very high importance by 70 percent of this group. This goal related to sound mental health through positive attitudes and the development of abilities to the highest level. One goal was rated in the 60 percent range. This was Goal 6 "to develop and improve basic language skills with emphasis on the ability to communicate ideas and feelings effectively," with 61 percent. Goals 3, 5, 13 and 14 were rated by at least 50 percent of the educator responses to be of very high importance.

Student Response by Adjusted Frequency Percentages

The goal of highest frequency in importance as rated by students was Goal 14 with 52 percent, "to develop the skills necessary to depend on oneself for living with handicaps." Goal 7, "to develop an understanding of the effects of drugs, alcohol, and tobacco on the body," was second with 50 percent. Goal 4 on reading followed with 50 percent (49.8 percent) in this column. Goal 1 with 49 percent on respect for property and rights also rated very high importance with the student group.

Other Adult Response by Adjusted Frequency Percentages

The goal of highest importance as shown by adjusted frequency percentages by the other adult group was Goal 1 receiving 73 percent in the fifth column. These other adults rated Goal 4 as second with 64 percent placing this goal on reading skills in the very high importance column. Goal 2 on sound mental health through positive attitudes received 62 percent and Goal 5 on problem-solving and decision-making received 54 percent in very high importance. Other adults also rated Goals 7 and 14 with at least 50 percent in the fifth column.

Goals receiving more than half the population response in a single column were considered to show strong feeling of importance by the respondent groups. In the adjusted frequency percentages of total population sampled shown on Table X, page 124, Goal 4 was rated the highest with 59 percent (59.2). Goal 1 also rated 59 percent (58.9) by the total group. Goal 14 rated third with 53 percent and Goals 2 and 7 followed with 52 percent and 51 percent respectively. The remaining goals were ordered by total frequency percentages in the following manner: 13, 8, 5, 6, 3, 9, 12, 10, 11, and 15. It should be noted that in all cases of adjusted frequency percentages except students, Goal 15, relating to the area of fine arts, was rated lowest of the fifteen stated goals. Students rated Goal 9 relating to independent and creative thinking and Goal 11 relating to the area of science through a changing environment as lower in importance than fine arts.

Table XI shows the adjusted frequency percentages by race for each goal. A comparison was made for discrepancies between black and white

TABLE XI

ADJUSTED FREQUENCY PERCENTAGES BY RACE ACCORDING TO ITEM (1-15) AND LEVEL OF RESPONSE

GOAL		No Opinion	Low Importance	Medium Importance	High Importance	Very High Importance
1. To develop a respect for property, the rights and ideas of others, and the ability to work well and cooperate.	BLACK	3	2	10	28	56
	WHITE	1	2	7	27	63
2. To develop and maintain sound mental health through positive attitudes, curiosity for learning, and the development of individual abilities to the highest level.		3	4	13	30	51
		2	2	11	30	55
3. To develop skills in basic mathematics and to develop the ability to apply these concepts to practical situations with emphasis on consumer math and management habits.		4	5	16	32	42
		2	4	20	35	39
4. To develop reading skills necessary for daily living.		2	4	11	25	57
		1	2	10	26	62
5. To develop abilities in problem-solving and decision-making with an open mindedness toward many ideas and a willingness to explore alternative solutions to problems.		5	5	16	30	45
		2	3	13	33	49
6. To develop and improve basic language skills with emphasis on the ability to communicate ideas and feelings effectively.		4	4	15	31	46
		2	3	17	35	43

TABLE XI (continued)

GOALS		No Opinion	Low Importance	Medium Importance	High Importance	Very High Importance
7. To develop an understanding of the effects of drugs, alcohol, and tobacco on the body.	BLACK	10	6	10	21	54
	WHITE	3	6	17	27	47
8. To develop the skills of a trade or improve present skills with opportunities for job counseling.		4	4	12	31	50
		2	4	16	37	41
9. To develop independent and creative thinking for meaningful self-expression.		4	6	18	34	39
		2	5	20	36	37
10. To develop knowledge and appreciation of personal heritage, awareness of other cultures, and responsible citizenship.		4	6	17	32	42
		2	8	27	33	29
11. To develop an understanding of man's relationship to his changing environment.		6	7	19	33	35
		2	8	28	35	28
12. To develop understanding of the conditions needed for physical well being.		4	5	15	34	43
		2	5	27	35	31
13. To develop an understanding of the importance of the school and community working together and the continuation of education in adult years.		4	3	11	27	55
		3	7	22	32	37
14. To develop the skills necessary to depend on oneself for living with physical, mental, or emotional handicaps.		5	4	11	25	56
		2	5	15	30	48

TABLE XI (continued)

GOALS		No Opinion	Low Importance	Medium Importance	High Importance	Very High Importance
15. To develop appreciation for art, music, drama and literature through opportunities for understanding and enjoyment.	BLACK	4	7	23	30	35
	WHITE	2	10	31	30	26

responses among the fifteen goal statements. The highest goal as rated by blacks was Goal 4 on reading with 57 percent of this group placing the goal in the very high importance column. Other highly rated goals were: Goal 14 with 56 percent (56.2), Goal 1 with 56 percent (56.1), Goal 13 with 55 percent, Goal 7 with 54 percent, Goal 2 with 51 percent, and Goal 8 with 50 percent. The remaining order of goals ranked as follows: 6, 5, 12, 3, 10, 9, 15, and 11.

The highest goal as rated by whites on adjusted frequency percentages was Goal 1 with 63 percent placing this goal in the very high importance column. Other goals rated high were: Goal 4 with 62 percent, Goal 2 with 55 percent, and Goal 5 with 49 percent. A large drop in percentage of responses of very high importance was noted from Goals 1 and 4 with 63 percent and 62 percent to the third ranked goal which received 55 percent. This percentage decline was not apparent in the data of the black respondents. The remaining order of goals ranked as follows: 14, 7, 6, 8, 3, 9, 13, 12, 10, 11, and 15.

Analysis by Mean Rating

A further analysis was done by computing the mean rating for each of the four subpopulation groups and the total group for the fifteen goal statements. Table XII shows the results of this tabulation. A cross-check on this analysis was also tabulated by race. The results of this tabulation are shown on Table XIII.

The highest tabulated items were those which had a mean response of four points or above. The goals indicated strong feelings of importance

TABLE XII

MEAN RESPONSE BY POPULATION GROUP
AND TOTAL TO ITEMS (1-15)

ITEM	PARENTS	EDUCATORS	OTHER ADULTS	STUDENTS	TOTAL
1	4.55	4.72	4.64	4.21	4.39
2	4.51	4.60	4.49	4.05	4.26
3	4.26	4.42	4.03	3.90	4.04
4	4.61	4.78	4.52	4.17	4.37
5	4.39	4.47	4.34	3.91	4.12
6	4.35	4.51	4.26	3.94	4.13
7	4.34	4.14	4.19	3.88	4.05
8	4.30	4.31	4.17	4.08	4.16
9	4.22	4.29	4.03	3.85	3.99
10	4.01	4.18	3.79	3.87	3.92
11	3.96	4.08	3.78	3.73	3.82
12	4.11	4.11	3.90	3.97	4.00
13	4.31	4.31	4.02	4.07	4.13
14	4.33	4.39	4.20	4.13	4.22
15	3.84	3.93	3.67	3.77	3.78

TABLE XIII

MEAN RESPONSE BY RACE TO ITEMS (1-15)

ITEM	BLACK	WHITE
1	4.32	4.50
2	4.20	4.34
3	4.03	4.05
4	4.32	4.46
5	4.05	4.23
6	4.12	4.15
7	4.02	4.09
8	4.20	4.11
9	3.98	4.01
10	4.00	3.79
11	3.84	3.77
12	4.08	3.88
13	4.26	3.94
14	4.25	4.17
15	3.85	3.69

from each subpopulation group. In the parent group only two goals (11 and 15) rated lower than a mean response of four points. In the educator group one goal (15) out of fifteen rated lower than four points while students rated nine goals less than four points (3, 5, 6, 7, 9, 10, 11, 12, and 15) and other adults rated four goals less than four points (10, 11, 12, and 15). The rank order for the fifteen goal statements is shown on Table XIV for the four subpopulation groups and the total group and a cross-check is shown on Table XV for the overall black and white respondents sampled.

The parent group ranking showed Goal 4 as the highest in importance followed by Goals 1, 2, 5 and 6. The lowest goals in ranking were 12, 10, 11, and 15.

The educator group ranking also indicated Goal 4 as the goal of highest importance. This goal on reading was followed by Goals 1, 2, 6, and 5. The lowest goals for this group were similar to the parent group being goals 12, 11, and 15.

Students ranked Goal 1 on respect of property and rights as the top goal as shown by mean. This was followed by Goals 4 and 14. The lowest ranked goals for students were 15 and 11.

The group of other adults, like the student group, ranked Goal 1 on respect as highest followed by Goal 4 on reading. Goals 2, 5, 6 and 14 ranked respectively. The lowest goals as judged by other adults were 12, 10, 11, and 15 matching the parent group.

A total mean showed Goal 1 to receive top ranking followed by Goal 4. These top goals were followed by Goals 2, 14, 8, 6 and 13 as

TABLE XIV

RANK ORDER OF GOALS BY POPULATION GROUP AND TOTAL ACCORDING TO MEAN

RANK	PARENTS	EDUCATORS	OTHER ADULTS	STUDENTS	TOTAL
1	4	4	1	1	1
2	1	1	4	4	4
3	2	2	2	14	2
4	5	6	5	8	14
5	6	5	6	13	8
6	7	3	14	2	6, 13
7	14	14	7	12	--
8	13	8, 13	8	6	5
9	8	--	3, 9	5	7
10	3	9	--	3	3
11	9	10	13	7	12
12	12	7	12	10	9
13	10	12	10	9	10
14	11	11	11	15	11
15	15	15	15	11	15

TABLE XV

RANK ORDER OF GOALS BY RACE
ACCORDING TO MEAN

RANK	BLACK	WHITE
1	1, 4	1
2	--	4
3	13	2
4	14	5
5	2, 8	14
6	--	6
7	6	8
8	12	7
9	5	3
10	3	9
11	7	13
12	10	12
13	9	10
14	15	11
15	11	15

shown on Table XIV. The goals showing means below the four point level were Goals 9, 10, 11, and 15.

Rank ordering of goals by race as shown on Table XV indicated both blacks and whites placed Goal 1 as first with little differentiation in placement order for Goal 4. For the white group, Goals 2, 5, 14, 6, and 8 followed the top ranking while for the black group, Goals 13, 14, 2, 8, and 6 followed the top ranking. The only difference in the first seven rankings by race was an indication of white priority for Goal 5 on problem-solving and decision-making and an indication of black priority for Goal 13 on the cooperation of the school and community and continued education. Goals 1, 4, 2, 14, 6, and 8 were indicated important by high rankings in both groups.

Final Analysis Procedures

Analysis of combined data from adjusted frequency percentages of the four subpopulation groups, the total group and the black and white groups and the computed means of the four subpopulation groups, the total group and the black and white groups yielded the rank order of goals as shown on Table XVI. Goal 1 ranked as highest in importance from the second survey indicating a strong feeling of public school responsibility to include respect for property and the rights of others and opportunities to develop the ability to cooperate and work well with others in the curriculum. Goal 4 on the development of reading skills necessary for daily living ranked as the second most important goal. This high ranking showed a strong feeling regarding the importance of reading for all students in the public school system. The

TABLE XVI

RANK ORDER OF EDUCATIONAL GOALS FOR MEMPHIS CITY SCHOOLS

RANK	
1	To develop a respect for property, the rights and ideas of others, and the ability to work well and cooperate.
2	To develop reading skills necessary for daily living.
3	To develop and maintain sound mental health through positive attitudes, curiosity for learning, and the development of individual abilities to the highest level.
4	To develop the skills necessary to depend on oneself for living with physical, mental, or emotional handicaps.
5	To develop and improve basic language skills with emphasis on the ability to communicate ideas and feelings effectively.
6	To develop the skills of a trade or improve present skills with opportunities for job counseling.
7	To develop an understanding of the importance of the school and community working together and the continuation of education in adult years.
8	To develop abilities in problem-solving and decision-making with an open mindedness toward many ideas and a willingness to explore alternative solutions to problems.
9	To develop an understanding of the effects of drugs, alcohol, and tobacco on the body.
10	To develop skills in basic mathematics and to develop the ability to apply these concepts to practical situations with emphasis on consumer math and management habits.
11	To develop independent and creative thinking for meaningful self-expression.
12	To develop understanding of the conditions needed for physical well being.
13	To develop knowledge and appreciation of personal heritage, awareness of other cultures, and responsible citizenship.

TABLE XVI (continued)

RANK	
14	To develop an understanding of man's relationship to his changing environment.
15	To develop appreciation for art, music, drama and literature through opportunities for understanding and enjoyment.

third ranked goal was Goal 2 on the maintenance of sound mental health through positive attitudes, curiosity for learning and the development of individual abilities to the highest level. Attitudes, self-concept and individual potential are inherent in this important goal.

Goal 14 ranked fourth. This goal related to the skills necessary for independence with physical, mental or emotional handicaps. The area of special education or education of the exceptional child was indicated by the sampled subpopulation groups to be a goal of high importance for Memphis City Schools.

The fifth ranked goal was related to the development and improvement of basic language skills with emphasis on the ability to communicate ideas and feelings effectively. This goal indicated the importance of individual communication skills and self-expression.

Goal 8 followed with concern for the opportunities to develop the skills of a trade or to improve present skills. This goal related to vocational education also included opportunities for job counseling.

Goal 13 ranked seventh emphasizing the importance of the school and community working together. Adult education is inherent in this goal inviting opportunities to continue education in the adult years as an explicit part of the goal.

Problem-solving and decision-making ranked next. Science, social studies, mathematics and language are areas related to this goal on the development of open-mindedness toward many ideas and willingness to explore alternative solutions to problems.

The ninth ranked goal was Goal 7 on the development of understanding related to the effects of drugs, alcohol, and tobacco on the body. Following this was Goal 3 on basic mathematic skills with emphasis on application of concepts. These two goals are evidence of the changes in perception of public school responsibility. It is unique for a major school system to have explicit goals regarding their responsibility for instruction on drug education and consumer education.

The development of independent and creative thinking ranked as the eleventh goal followed by the understandings and skills related to physical education.

The thirteenth ranked goal was the development of knowledge and appreciation of other cultures and the development of responsible citizenship. This indicated a low ranking for such areas as foreign study, government and history.

The goal ranked next to the last position was related to science and social studies. This goal showed that the development of understanding of man's relationship to his changing environment was not as important as other curriculum areas as perceived by the respondent groups.

The goal receiving the lowest ranking by the subpopulation groups sampled was related to the area of fine arts. This goal centered around the development of appreciation for art, music drama and literature through provision of opportunities for understanding and enjoyment. This low ranking as compared to those goals with high ranking showed a preference for greater emphasis on basic skills areas and less emphasis on the additional curriculum areas represented by art and music.

V. SURVEY FOLLOW-UP

In an effort to determine whether or not a responder bias was involved in the return, a sample of the "other adult" population was randomly drawn at 1 percent (111 cases of 10,000). Telephone interviews were made. Almost one-half of the cases (fifty-one) were not found in the Greater Memphis Telephone Directory. Of the sixty who were found, only thirty-eight were reached after as many as three follow-up calls to each number that did not answer. Of the thirty-eight calls that received answers, six cases were willing to respond to the questionnaire which was administered by having the questions read to the responder and his answer recorded on the questionnaire form.

Considerable data loss was expected from the "other adult" population due to the fact that any instrument administered would be mailed to the respondents. Approximately one-fourth of the "other adults" were expected to fall into the parent or professional educator category. This data was included as a part of the parent and educator response.

The reason for nonresponse given with most frequency was "don't want to get involved." The answers in this category ranged from little knowledge of the public schools to lack of concern about the public schools. A similar reason given for nonresponse was "too busy" or "don't have enough time." It was concluded from the spread of reasons given that no responder bias existed. This is shown on Table XVII.

TABLE XVII

RESULTS OF TELEPHONE FOLLOW-UP OF OTHER ADULTS SAMPLE IN MEMPHIS CITY SCHOOLS SURVEY

Response or Results	Frequency
Too busy, not enough time	4
Sent form in before	3
Will send form in	3
No children in public school	4
Don't want to get involved or don't want to answer	5
Moved or disconnected	4
Physically incapacitated	3
Requested call back	3
Misc. or reasons not given	3
Responded to questionnaire interview	6
Number cases who answered telephone	38
Total number with phone numbers	60
Number listed in print-out but not located in phone directory	51
Total number in sample of sample	111 cases

VI. PRESENTATION OF DEMOGRAPHIC INFORMATION

To determine the representativeness of the sample drawn, certain questions were included in this survey instrument to ascertain the background variables. Frequency percentages were calculated on the actual number of people answering each item. Percentages were rounded to the nearest percent. Some responses did occur as "blank" or mismarked. For each item, a response rate (percentage of the sample that actually responded to the item) was calculated and the results were presented on Table I, page 58, for the needs assessment survey and Table X, page 124, for the goal survey. The mean values for each item by each population group were also calculated and were presented on Table IV, page 97, for the needs assessment survey and Table XII, page 133, for the goal survey. Cross tabulations were also made on each item by each subpopulation group and by race.

On the first survey the parent response was 44 percent of the total as shown on Table XVIII. The age of this subpopulation group of highest frequency was the 35 to 44 year range balanced by 16 percent in each category of 25 to 34 years and 45 to 54 years. The educational level information indicated that most parent respondents had a junior high through high school education. A total of twenty-seven percent had some education beyond high school. The income level of parents on the first survey on needs assessment was closely distributed with approximately one-third falling in each income category. A very large percentage of parents (84 percent) had lived in Memphis for

TABLE XVIII

DEMOGRAPHIC INFORMATION ON PARENTS

SURVEY I

TOTAL PERCENTAGE OF PARENT RESPONSES:	44%
AGE:	
19 to 24	1%
25 to 34	16%
35 to 44	34%
45 to 54	16%
55 to 64	3%
65 and over	1%
EDUCATION LEVEL:	
blank	3%
none	2%
1 to 6	9%
7 to 9	17%
10 to 11	18%
12	23%
post high	4%
2 years college	5%
4 years college	7%
graduate school	11%
INCOME:	
blank	9%
0-$ 4,250	30%
$ 4,251-$12,000	33%
more than $12,000	28%
LENGTH OF RESIDENCE:	
2 years or less	2%
3 to 5 years	3%
6 to 10 years	11%
11 years or more	84%
RACE:	
black	70%
white	29%
SEX:	
male	32%
female	66%

eleven years or more. Table XVIII shows that the majority of the parent respondents were black (70 percent) and female (66 percent).

The responses of educators on the needs assessment survey was 24 percent of the total population as shown on Table XIX. In age, most ranged from 25 to 54. Educationally, almost all who responded in this group were college graduates and in income earned more than $12,000 annually. Like the parent group a large percentage (82 percent) had lived in Memphis eleven years or more. Again like the parent group, the majority were black (66 percent) and female (70 percent). Of the educators who had children only 8 percent had children in private schools while 40 percent had children in the Memphis City Schools.

The responses of other adults rated 9 percent of the total population response. As was considered prior to sampling, a number of the other adult group were overlapping into the parent category and these were analyzed as parent responses. The ages of other adults were fairly distributed over the age categories. This is indicated on Table XX. In the educational level of other adults, the majority were college educated with 52 percent having some college education while another 30 percent had at least a high school education. Income range was rated in the highest category with 53 percent earning more than $12,000. The length of residence of other adults was highest in the eleven years or more category at 75 percent. The race and sex breakdown of other adults was in contrast to the other subpopulation groups. White response was 77 percent of the other adult response and the male response was 64 percent.

TABLE XIX

DEMOGRAPHIC INFORMATION ON EDUCATORS

SURVEY I

TOTAL PERCENTAGE OF EDUCATOR RESPONSES:	24%
AGE:	
19 to 24	5%
25 to 34	20%
35 to 44	21%
45 to 54	15%
55 to 64	6%
65 and over	1%
EDUCATION LEVEL:	
post high	1%
2 years college	1%
4 years college	21%
graduate school	35%
INCOME:	
blank	11%
0-$ 4,250	18%
$ 4,251-$12,000	26%
more than $12,000	45%
LENGTH OF RESIDENCE:	
2 years or less	2%
3 to 5 years	5%
6 to 10 years	10%
11 years or more	82%
RACE:	
black	66%
white	34%
SEX:	
male	29%
female	70%
EDUCATORS WITH CHILDREN:	
in Memphis City Schools:	
yes	40%
no	59%
in private schools:	
yes	8%
no	91%

TABLE XX

DEMOGRAPHIC INFORMATION ON OTHER ADULTS

SURVEY I

TOTAL PERCENTAGE OF OTHER ADULT RESPONSES:	9%
AGE:	
19 to 24	13%
25 to 34	26%
35 to 44	16%
45 to 54	21%
55 to 64	14%
65 and over	10%
EDUCATION LEVEL:	
1 to 6	2%
7 to 9	5%
10 to 11	8%
12	23%
post high	7%
2 years college	12%
4 years college	22%
graduate school	18%
INCOME:	
blank	7%
0-$ 4,250	12%
$4,251-$12,000	29%
more than $12,000	53%
LENGTH OF RESIDENCE:	
2 years or less	6%
3 to 5 years	9%
6 to 10 years	10%
11 years or more	75%
RACE:	
black	22%
white	77%
SEX:	
male	64%
female	35%

The responses of students rated 23 percent of the total population response. Age and grade breakdown showed a higher number of students in the junior high category aged twelve to eighteen. The length of residence of students shown on Table XXI again indicates a large percentage of students had lived in Memphis for most of their lives. Seventy-one percent of students were black and an even distribution occurred with males and females with 50 percent in each category.

The total compilation of demographic information as shown on Table XXII indicates 48 percent below age eighteen and an equal percentage of adults. A fairly even distribution of income was apparent while the length of residence remained constant at the highest level. The total breakdown on the needs assessment survey showed a higher percentage of black responses over whites and a higher percentage of females over males.

In the second survey on goals the parent response was lower than the first survey with 18 percent of the total. (See Table XXIII.) Age breakdown remained basically the same on this survey. High school education was again the most prevalent level of educational response for parents. However, more parents had college experience on this survey. Income level was somewhat higher with 42 percent of parent respondents in the over $12,000 category. Length of residence, race and sex were similar to the first survey on needs assessment.

The responses of educators on the goal survey was 14 percent of the total population as shown on Table XXIV. Age categories were evenly distributed. Educators rated high as college graduates. Fifty-eight

TABLE XXI

DEMOGRAPHIC INFORMATION ON STUDENTS

SURVEY I

TOTAL PERCENTAGE OF STUDENT RESPONSES:	23%
AGE:	
11 or less	16%
12 to 14	42%
15 to 18	43%
GRADE:	
5 to 6	23%
7 to 9	43%
10 to 12	33%
INCOME:	
blank	24%
0-$ 4,250	27%
$4,251-$12,000	34%
more than $12,000	14%
LENGTH OF RESIDENCE:	
2 years or less	1%
3 to 5 years	3%
6 to 10 years	14%
11 years or more	82%
RACE:	
black	71%
white	28%
SEX:	
male	50%
female	50%

TABLE XXII

DEMOGRAPHIC INFORMATION ON TOTAL POPULATION

SURVEY I

AGE:	
11 or less	9%*
12 - 14	20%*
15 - 18	19%*
19 - 24	3%
25 - 34	12%
35 - 44	17%
45 - 54	11%
55 - 64	4%
65 and over	1%
INCOME:	
0-$ 4,250	23%
$4,251-$12,000	30%
more than $12,000	27%
LENGTH OF RESIDENCE:	
2 years or less	2%
3 to 5 years	4%
6 to 10 years	12%
11 years or more	80%
RACE:	
black	63%
white	35%
SEX:	
male	40%
female	58%

*Reflects 25% parent response who marked the age level of children in school.

TABLE XXIII

DEMOGRAPHIC INFORMATION ON PARENTS

SURVEY II

TOTAL PERCENTAGE OF PARENT RESPONSES:	18%
AGE OF PARENTS:	
19 to 24	1%
25 to 24	20%
35 to 44	47%
45 to 54	24%
55 to 64	6%
65 or over	1%
EDUCATION LEVEL:	
blank	2%
none	1%
1 to 6	4%
7 to 9	11%
10 to 12	36%
post high	8%
2 years college	8%
4 years college	10%
graduate school	21%
INCOME:	
blank	6%
0-$ 4,250	22%
$4,251-$12,000	30%
more than $12,000	42%
LENGTH OF RESIDENCE:	
2 years or less	2%
3 to 5 years	3%
6 to 10 years	10%
11 years or more	84%
RACE:	
black	62%
white	36%
SEX:	
male	31%
female	68%

TABLE XXIV

DEMOGRAPHIC INFORMATION ON EDUCATORS

SURVEY II

TOTAL PERCENTAGE OF EDUCATOR RESPONSES:	14%
AGE:	
19 to 24	7%
25 to 34	26%
35 to 44	26%
45 to 54	22%
55 to 64	11%
65 and over	2%
EDUCATION LEVEL:	
post high	1%
2 years college	1%
4 years college	32%
graduate school	58%
INCOME:	
blank	2%
0-$ 4,250	4%
$4,251-$12,000	25%
more than $12,000	67%
LENGTH OF RESIDENCE:	
2 years or less	4%
3 to 5 years	5%
6 to 10 years	10%
11 years or more	79%
RACE:	
black	50%
white	50%
SEX:	
male	24%
female	75%
EDUCATORS WITH CHILDREN:	
in the Memphis City Schools:	
yes	31%
no	67%
in private schools	
yes	7%
no	90%

percent reported as having attended graduate school. Income level was overwhelmingly in the highest category and again most had lived in Memphis for over ten years. Racially the division was equal while females accounted for 75 percent of the response to a male response of 25 percent.

The responses of other adults rated higher on the goal survey than on the need survey with 14 percent of the total. Age distribution was even and educationally these other adults rated high school and beyond with 55 percent having college experience. Income and length of residence rated the highest categories like the first survey. White male response was again dominant in this group with 77 percent being white and 62 percent male. (See Table XXV.)

Table XXVI shows the student response to be much greater on the goal survey accounting for 54 percent of the total response. Age again was more heavily categorized by older students. Residence, race, and sex were similar to the first survey.

The total demographic breakdown of the second survey shows on Table XXVII that a much higher percentage of respondents were students. The educational level also reflects these student responses. Income level was similar to the first survey. Length of residence in Memphis in all cases was rated eleven years or more. Black response was again dominant over white as it was in the first survey. Male and female division was more evenly distributed in the second survey. The only differences demographically in the two surveys were a significantly higher student response on the goal survey and a smaller percentage of parent and educator responses on the goal survey.

TABLE XXV

DEMOGRAPHIC INFORMATION ON OTHER ADULTS

SURVEY II

TOTAL PERCENTAGE OF OTHER ADULT RESPONSES:	14%
AGE:	
19 to 24	14%
25 to 34	25%
35 to 44	11%
45 to 54	19%
55 to 64	18%
65 and over	12%
EDUCATION LEVEL:	
1 to 6	2%
7 to 9	5%
10 to 12	22%
post high	14%
2 years college	17%
4 years college	17%
graduate school	21%
INCOME:	
blank	5%
0-$ 4,250	10%
$4,251-$12,000	33%
more than $12,000	52%
LENGTH OF RESIDENCE:	
2 years or less	8%
3 to 5 years	8%
6 to 10 years	9%
11 years or more	74%
RACE:	
black	22%
white	77%
SEX:	
male	62%
female	37%

TABLE XXVI

DEMOGRAPHIC INFORMATION ON STUDENTS

SURVEY II

TOTAL PERCENTAGE OF STUDENT RESPONSES:	54%
AGE:	
11 or less	16%
12 to 14	39%
15 to 18	35%
GRADE:	
5 to 6	31%
7 to 9	34%
10 to 12	23%
INCOME:	
blank	24%
0-$ 4,250	29%
$4,251-$12,000	34%
more than $12,000	13%
LENGTH OF RESIDENCE:	
2 years or less	1%
3 to 5 years	3%
6 to 10 years	14%
11 years or more	81%
RACE:	
black	74%
white	25%
SEX:	
male	48%
female	51%

TABLE XXVII

DEMOGRAPHIC INFORMATION ON TOTAL POPULATION

SURVEY II

AGE:	
11 or less	7%
12 - 14	26%
15 - 18	26%
19 - 24	4%
25 - 34	11%
35 - 44	13%
45 - 54	10%
55 - 64	6%
65 or over	2%
INCOME:	
blank	17%
0-$ 4,250	22%
$4,251-$12,000	32%
more than $12,000	30%
LENGTH OF RESIDENCE:	
2 years or less	3%
3 to 5 years	4%
6 to 10 years	12%
11 years or more	80%
RACE:	
black	60%
white	39%
SEX:	
male	45%
female	54%

VII. QUESTIONS OF THE STUDY

This study was organized to formulate a design for assessing needs in order to generate educational goals in various school and community settings. In Chapter I, questions were developed relative to the purpose of the study. This section presents an analysis of the results relative to these questions.

Question One

The first question asked what procedures could be employed to assess the adequacy of current educational programs in a school system. Several procedures were utilized in the determination of a profile regarding the current status of educational programs in this study. The collection of data from standardized test scores, achievement tests and documentary sources within the school system were used. In order to determine the adequacy of a program, data must be compared to identified standards of the school system. A compilation of the data collected about existing programs can be compared to the goals of the school or school district if such goals have been identified. If no goals exist, or as a renewal process for existing goals, expectations can be identified from the designed needs assessment survey from which a comparison can be made with current programs. Discrepancies which are found to exist constitute an area of need for the school or district. A further check on program status can be obtained through the inclusion of a column on how well the program area is being administered at present. Perceptions of sampled respondents add a further dimension to

the status of programs through a comparison of descriptive data collected. Discrepancy analyses identify areas which are high in expectation and are shown by the data collected to be low in response to the expectation level of the community.

Question Two

The second question asked what kind of procedures could be employed to facilitate involvement from all members of the community in determining educational expectations. Involvement of community members in educational planning is essential. Without community support, educationally sound programs may not be successful. The community members served by educational programs need to be given opportunities to provide input into the identification of needs. In this design for educational needs assessment, the determination of need is derived from the discrepancy between educational expectation and the current status of educational programs. Widespread participation in determining educational expectation is a major step in the identification of needs.

An advisory team of thirty-five members were involved through the needs assessment process. This team was composed of various community representatives from school personnel to parents. Suggestions and ideas from this group guided the procedure in its developmental stages. In addition to the Stage I Advisory Team, public school officials from the Memphis City School System and university personnel from the participating institutions were involved as the directing team.

A greater number of individuals were involved in the field testing of the needs assessment and goal survey instruments. Parents, teachers,

students, and citizens, both black and white, participated. Four area councils (Area Advisory Councils appointed annually by the Memphis City School System) were also involved in instrument refinement. These community representatives from all sections of Memphis assisted in the field testing.

Finally, a large stratified random sample of the community (26,659) insured that all community members had the opportunity to be selected for participation. In addition, the sample identified respondent groups in order to determine what expectations they held for the public school programs. This data aided in identifying the standards for education held by community members in Memphis.

Question Three

The final question of this study concerned the type of instrumentation which could be developed for gathering data to accurately reflect the educational needs of diverse groups.

Examination of current practices in the identification of educational needs showed a definite lack of usable instrumentation for conducting needs assessment. Many instruments were too general for gathering the specificity of data desired while others were too long or lacked the necessary quality in construction to be applicable.

Though it was recognized that difficulty existed in constructing a questionnaire which was short enough to encourage response and detailed enough to secure data of a complex nature, it was decided that the most useful instrumentation for gathering the data desired was a survey

questionnaire. By using such an instrument, data was collected from various subpopulation groups to ascertain community expectation as well as perceptions on current status through an additional column on the questionnaire. Analysis of data from this type of survey instrument was controlled through demographic variables, utilization of the computer for tabulation of data, and more than a single data analysis process. The instrument also provided space for additional responses which was believed to increase the individualization of the survey. The survey instrument, written and field tested at a fifth grade reading level, provided specific kinds of information necessary for identifying needs of diverse groups. Different values were reflected in the responses to the survey instrument. The diversity of ideas provided input for the formulation of goals which then reflect the values of the community members.

VIII. SUMMARY

The fifteen goals proposed for the Memphis City Schools were constructed through empirical data as the result of a needs assessment survey. Thousands of people were involved through the sampling procedures as well as the advisory teams, area advisory councils, and planning team members. Representation has been achieved through the involvement of large numbers of people giving ideas which led to the formulation of fifteen goal statements.

Thousands more had opportunity to rank these goals which had been the effort of many others. In order to ascertain some priority in the

identified goals, a further survey was administered which placed priorities among identified needs.

Priority setting is important. Money, time and other resources in any educational agency's realm of activity must be allocated to the areas which have the highest priority and the highest payoff in terms of benefits for students. Stake proposed several questions which should be asked in establishing a priority of goals.

1. How much is accomplishment of this goal worth in money?
2. How much school time should be spent in pursuit of this goal?
3. If this goal is not met, how much should be spent in remediation?
4. If this goal is not met, how upset should the school people be?[19]

Organizations are seen as means to accomplish certain goals. With goals identified based on need and prioritized by importance, direction should be given to the educational organization for future action toward the accomplishment of those goals.

The final list of prioritized goals for the Memphis City Schools represented very current concerns. With the top goals addressing areas of respect and cooperation, essential reading skills, sound mental health, individual abilities, and self-sufficiency, there is indicated a strong emphasis on working together, basic skills and independence. A consumer orientation is also apparent in these goals which focus on the application of knowledge in daily living.

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[19]Robert E. Stake and Dennis Gooler, "Measuring Educational Priorities," Educational Technology, September, 1971, pp. 44-48.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

I. INTRODUCTION

Needs assessment procedures have received wide attention as means of gathering information on which to base educational decisions in planning and evaluation. A needs assessment involves two principle steps—identifying standards and determining the current status of existing programs. This study was designed to develop a method for conducting a needs assessment.

A review of recent efforts in the area of needs assessment and goal setting revealed a lack of instrumentation with applicability to other school districts. Many of the procedures reviewed were concerned with the ranking of broad educational goals. This needs assessment was focused on the identification of specific learner needs which could not be ascertained by ranking general goal statements.

II. PROBLEM AND QUESTIONS

The problem from which this study emerged centered around the complexity of planning for public school programs in a diverse society. The response of the public school system to the expectations and needs of a pluralistic community should be an integral part of educational systems planning. The difficulty in responding to this diversity of needs lies in the fact that people hold different ideas and values. A

systematic process of developing goals for public school programs based on identified needs would provide direct input into the formulation of those goals from the diverse population groups within the school community.

The purpose of this study was to formulate a design for assessing needs in order to generate educational goals in various school and community settings. The following questions were addressed in the study.

Question One

What procedures can be employed to assess the adequacy of current educational programs in a school system?

Current status can be assessed through two procedures in this design. One element for assessing the current status calls for the collection of various types of data to provide a profile on current educational programs. Descriptive data including standardized test scores, achievement test scores and documentary sources concerning the curriculum programs were collected. Other data to be collected includes observation data from classroom practices. This type of data collection provides a profile of the actual status of school programs.

A second element in this design for assessing current status centers on the responses to a column on the needs assessment questionnaire. A response to "How well is this being done at present?" refers to the fifty-seven items from program areas. The perceptions of the sample community members add a further dimension to the status of programs.

A comparison of the descriptive data collected and the survey data provides information for an analysis for any discrepancies in apparent current status. In addition, the profile on the current status of programs provides one of the major components of the design for needs assessment.

Question Two

What procedures can be employed to facilitate involvement from all members of the community in determining educational expectations?

In this design for educational needs assessment, a major assumption was that involvement and participation from the community served by the school was important for understanding the school programs and for the diversity of ideas and values which have input in school planning. Identification of needs is a process which gains validity through widespread participation.

A large number of the community can be involved in determining expectations for educational programs as a major component of needs assessment. Before needs can be identified, expectations must be determined and compared to current status. The discrepancy forms the basis for the identification of need.

Sampling the community for the needs assessment survey is one procedure to facilitate involvement in determining educational expectations. Through a large sample of students, educators, parents and other adults of the community served by the school, a greater number of people are given the opportunity to participate in this aspect of school planning. The data obtained through surveying the sample

community members provide information for determining expectations for educational programs.

Involvement can be increased by solicited participation from advisory teams, school personnel, and various community members in guiding and monitoring the preparatory stages of the needs assessment. Participation is needed for this design in planning for the administration of the surveys as well as the implementation of the surveys. Committees to assist in these stages (such as an ad hoc committee for public relations to prepare the community to receive the survey), would be beneficial in conducting the surveys. The participation of the members of such committees would be valuable for their own understanding of the process as well as the informal leadership provided. In addition, the power structure of the local community is more accessible when the community members are involved.

Question Three

What kind of instrumentation can be developed for gathering data to accurately reflect the educational needs of diverse groups?

A survey questionnaire was chosen as the type of instrumentation for gathering data in this design for educational needs assessment. A questionnaire was constructed which provided data on expectation for educational programs in the column which asked respondents to rate each learner objective by degree of importance for the student on a scale of one to five. All program areas of the public school system were represented by the fifty-seven learner objectives. Perceptions on current status were provided by the column which asked respondents to

rate each learner objective by degree of present satisfaction on a scale of one to five. The discrepancy between the two responses for each of the fifty-seven items showed the apparent need areas.

The questionnaire was written and field tested at a fifth grade reading level. By stratifying the random sample, data were received from different groups within the population. The information provided about expectation and perceived current status from these groups was necessary to identify the needs of diverse groups in the community. Responses to the questionnaire reflected the values of the groups. This diversity of ideas provided input for goal statements.

III. DESIGN

The design developed in this study focuses on the following steps:

1. Determine educational expectations for the community served by the school. This was done through involvement and participation of a large number of persons through the development and administration of a survey questionnaire.

2. Assess current status of educational programs. This was done through collection of descriptive data and survey data which provided a profile on the current status of programs.

3. Discrepancy analysis. Expectation data and current status data were compared for discrepancies. Any existing discrepancies were identified as need areas. As a part of the analysis procedures discrepancies were compared from adjusted frequency percentages and mean responses for each group sampled. This included parents, educators,

students, and other adults of the community. Analysis by race was also done as a cross-check. Areas of very high expectation were also utilized as important input into the formulation of goals.

4. Formulation of goal statements. Need areas and high expectation areas were converted into goal statements which were listed on a second survey and administered to another large stratified random sample.

5. Prioritization of goals. Results of the goal survey were analyzed by adjusted frequency percentages and mean response by each subpopulation group. Analysis by race was also conducted. Compiled results provided a priority order for the fifteen goal statements.

IV. FINDINGS RELATED TO QUESTIONS

Question One

The procedures utilized provided an adequate assessment of current educational programs. Through collection of data within the system and from perceptions of subpopulation groups, findings showed that the area of mathematics was perceived to be satisfactory in current status though still rating high in expectation. Physical education, sports, and foreign languages were also satisfactory in current status. The art and music areas of the curriculum were being done as well as expected. These areas were not considered to be high need items.

Reading, language arts, social relations, self-concept, individual development, and drug education were the areas of current status which were judged unsatisfactory.

The area of vocational education and job counseling was shown by descriptive data to be more comprehensive than respondents perceived.

This showed a need for increased public awareness about the vocational education programs.

Question Two

Community involvement was achieved through participation at each stage of the needs assessment design. From the beginning, school personnel joined community representatives on an advisory team to assist in the development of the instrument. Contribution of ideas from this group was helpful in developing an insight about the local community. Committees were utilized both in working sessions of the group and as task forces. The enthusiasm of the participants was found to be a strong element in the success of the survey. Other involvement was achieved through extensive field testing of the survey instrument. Teachers, parents, nonparents, college personnel, and students had an opportunity to critique the questionnaire. The suggestions were helpful in the refinement of the instrument.

Widespread participation was attained through a large stratified random sample of the community. A sample of 26,659 for each of two surveys was utilized to gather data from educators, parents, students, and other adults of the community. The returns of approximately 9,500 on the needs assessment survey and 7,900 on the goal prioritization survey provided the information necessary to implement the steps of this design. Involvement of a large number of persons helped to build validity into the results of the study.

Question Three

The survey instrument developed for this needs assessment study provided the data for analysis in a manageable and interpretable form. Column one showed the degree of importance for each of the fifty-seven items and gave indication as to what the expectations for educational programs were for each of the subpopulation groups.

Column two showed the perceived current status of programs as related to each of the fifty-seven items. This provided information about the level of satisfaction needed to analyze discrepancies from expectations. The needs of each of the subpopulation groups representing different segments of the community were identified through data reflected from the survey instrument.

V. CONCLUSIONS

Within the limitations stated in Chapter I, the conclusions of this study were further limited by the following:

1. There were no students represented on the advisory team.

2. The second survey on goals was administered during the final week of the school semester.

3. The descriptive data included standardized test scores which is recognized to be a weakness in reporting achievement of all students.

4. There were limitations imposed by comparing two scales in the first survey one of which contained a no opinion column. This was, however, judged to be less limiting than a forced choice for those respondents who might not be familiar with the current status of some programs in the Memphis City Schools.

In relation to the identification of expectation and perceived current status in the design for needs assessment and goal setting, it should be pointed out that no attempt was made to determine the motives behind responses given on the administered instruments. The assumption was made that in a diverse population, any number of thoughts and values will enter into decisions. Provisions for differences in subpopulation groups in the analysis procedures increased the usability of this design for varying communities.

Educational leaders are continually confronted with opinions from different segments of the community about various facets of educational programs. The community is not a solitary group of people having similar opinions. It is a complex of different groups that overlap and hold a wide range of opinion on any given issue or issues. Diversity of views can serve to enrich the educational programs by adding the freshness of new ideas to the soundness of old ones.

Community members have traditionally been given minor opportunities for involvement in developing goals for their own districts. In order to build accountability into the foundation of established educational programs, all those involved in education including the consumers of its products need to be given the opportunity to provide input in establishing goals and determining the priority of those goals. In addition to the usefulness of diverse ideas contributed by different community members in the educational process, opportunities for involvement have been provided to the society which the school serves. As participation increases, so does understanding, enthusiasm and support.

Based on the results of this study, the following conclusions were drawn:

1. The designed instrument provides a manageable and feasible procedure to identify student needs for educational programs.

2. The designed instrument enables discrepancies between expectation and current status to be determined which is an important aspect of needs assessment.

3. The cross-checking of multiple analysis procedures adds validity to the results of this needs assessment design.

4. The parents, educators, students and other adults showed agreement on the highest expectation and need areas which were identified for input in goal determination.

5. The student group most often responded like the parent group to expectations.

6. Blacks were more satisfied with the current status of educational programs in Memphis than were whites. This was not warranted by the descriptive data collected regarding black achievement.

7. Parents and other adults indicated a lack of knowledge about the comprehensiveness of some program areas. This may point out the need for increased communication about programs in the schools.

8. The respondents agreed on the highest four priority goals and the lowest four goals.

9. The design for needs assessment and goal setting provides a viable process for community involvement in educational planning and evaluation.

10. The role of educators in the goal development process is important through all stages of this design.

11. The applicability of the design for needs assessment and goal setting is based on the generalizability of the elements of the design.

The components of this design are determination of expectation, assessment of current status, identification of need areas, administration of surveys, analysis of survey data, and prioritization of goals. The elements are such that each could be operationalized in a community larger or smaller than the pilot community.

This design presents a model which is new to the field of needs assessment and goal setting. It is a design which could be utilized in many types of school districts due to the flexibility of its components. It is the belief of the writer that this design for needs assessment and goal setting fills an important gap in the area of educational planning and evaluation.

VI. RECOMMENDATIONS

Based on the results of the study and conclusions drawn, the following recommendations for future study are offered:

1. Educational systems should base their goals on the needs of students.
2. Community involvement should be an integral part of educational planning.
3. Schools should plan for systematic renewal based on an assessment of current status.

4. A replication of this study is recommended using samples from suburban and/or rural school districts.
5. A replication of this study is recommended using a sample from another large urban school district. Such a study would help determine whether the designed instrument elicits expectations which differ from those in a similar environment.
6. A goal validation study is recommended using criteria described in the literature for evaluation of the goals developed.

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APPENDICES

APPENDIX A

May 30, 1975

Ms. Anne Carter Russell
College of Education
The University of Tennessee
Knoxville, Tennessee 37916

Dear Ms. Carter:

A copy of your dissertation proposal was submitted to our office by Dr. Jerry J. Bellon, with a request that it be approved by the Memphis City School System. Your Study has been reviewed and endorsed by Mr. W. D. Callian, Assistant Superintendent, Department of Instruction; Dr. Willie Herenton, Coordinator of Testing and Evaluation; and by Dr. O. Z. Stephens, Director, Division of Research and Planning.

Reviewers of the study indicate that it has excellent potential for providing essential information on educational needs assessment and goal setting.

If I can be of further assistance to you in your study, please feel free to call on me.

Sincerely,

/s/ (Mrs.) Joyce B. Weddington
Joyce B. Weddington, Assistant Director
Division of Research and Planning

JBW/ga

Approved: /s/ W. D. Callian, Jr.
W. D. Callian, Assistant Superintendent
Department of Instruction

APPENDIX B

PROGRAM EVALUATION DESIGN

FOR

THE MEMPHIS CITY SCHOOLS

Submitted by

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The material for this report was developed in a series of meetings with a design team composed of personnel from Memphis City Schools, Memphis State University, and The University of Tennessee-Knoxville. These meetings were held from June through September 1974. Members of the design team were:

Overall Objectives	Robert Saunders Jerry Bellon
Goal-setting and Needs Assessment	John Ray Paul Petree Dale Baltus Fred Bellott
Analysis of Organizational Structure	Leon Lebovitz Larry Hughes O. Z. Stephens
Analysis of Program Operations	Helen Smith Duncan Hansen Herbert Ruffin

A select committee of thirty Memphis City Schools' personnel representing both school staffs and central office staff met with the design team on three occasions to give valuable input in the development of the design.

EVALUATION DESIGN FOR THE MEMPHIS CITY SCHOOLS

INTRODUCTION

In August 1973 the Memphis City School Superintendent named a district-wide committee to study testing and evaluation. Four areas of concern for in-depth study were identified. They were:

1. An official staff position relative to the matter of testing and evaluation.
2. A review of the present city-wide testing program with specific recommendations for the future.
3. Research relating to evaluation.
4. Other areas and techniques of evaluation that should be considered and implemented outside the use of testing.

In April 1974 the committee finished its work and presented its report to the Superintendent. The report included a plan of action to carry out the recommendations of the committee. The general intent of the plan of action was stated as "the development of a master plan that will move the entire district toward a multi-year overall management-by-objectives system."

With the committee report under consideration, on May 20, 1974, the Memphis Board of Education passed a motion, which stated in part "to begin the steps to have a system-wide plan of evaluation." The evaluation design presented herein has been developed to carry out the intent of that Board action. The major objective for this design is to implement a systematic procedure for the collection and analysis of

reliable and valid information for future decision-making aimed at program improvement.

The four key design stages identified for the development of such a system are:

I. Needs Assessment and Goal Setting

Initially, the goals of the system will be determined based on a comprehensive needs assessment.

II. Organizational Analysis.

The organizational structure of the system will be reviewed to determine if the structure can facilitate the attainment of the goals and to recommend organizational adjustments if necessary to carry out the goals.

III. Program Operations Analysis.

A comprehensive set of operations evaluation activities will be developed to include personnel evaluation processes and to provide information about program monitoring.

IV. Findings and Recommendations.

Information from Stages I, II, and III will be utilized to develop recommendations for improving programs and procedures, consistent with the design rationale inherent in the above three stages.

The evaluation design presented in the following pages gives attention to the four key design stages identified in the plan of action. Each design stage includes (a) rationale; (b) objectives; (c) major activities; and (d) time estimate.

It should be pointed out that program evaluation is not a process aimed at deriving consensus. The very nature of such a process identifies different viewpoints with respect to the various programs. The incorporation of those different viewpoints into the proposed

evaluation should result in more effective communications, a broadened base of support, a more responsive organization, and a strengthened educational program.

DESIGN STAGE I
NEEDS ASSESSMENT AND GOAL SETTING

Rationale

The educational needs of a complex school system such as the Memphis City Schools are subject to constant review. Changes in aspirations, laws, and/or a multitude of other factors influence the needs and goals of any system. Yet, to maintain needed stability, each school system must have stated goals and established plans to implement these goals in a predetermined priority.

Two major concerns of the Memphis City School Board are to determine the current status of public school education and to discover the differences between present educational outcomes and desired educational outcomes. An initial plan for meeting these concerns is to conduct a comprehensive assessment of the educational needs of the Memphis City Schools and to conduct a plan for setting goals for the future direction of the district based on the identified needs. Goal setting is essential for any system as it meets its obligations for reviewing programs, setting priorities, and planning for expanded services.

Goals are the basis on which a system builds its total program, and the priority of each goal determines the order in which plans are implemented. Involvement of representative segments of the population—

parents, students, teachers, administrators, para-professionals, and other adults—is essential as the Board sets policies and directions concerning public education.

Thus, needs assessment and goal setting activities are concerned with providing the Board with the best possible information about current educational outcomes, desired educational outcomes, and the differences between these two sets of data.

Objectives

The major objectives for this stage of the study will be:

1. To determine the educational needs of the Memphis City Schools.
2. To identify the educational goals of the Memphis City Schools.

The six activities necessary to fulfill the intent of this stage of the design are described below. Estimated target dates for the activities are depicted in the chart on page 11.

Activities

1. Identifying educational goals from other districts, states, and educational agencies.

As part of the overall evaluation design, it is necessary to identify educational goals developed by other school districts and educational agencies. Many of these goals have been published and are available for consideration. A combined list of goals will be developed to serve as a point of reference while educational goals are being developed in Memphis. These goals may also be used to check for any major discrepancies or gaps which occur during the goals study.

Time Estimate: 2 months

2. Determining the current status of educational programs in the Memphis City Schools as they relate to needs assessment and goal determination.

In order to determine the current status of educational programs, information will be sought about student achievement, instructional programs, and the nature of the community. Student achievement will be ascertained by a review of standardized testing programs and of classroom evaluations. Instructional programs—both regular and special—will be identified and described, and the outcome data form such programs will be examined. A composite description of the characteristics of the community will be written, and an analysis of the population served by the Memphis City Schools will be made. From these sources, an overview of the status of educational programs will be derived and reported.

Time Estimate: 3 months

3. Determining the aspirations/expectations for educational programs in the Memphis City Schools.

A survey instrument will be developed and administered to all representative population groups in the city of Memphis. This instrument will consist of a set of statements about educational aspirations and expectations and will be designed so that all the statements can be clustered to a smaller number of categories of educational expectations. In addition, there will be an opportunity for the respondents to add other statements. Statements that are added to the instrument by the respondents will be organized, synthesized, and integrated into an expectations list. Respondents will be asked to rate how well they think these aspirations are being fulfilled by the school

system. In addition, they will be asked to state how much they think the school should be involved in providing for each expectation listed.

The representative sample will reflect important identifiable population groups in Memphis. These smaller population groups will include students from grades 5-12, parents of students at all grade levels, representative professional employees of the Memphis City Schools, and adults representing other select subpopulations in the City of Memphis. The size of the representative sample will be about 20,000 respondents. The instrument will be designed in such a way that response analyses can be made in a variety of ways, such as by income level, formal schooling, age, occupation, etc.

Time Estimate: 4 months

4. Comparing the status of current educational programs with aspirations/expectations data (Determination of Needs).

Activities 2 and 3 will have been completed before this activity is undertaken. The results of the status study (Activity 2) will be compared to the results of the survey regarding educational aspirations and expectations (Activity 3). A comparison of these two sets of data will be made to show where the programs are meeting or are not meeting the expectations of the clientele groups. The discrepancies between the status of the program and the stated expectations constitute educational needs. These identified needs will provide the basis for subsequently determining a list of tentative educational goal statements. Tentative goal statements will also be derived from the data that indicate which educational expectations are being met by

current programs but which should nevertheless be retained as goals for the system.

Time Estimate: 1 month

5. Reviewing and prioritizing goal statements.

The list of tentative goals developed in the previous activities will be sent to the selected large representative sample described in Activity 3. The respondents will be given an opportunity to review the tentative goal statements and to rate them in terms of their appropriateness as educational goals for the city schools. Also, the respondents will be asked to indicate which goals have the higher priority so far as they are concerned. Tabulations of the responses will be made then, both for the total representative sample and for each smaller population group. Finally, collections of prioritized goals will be compiled from the tabulations. In addition to showing the large-group priorities for each goal, the report will show which goals were given higher priorities by the various smaller population groups.

Time Estimate: 1 month

6. Presentation of goals study findings to Memphis Board of Education.

Results of the goals study will be submitted to the Memphis Board of Education. This report will include the statement of goals which have been generated and then reviewed and prioritized by the sample population groups. The Board will be given information that shows which goals were given the higher priorities for the various groups. In

addition, the Board will have available goal statements from other sources for comparison as they review the goals developed in Memphis. The final decision about the adoption of the goal statements and any priorities which are set will rest with the Board of Education.

Time Estimate: 1 month

APPENDIX C

MEMPHIS CITY SCHOOLS
GOAL AND NEEDS ASSESSMENT AND EVALUATION

Report of Ad Hoc Committee
on Sampling

The committee was formed on Tuesday 17 September 1974 and asked to present its report on Thursday 19 September 1974. The committee understanding of its mission may be given the following skeletal description:

I. Of the population of Memphis, the committee of twelve desired to focus its attention on four subpopulations.
   1. Students in Memphis City Schools, Grades 5 through 12.
   2. Parents of students in Memphis City Schools, Grades K through 12.
   3. Professional employees of Memphis City Schools.
   4. Other adult residents of Memphis.

II. The sampling plan should be functional either for a goal determination inquiry or for a needs assessment study.

III. The sampling plan was desired principally for information gathering; it was not intended for use to augment awareness or interest on the part of the various subpopulations.

IV. If possible, the sampling plan should permit the development of information pertinent to the individual schools (attendance centers) of the system as well as to the system as a whole.

With these considerations in mind, the committee has formulated a sampling plan to reach the identified subpopulations.

Sample Size: The committee first wishes to observe that data collected from any sampling plan may be subject to errors of sampling and to bias in sample selection.

(Control for bias) A random sampling plan does NOT insure that a resulting sample is unbiased; it does insure that any bias that may result is a chance event—NOT a deliberate result of an administrator's design.

(Control for sampling error) The assumption was made that much of the data desired by the committee of twelve would be reported in percents (proportions). A sample percent (of responses to an item) can be expected to be different from one sample to another and in large samples (N>100) deviates from the true population percent according essentially to probability rules for a normal distribution.

The standard deviation of a sample percent, P, is

$$SD = \sqrt{P\ (1-P)\ /\ N}\ .$$

Assuming that the required precision is that 95 percent of the sample percents are within 5 percent of the true population value, one solves for N in the equation

$$2\ \sqrt{P\ (1-P)\ /\ N} = .05$$

to determine a sample size to meet this precision standard.

The resulting solution is

$$N = 4\ P\ (1-P)\ /\ .0025\ .$$

N will need to be greatest when P is 50 percent (or .5), hence

$$N = 4\ (.5)\ (1-.5)\ /\ .0025$$

$$N = 400$$

is the minimum desired sample size for any subpopulation.

Hence, more than 95 percent of the sample percents will be within 5 percent of the true population value whenever P is different from 50 percent or a sample size is greater than 400.

Sampling Plan

A. Memphis School Students. There are 163 schools in the Memphis system. The committee recommends that a minimum of 48 students be randomly selected from each school unit in which students of grade 5 or higher are in attendance. The sample would be stratified by grade level, with an equal number of students selected from each grade level within the school. The resulting sample size will be on the order of 7,800. Little data loss, if any, can be anticipated.

Examples: (1) From a school with only 5th and 6th grades, 24 fifth grade students and 24 sixth grade students would be chosen.

(2) From a school with three grade levels, 16 students per grade would be chosen.

B. Memphis School Parents. The committee recommends the same plan as for students with one exception—All grades K-12 in a school would be sampled (not just fifth and higher grades). The simplest way to select parents is to select students and send instruments to parents using the student as a messenger. CAVEAT. The students selected here are to be chosen independently of those in the student sample. Any student/parent pairing should be a result of chance—not of planning.

If the committee of twelve wishes to stratify male and female parents, one plan would be to specify the parent whose sex is the same

as the student's. Alternatively, designate half the parents at each grade level as "Mothers respond," the other half as "Fathers respond."

The minimum sample size expected is 7,824. Again, little, if any data loss can be expected.

C. Professional Employees. The ad hoc committee has delimited the school employee category to professional (certified) personnel. The perceptions of noncertified employees, it is believed, will be adequately represented in the parent and the other adult subpopulations.

A simple random sample of one-fourth of the certified personnel, a total sample of approximately 1,500 from a population of over 6,000. Little data loss, if any, can be expected in sampling from this subpopulation.

D. Other Adults. A stratification by residential area is recommended for this subpopulation. The telephone company has files of subscribers identified by street address; so does MLGW. A total sample of, say, 10,000 persons randomly selected from these sources should provide more than adequate coverage of this group. It should be noted that approximately a fourth of the sample obtained here will be parents of Memphis Public School students or professional employees of the system. Biographic or demographic items to determine this should be included in any instrument administered. The recommended disposition of such "overlapping" data is to add it to the data of classes B or C in an appropriate "school" category. Considerable data loss can be expected due to the fact that any instrument administered will be mailed to respondents. Therefore, one should send approximately three times as

many instruments as ultimately needed. This means that 30,000 instruments should be mailed if data from 10,000 respondents are required.

COMMENT: The sample sizes recommended here are much larger than the theory requires. The committee has selected these larger numbers in anticipation that findings will be used to formulate new educational planning and organization. Many of the persons who will examine these data are likely to be unduly skeptical of "small numbers." (Consider lay reaction to "Nielson" T.V. show ratings.) This committee has kept the "need to be convincing" well in mind in its deliberations. The committee has worked in some haste; some details are not fully discussed. Three notes, attached, amplify some observations of concern. However, the overall report should be an adequately detailed guide for those assigned to implement the plan.

Respectfully submitted,

/s/ Richard L. Spreckelmeyer

/s/ Kathy Eggers Davis

/s/ Harry L. Bowman

September 19, 1974

NOTE 1: The committee wishes to observe that a very important segment of the community, business and industry, are not specifically identified in this mission. Data for this subgroup, if desired, can be gained only by inclusion of appropriate items in biographic or demographic section of any instrument administered to "Other Adults" under the plan of this report.

NOTE 2: The committee wishes to observe that the considerable number of parochial and private school students, parents, and professional educators are not specifically identified in this mission. No data from such students can be accessed from the sampling plan developed here. Data for such parents and professional educators can be obtained only by inclusion of appropriate items in biographic or demographic sections of any instrument administered to "Other Adults" under the plan of this report.

NOTE 3: This sampling plan does NOT specifically include Special Education students in either the upper ability levels (clue, e.g.) or the various handicapped categories (EMR, TMR, etc.).

APPENDIX D

PROGRAM AREAS

Math

Science

Social Studies and Civic Responsibility

Community Services

Language Arts (English, Writing, Spelling, Speaking, Reading)

Foreign Language

Physical Education

Health and Safety

Art and Music (fine arts)

Vocational and Career Education

Drug Education

Special Education

Preschool Education

Psychological Services

APPENDIX E

DEVELOPMENT OF INSTRUMENT TO SURVEY EXPECTATIONS FOR MEMPHIS CITY SCHOOLS

Proposed format: Categories will not be listed on survey instrument. Performance objectives will be conceptually oriented and representative of processes and content included in the curriculum.

1. Program area specialists are asked to submit twelve conceptual (rather than task) objectives to Willie Herenton, 2597 Avery Avenue, Room 261 by January 24, 1975. These objectives should be:
    a. representative of their area for public school instruction;
    b. stated in performance terms; and
    c. inclusive of the categories of knowledge, attitudes, skills, and processes.
2. These objectives will be compiled by the evaluation team and brought back to the advisory group for field testing. At this point (January 31st) the advisory group will select those objectives which most represent content and process of public school instruction.
3. These objectives will be organized on a first draft of the design instrument developed for optical scanning by February 10.
4. This will then be re-submitted to the advisory group for final review on February 12th.
5. The instrument will then be duplicated and distributed to the sample population groups.

APPENDIX F

EDUCATIONAL EXPECTATION SURVEY FOR MEMPHIS CITY SCHOOLS

I. Please provide the following information by placing the proper number in the blank to the left of each question.

_____ (7) 1. Do you have a child(ren) in Memphis City Schools
1) Yes
2) No

_____ (8) 2. Do you have a child(ren) in Private Elementary or Secondary School
1) Yes
2) No

_____ (9) 3. Do you have a school age child (K-12) not in school
1) Yes
2) No

_____ (10) 4. Are you a Memphis Public School Educator
1) Yes
2) No

_____ (11) 5. Memphis Public School Student in:
1) Grade 5-6
2) Grade 7-9
3) Grade 10-12

_____ 6. Total Yearly Family Income Range
1) 0-$4,250
2) $4,251-$12,000
3) More than $12,000

_____ 7. Age, Last Birthday
1) 11 or less
2) 12-14
3) 15-18
4) 19-24
5) 25-34
6) 35-44
7) 45-54
8) 55-64
9) 65 and over

_____ (14) 8. Race
1) Black
2) White
3) Other

_____ (15) 9. You have lived in Memphis
1) 2 years or less
2) 3-5 years
3) 6-10 years
4) 11 years or more

_____ (16) 10. Sex
1) Male
2) Female

_____ (17) 11. Last Grade of School Completed
1) None
2) 1-6
3) 7-9
4) 10-11
5) 12
6) Post High School Program
7) 2-Year College Program
8) 4-Year College Program
9) Graduate or Professional Program

II. Please respond to each item below by placing the proper number in the blank under each category. Place one number in each column.

ITEMS FOR RESPONSE	How important is this for the student? 1=No Importance 2=Low Importance 3=Medium Importance 4=High Importance 5=Very High Importance	How well do you feel this is being done in the Memphis City Schools? 1=Unsatisfactory 2=Poor 3=No Opinion 4=Satisfactory 5=Excellent	
1. Knows the basic skills of a trade and knows how to get ahead in that field.			(19-20)
2. Develops ability to solve problems and make decisions in real life situations.			(21-22)
3. Understands food and nutrition in maintaining health.			(23-24)
4. Develops understanding of other cultures and their influence on history and on our lives.			(25-26)
5. Understands the need for cooperation among different nations.			(27-28)
6. Understands basic language skills and carries these skills to other areas of learning.			(29-30)
7. Develops independent and creative thinking.			(31-32)
8. Shows open mindedness to many ideas and willingness to accept other solutions to problems.			(33-34)
9. Understands the importance of continued exercise for good health.			(35-36)
10. Uses standard units of measurement, including the metric system.			(37-38
11. Understands the role of values in human culture.			(39-40)

ITEMS FOR RESPONSE	How important is this for the student? 1=No Importance 2=Low Importance 3=Medium Importance 4=High Importance 5=Very High Importance	How well do you feel this is being done in the Memphis City Schools? 1=Unsatisfactory 2=Poor 3=No Opinion 4=Satisfactory 5=Excellent	
12. Develops appreciation for originality and imagination in other ideas and forms.			(41-42)
13. Recognizes rights and responsibilities of citizenship in a changing society.			(43-44)
14. Develops a healthy attitude about self.			(45-46)
15. Is acquainted with a wide variety of music.			(47-48)
16. Expresses ideas clearly in writing or speaking.			(49-50)
17. Uses acceptable grammar and punctuation.			(51-52)
18. Understands how man depends on his environment and uses his resources.			(53-54)
19. Receives job information and counseling for improving present skills.			(55-56)
20. Can plan a budget and manage money wisely.			(57-58)
21. Learns to enjoy leisure time activities.			(59-60)
22. Learns to drive a car safely.			(61-62)
23. Develops curiosity and independence in ability to continue learning throughout life.			(63-64)
24. Can add, subtract, multiply and divide.			(65-66)
25. Participates and develops skills in different sports activities.			(67-68)
26. Develops health habits useful to that stage of growth.			(69-70)
27. Develops appreciation for contributions of different racial and religious groups.			(71-72)
28. Understands the social, cultural, economic and political forces operating in the society.			(73-74)
29. Develops abilities to highest level through the process of learning.			(75-76)
30. Enjoys forms of music and art.			Dup 1-5 cc6=2
31. Develops emotional qualities needed for sound mental health.			(19-20)
32. Shows knowledge of the scientific method in solving problems.			(21-22)
33. Develops reading skills necessary for daily living.			(23-24)
34. Develops ability to work well and cooperate with others.			(25-26)
35. Knows about American history, government and the economic system.			(27-28)
36. Understands the way artists communicate ideas.			(29-30)
37. Participates in individual and team activities.			(31-32)
38. Writes correctly and neatly for different occasions.			(33-34)

ITEMS FOR RESPONSE	How important is this for the student? 1=No Importance 2=Low Importance 3=Medium Importance 4=High Importance 5=Very High Importance	How well do you feel this is being done in the Memphis City Schools? 1=Unsatisfactory 2=Poor 3=No Opinion 4=Satisfactory 5=Excellent	
39. Understands the importance of the sharing of power in government.			(35-36)
40. Knows how to improve family life by talking together, buying wisely, and practicing health habits.			(37-38)
41. Relates environment to science.			(39-40)
42. Speaks, reads and writes a foreign language.			(41-42)
43. Masters preschool tasks in getting ready to enter school.			(43-44)
44. Enjoys personal reading for pleasure at own level.			(45-46)
45. Continues education in adult years.			(47-48)
46. Understands how to judge and compare consumer products and how to use credit.			(49-50)
47. Knows how to study and use the library.			(51-52)
48. Enjoys forms of literature and drama as sources of pleasure.			(53-54)
49. Knows effects of drugs, alcohol and tobacco on the body.			(55-56)
50. Knows how to think critically.			(57-58)
51. Learns importance of school and community working together.			(59-60)
52. Respects public property and rights of other people.			(61-62)
53. Interprets graphs, tables, percent and geometry in practical situations.			(63-64)
54. Develops skills to depend on oneself for living as an exceptional person.			(65-66)
55. Understands what school is like as a result of kindergarten.			(67-68)
56. Understands human growth, development, and reproduction processes.			(69-70)
57. Develops an enjoyment for learning and self-improvement.			(71-72)
PLEASE LIST ANY OTHERS YOU FEEL ARE IMPORTANT			
58.			
59.			
60.			
61.			
62.			
IF ADDITIONAL SPACE IS NEEDED, USE BACK			

III. Additional Information

_____ (73) 1. What amount of school do you think is important?
1) None
2) Elementary
3) Junior High
4) High School Graduate
5) Some College or Technical School
6) College or Technical School Graduate

_____ (74) 2. Did you attend Public School in Memphis?
1) Yes
2) No

_____ 3. What do you think is the greatest problem of the Memphis City Schools?

_____

_____

_____

PLEASE COMPLETE THIS QUESTIONNAIRE AND RETURN BY MARCH 12, 1975.

APPENDIX G

Dear Memphian:

You are one of 27,000 persons across the Memphis community that have been randomly selected to participate in identifying educational needs and setting goals for the Memphis City Schools.

It is our sincere hope that you will respond to the information requested in this survey and return this questionnaire to the Memphis Board of Education, Room 261 or to the nearest city school by March 12, 1975.

Sincerely,

/s/ John P. Freeman

John P. Freeman
Superintendent
Memphis City Schools

JPF/lb

APPENDIX H

April 15, 1975

FROM: W. W. Herenton, Coordinator
Program Evaluation Study

TO: All Principals

SUBJECT: Evaluation Study Survey #1 Follow-up

On April 17, 1975 you will receive additional questionnaires for those students and parents who were randomly selected to receive questionnaires on March 6, 1975, but did not respond. Also, you will receive some blank envelopes for parents to enclose their returns.

As part of our follow-up, we would appreciate very much if you would expedite the following tasks:

1. Determine to the best of your ability those students and parents who received a questionnaire on March 6, but did not respond. Please note that only students in grades 5-12 were randomly selected to receive questionnaires.

2. Administer the questionnaires on-site to the identified non-respondents in the student group.

3. Questionnaires for the identified non-respondents in the parent group should be delivered to the parent by the parent's child. Please encourage the child to return the questionnaire to the school the following day.

4. Return completed questionnaires to W. W. Herenton, Room 261, Memphis Board of Education by Monday, April 21, 1975.

Thank you very much for your cooperation.

WWH/bjh

cc: Mr. John Freeman
Dr. Shelby Counce

APPENDIX I

March 3, 1975

FROM: W. W. Herenton, Coordinator
Program Evaluation Study

TO: All Principals

SUBJECT: Evaluation Study Survey #1

On March 6, 1975, you will receive questionnaires for students, parents and teachers that have been randomly selected from your school to participate in the Evaluation Study Survey #1. We need your assistance in the dissemination and collection of the questionnaires.

The questionnaire is designed to gather information regarding the aspirations and expectations that are held for educational programs in the Memphis City Schools.

We are requesting that the questionnaires be administered to selected students at the local school on March 7 and promptly returned to W. W. Herenton, Room 261, Memphis Board of Education.

We are also requesting that the questionnaires for selected parents be delivered to the parent by the parent's child on March 7.

All Questionnaires should be returned to W. W. Herenton, Room 261, Memphis Board of Education by March 12, 1975.

Thank you very much for you cooperation.

EDUCATIONAL GOALS FOR MEMPHIS CITY SCHOOLS

I. Please provide the following information by placing the proper number in the blank to the left of each question.

All Respondents Please Answer

_____ (6) 1. Your Age, Last Birthday
1) 11 or less
2) 12-14
3) 15-18
4) 19-24
5) 25-34
6) 35-44
7) 45-54
8) 55-64
9) 65 or over

_____ (7) 2. Your Race
1) Black
2) White
3) Other

_____ (8) 3. You have lived in Memphis
1) 2 years or less
2) 3-5 years
3) 6-10 years
4) 11 years or more

_____ (9) 4. Your Sex
1) Male
2) Female

_____ (10) 5. Your education completed
1) None
2) 1-6
3) 7-9
4) 10-12
5) Post High School
6) 2 yr. College
7) 4 yr. College
8) Graduate or Professional

_____ (11) 6. Total Yearly Family Income Range
1) 0-$4,250
2) $4,251-$12,000
3) More than $12,000

Answer Only If Student in Memphis City School (Grade 5-12)

_____ (12) 7. Are you a student in
1) Grade 5-6
2) Grade 7-9
3) Grade 10-12

Answer Only If Adult

_____ (13) 8. Do you have a child(ren) in Memphis City Schools
1) Yes
2) No

_____ (14) 9. Do you have a child(ren) in a private school
1) Yes
2) No

_____ (15) 10. Are you on the professional staff of Memphis City Schools
1) Yes
2) No

II. Please respond to each goal statement by checking the proper blank.

	How important is this goal for the Memphis City Schools?					
	No Opinion	Low Importance	Medium Importance	High Importance	Very High Importance	
	1	2	3	4	5	
1. To develop a respect for property, the rights and ideas of others, and the ability to work well and cooperate.						(20)
2. To develop and maintain sound mental health through positive attitudes, curiosity for learning, and the development of individual abilities to the highest level.						(21)
3. To develop skills in basic mathematics and to develop the ability to apply these concepts to practical situations with emphasis on consumer math and management habits.						(22)
4. To develop reading skills necessary for daily living.						(23)
5. To develop abilities in problem-solving and decision-making with an open mindedness toward many ideas and a willingness to explore alternative solutions to problems.						(24)
6. To develop and improve basic language skills with emphasis on the ability to communicate ideas and feelings effectively.						(25)
7. To develop an understanding of the effects of drugs, alcohol, and tobacco on the body.						(26)
8. To develop the skills of a trade or improve present skills with opportunities for job counseling.						(27)
9. To develop independent and creative thinking for meaningful self-expression.						(28)
10. To develop knowledge and appreciation of personal heritage, awareness of other cultures, and responsible citizenship.						(29)
11. To develop an understanding of man's relationship to his changing environment.						(30)
12. To develop understanding of the conditions needed for physical well being.						(31)
13. To develop an understanding of the importance of the school and community working together and the continuation of education in adult years.						(32)
14. To develop the skills necessary to depend on oneself for living with physical, mental, or emotional handicaps.						(33)
15. To develop appreciation for art, music, drama and literature through opportunities for understanding and enjoyment.						(34)

APPENDIX K

Dear Memphian:

You are one of several thousand persons from the Memphis community selected to help the Memphis City Schools set goals. This is the first stage of our systemwide evaluation from which we hope to improve the educational programs in Memphis.

Please respond to the enclosed survey and return in the envelope provided to the Memphis Board of Education, Room 261, by May 31, 1975.

Sincerely,

John P. Freeman
Superintendent
Memphis City Schools

VITA

Anne Clair Lowry Carter Russell was born in Nashville, Tennessee, on July 8, 1947. She attended elementary and high school in that city and was graduated from George Peabody College for Teachers where she received a Bachelor of Science degree in 1969. She taught elementary school in Nashville in both public and independent schools.

She received the Master of Science degree from the University of Tennessee in 1972 with a major in Curriculum. She received the degree of Doctor of Education with a major in Curriculum and Instruction in December, 1975.

She is married to Joseph Vance Russell of Nashville, Tennessee, and has two daughters.