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A Comprehensive Evaluation of Elementary Education in the Springfield School District

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A COMPREHENSIVE EVALUATION OF
ELEMENTARY EDUCATION IN THE
SPRINGFIELD SCHOOL DISTRICT

by

James R. McNutt

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
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Special mention is also due to my close associates of the Springfield Public Schools who provided the necessary information for the study.

Lastly, to my wife and family, I express my appreciation for their understanding, patience, and thoughtfulness, for without their help this project would not have come to pass.

James R. McNutt

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CHAPTER I

Statement of Problem

During recent years, there have been many criticisms leveled at the public schools. Some of these criticisms have been constructive, others have not. Each has demonstrated the need for having information derived from the utilization of evaluation techniques. Many criticisms could have been effectively countered had facts been available, or they could have been diverted into constructive channels. Too frequently the situation has involved the opinion of the critic versus the opinion of the school administrator or other members of the staff.

It is the responsibility of every school district to create the best possible program of instruction for its youth. To demonstrate the extent to which this goal is achieved a comprehensive approach to the difficult and involved problem of school personnel and program evaluation is needed.

The purpose of this study was to determine the strengths and weaknesses of the educational program in one elementary school. The results of the study may assist school personnel and boards of education in establishing objectives and determining priorities for the improvement of elementary education in school districts. An elementary school was selected for the study because of the familiarity of this writer with the particular site and because of the consequent convenience of gathering data.

Description of the Site of the Study

The site for this study was a school district in the city of Springfield. Springfield is a city of 5,000 residents located near Battle Creek, Michigan. At the time of the study the school population was 1,298 students. Two elementary buildings, one junior high and one senior high housed the student population.

This study was conducted during the months of November and December, 1977, by the Valley View Elementary School building principal. There were 16 staff members involved in the study. The site for the study serves students in kindergarten through fifth grade. The building was constructed in 1961. It serves 264 students and has 15 teaching stations. There are 10 classroom teachers, eight special personnel, and a principal who also serves the school district as Director of Elementary Education.

Definition of Terms

For the purpose of this study the following definitions were used: These definitions were used by the Association for the Evaluation of the Elementary School (1976) in the document published to aid in program evaluation.

Evaluation is a process involving the systematic use of an accepted set of criteria and standards in an orderly, organized manner to determine the present pattern and level of operation of major facets of a school and its program. The process facilitates identification of strengths as well as weaknesses and encourages planning and preparation for improvement.

Preparation is a five step process involving studying, planning, developing, recommending, and implementing ideas for proposed evaluations.

Self-evaluation is the process of using the evaluative criteria and standards by the members of a school staff for the purpose of improvement of the school and its program.

The Evaluation Program is a systematic approach developed by The Association for the Evaluation of the Elementary School. It focuses upon the assessment of the local program and facilities.

Description and Limitations of Study

The study is organized into five sections. The sections are as follows: administration and organization, instructional program and materials, school staff, school plant, and community relations. The design of the study is presented in Chapter III.

The input for this study was one dimensional. It was a referendum of staff only. The data collected in this study were obtained by means of a questionnaire completed by teachers of the Valley View Elementary School. The evaluation did not involve parents, students or board of education members because the evaluation model was designed for staff input and would not be appropriate for others.

CHAPTER II

REVIEW OF RELATED LITERATURE

The concept of evaluation of schools is not a revolutionary idea for school personnel. Evaluation is thought to be most effective when it is well planned. The process of evaluation should include an assessment of all aspects of the school program. "In all too many cases, there has been no attention to the over-all evaluation picture in the school, with the result that the different segments of the process do not supplement and reinforce one another" (Elsbree and McNally, 1959, p. 271).

In approaching the problem of evaluating the elementary school program, certain basic principles of evaluation should be considered by the school (Ragan, 1960).

1. The evaluation of the elementary school program should be based upon objective evidence and systematic study rather than upon untested assumptions and unsupported opinions.
2. Each elementary school should be evaluated in terms of the objectives formulated and accepted by the faculty and parents, the needs of the specific group of children served by it, and the conditions and needs of the community. Even in the same school system it is advisable to evaluate each individual school in the light of its peculiar problems and those of the community it serves.
3. The factors evaluated should be sufficient in number and variety to give evidence of the extent to which the school program is attaining the goals formulated and accepted by the faculty and parents.

4. The evaluation process should involve the participation, in one way or another, of all individuals who are concerned with the work of the school.
5. Evaluation should be regarded not as an elaborate procedure reserved for experts but as a common-sense way of working together which is appropriate for parents, teachers and principals.
6. Evaluation is a continuing responsibility. It should be a continuous process of evaluating progress from one year to the next rather than a sporadic effort to determine the status of the program at any given date. A good elementary school program is a growing one, and it is not nearly so important to know where the program stands as it is to know what direction it is moving.
7. Evaluation is not an end in itself; it is worthwhile only when it results in some type of action to improve the school program. (p. 418)

Evaluation should be closely related to the objectives of the school program and should be an important part of all phases of the school program. The experience of the author quoted above could be used to determine the quality of the school program and the effectiveness of school operation. A thorough evaluation of the school program should lead to over-all school improvement.

The evaluation program of the school should be an integral part of the school program. According to Bradfield (1964), in many schools, the staff is organized for cooperative action in improving the instructional program through continuous evaluation; and evaluation of the school program is constantly being made by teachers, principals, supervisors and others.

The purpose of evaluation is improvement. Evaluation without remedial action will not necessarily lead to instructional improvement.

Evaluation of the total school situation reveals certain aspects of the program which need some change or modification. Constructive use of the results of evaluation through cooperative action by the staff and administration can lead to improvement and the strengthening of the total teaching-learning situation.

The benefits that can result from participating in a systematic evaluation program can be determined, in a large measure, by the basic beliefs of the faculty. The Commission on Research and Service as reported in the document, "Evaluating the Elementary School" (1951) states that faculties who have seriously undertaken and have effectively worked at the process of self-evaluation generally agree that many, if not most, of the following conditions have resulted:

1. Improved School-Community Relationships

As the school faculty works with pupils and parents in an evaluation program, citizens begin to realize more fully what the school is trying to do for children. As citizens gain more understanding of what teachers are trying to do with available materials and resources, they work to secure the additional facilities needed for a good school program.

2. Professional Growth of Staff Members

As faculty members work together--the self-evaluation process, they develop unity of purpose, greater teamwork and a deeper sense of group loyalty. Out of thinking together teachers are challenged to learn more about children, about the community in which the school is located, and about the cultural values of society.

3. Better-Teaching-Learning Conditions

Because teachers are participating in co-operative endeavor and are having a real share in planning what they shall do and how they shall do it, they tend to introduce such practices into their classrooms. Usually cooperative planning by pupils and teachers increases as the result of the evaluation.

4. Better Utilization of Physical Facilities

As the faculty begins to look over the school plant and the available resources, it usually finds that more effective use can be made of presently available facilities.

5. Better Utilization of Community Resources

A deeper awareness on the part of both the school and the community of the resources each has to offer has usually grown out of the evaluative study. As a result, children have more direct contact with community life, and patrons participate more actively teaching young community members.

6. Direct Benefits to Pupils

The real measure of the effectiveness of the evaluative study is, in a large degree, determined by the extent to which pupils have better living and learning experiences at home and school. Direct and observable benefits usually do and certainly should accrue to pupils.

A Successful Elementary School Proposal

In early 1976, Dr. John Porter, Superintendent of Public Instruction for the State of Michigan, charged the Michigan Association of Elementary School Principals to identify the components and characteristics of a successful elementary school. A committee of 12 elementary administrators was appointed to respond to the charge. The administrators comprising the committee had an average of 18 years experience in education and 9.3 years experience in elementary administration.

The report resulting from their deliberation clearly indicated that a successful elementary school includes many components that contribute to its success. According to the Successful Elementary School Report (1976), the basic components are: administrative leadership, the school staff, the instructional program, the physical

environment, and public and financial support. If these are the necessary components of a successful school, then a systematic evaluation of each component should reveal the strengths and weaknesses of the school. The publication of the Association for the Evaluation of the Elementary School included the five components identified, and served as the data gathering instrument for this study.

Elementary School Evaluative Criteria

Because many educators have believed for some time that emphasis on evaluating and accrediting secondary schools was a partial solution to improved education, a national survey of educational leaders was conducted by the National Study of School Evaluation in 1969 to assess the desirability of an instrument to evaluate elementary schools. The results of the survey indicated an overwhelming interest in the development of such an instrument. Therefore, a decision was made at a 1970 Administrative Committee meeting of the National Study of School Evaluation (1973) to develop an instrument to evaluate elementary schools.

An Ad Hoc Committee studied existing evaluative instruments for elementary schools and then agreed on the following guidelines for the development of the instrument.

1. The instrument should reflect a philosophy for the elementary school and provide for the needs of the pupils it serves.
2. The instrument should be designed as a guide for self-evaluation and should focus on priority issues in elementary school education.

3. The focus of the instrument should be toward the improvement of the program. Provision should be made for an assessment of the existing program with evidence of past progress and plans for future development.
4. The instrument should present a structured design to encourage and stimulate staff members to engage in purposeful pursuit of their assigned tasks.
5. The philosophy and objectives of the elementary school must be reflected throughout the entire instrument.
6. The instrument should give the faculty some direction in developing the philosophy of the school and provide the opportunity for them to give evidence that it is the basis for determining program and instructional procedures.
7. To as great a degree as possible, the common elements of the various areas of learnings should be included in the instrument.

Basic Premises Essential to Quality Education

Evaluation is one of the keys to improved school operation providing feedback at any level of the educational system in which goals are compared to outcomes (Hayman, 1975). Rather than being a process that is threatening to an individual or an organization, evaluation should be the most vital and easily accepted aspect of the learning environment. Stufflebeam et al. state that "the purpose of evaluation is not to prove but to improve."

Some of the instruments which have been developed to evaluate education programs measure the achievement of specific curricular objectives, while others are broad listings of criteria for the evaluation of program objectives. According to Wrightstone (1956) in recent years, evaluative criteria for assessing the total school

program have been developed by local, state, and national organizations based upon the best current practices and research findings in educational philosophy, objectives, curriculum, instructional methods, staff qualifications and school services.

In the development of a systematic guide for appraising elementary schools, certain basic assumptions must be made. These basic premises to the achievement of quality in the elementary school program underlie the criteria, principles and standards presented in this study. The Association for the Evaluation of the Elementary School (1976) has developed the following basic premises:

1. Each child is entitled to every opportunity for the maximum development of his potential ability. This means mental and physical development, mental health, emotional maturity, social adjustment, and moral character.
2. Each child should acquire the skills and understandings needed to help him share the responsibilities of a democratic society. In the democratic society each individual has personal worth to the social group and should be a contributing member of his community.
3. Children differ in rate of development as well as in ability. The school accepts each child at his particular stage of development and fosters continued growth. Each child is stimulated to work at his individual maximum capacity level.
4. The school assumes responsibility for all activities connected with the school program and shares with laymen concern for the out-of-school environment which also educates the child.
5. Cooperative relationships are established between the school, the home and community in order to facilitate the fullest educational development of children and to coordinate the educational activities of the various agencies of the community.

6. Long-time goals for the school are developed co-operatively by the professional staff and lay citizens. These are revised from time to time as changes in society and needs of pupils warrant such changes. Objectives of the various learning experiences contribute toward the achievements of goals of education. Purposes in learning experiences are apparent to children.

CHAPTER III

THE DESIGN OF THE STUDY

The Association for Education of the Elementary School is an organization comprised of state elementary school principals' associations from the states of Iowa, Michigan, Minnesota, North Dakota, South Dakota and Wisconsin. These state associations cooperate for the common purpose of facilitating the study and improvement of elementary schools. Realizing that the improvement of education depends upon a defensible school program, a qualified teaching staff, efficient administration and organization, cooperative relations between the school and community, and adequate facilities, the elementary principals from these states have developed a set of criteria for appraising elementary school practices. This study involved an attempt to utilize an instrument designed by the association to be used by teachers and administrators within the unit of a single school building to identify the general strengths and weaknesses of the school program in five inclusive areas as identified in Chapter II.

The criteria were developed over a period of 6 years by thousands of cooperating elementary school principals and other educators. These criteria represent the most comprehensive instrument of this nature in use at the present time. According to the Association for Evaluation of the Elementary School, (1976) these criteria were developed under the direction of distinguished scholars of elementary education such as Clifford Archer, James Curtin, and Henry Otto.

This study was organized to be consistent with the five sections of the Guide for Self-appraisal and Improvement of Elementary Schools.

The guide served as the model for the evaluation.

The sections are as follows:

Section I - Administration and Organization

Section II - Instructional Program and Instructional Materials

Section III - The School Staff

Section IV - The School Plant

Section V - School Community Relations

Each section of the data gathering instrument allowed the participants to rate criteria on a 5 point scale. Participants also expressed written comments on criteria items. In this study information gathered from teachers, was compiled and then transferred to graphs. The graphs illustrate the averages of the responses by the staff. The graphs also indicate the number of the staff that did not respond to a particular item. (N.R.) The range or spread of the self-study staff responses for each item is illustrated by a (/) on each item on the graphs.

After each section was averaged, this author selected the highest 20% of the items as commendations. Areas of concern were selected from the lowest 20% of the items. A rating of 2 or below is considered to be a priority of concern.

For each segment of each section, a scale from 0-5 was provided to permit staff participants to record their judgments. There were descriptions for rating levels one, three and five only. In addition, examples were listed to aid the rating by individuals. An example of

this from section A is given in the appendix. Lower numbers are indicative of poorer practices, higher numbers are indicative of better practices. If in the judgment of the participants, the school did not meet the requirements of level one, an "0" was placed in the scoring space.

Data Collection

At a staff meeting in October, 1977, all certified personnel were given an explanation of the building evaluation format. The principal encouraged all to take part in the study (all faculty indicated their willingness to participate).

The dates for the five self-study sessions were scheduled for November and December, 1977, with approximately 1 week between each section. The 16 personnel involved in the study attended all sessions and completed the five sections without discussion with other staff members.

Administration and Organization

According to the National Study of School Evaluation (1973), the primary responsibility of the administration is the welfare of the child and the educational program. Every condition of administration and organization in a school is worthwhile to the extent that it is beneficial to teaching and learning. Correlating instruction, activities and services into an effective educational program requires a cooperative relationship with all who are involved in the education process.

The participants in this study rated each criterion in the administration/organization section of the instrument by indicating on a 5 point scale. The responses indicated the extent to which that criterion was being implemented in the school. The complete set of criteria for this section follows. Participants rated each criterion on the degree to which it was met by the study school. A graph portraying participant responses follows the list of criteria.

Criteria

1. The school provides for the organizational structure for the development of clearly defined philosophy and broad objectives for the school.
2. The school provides for the organizational structures for the planning and development of curriculum and instructional program.
3. The school provides for the organizational structure for review and evaluation of curriculum and instruction.
4. The school provides structure involving the policies and directives which are essential for the efficient operation of a school system.
5. The school provides for the organizational structure for the recruitment of sufficient, qualified staff... certificated and noncertificated.
6. The school provides for an organizational structure to plan and implement task oriented in-service educational programs for the professional growth of the staff.
7. The school provides an organizational structure to handle the welfare of all staff members...certified and non-certified.
8. The school provides an organizational structure for the evaluation of the educational staff.
9. The school provides for the administration of a sound program dedicated to the educational growth, health and welfare of the pupils through school records and pupil accounting.

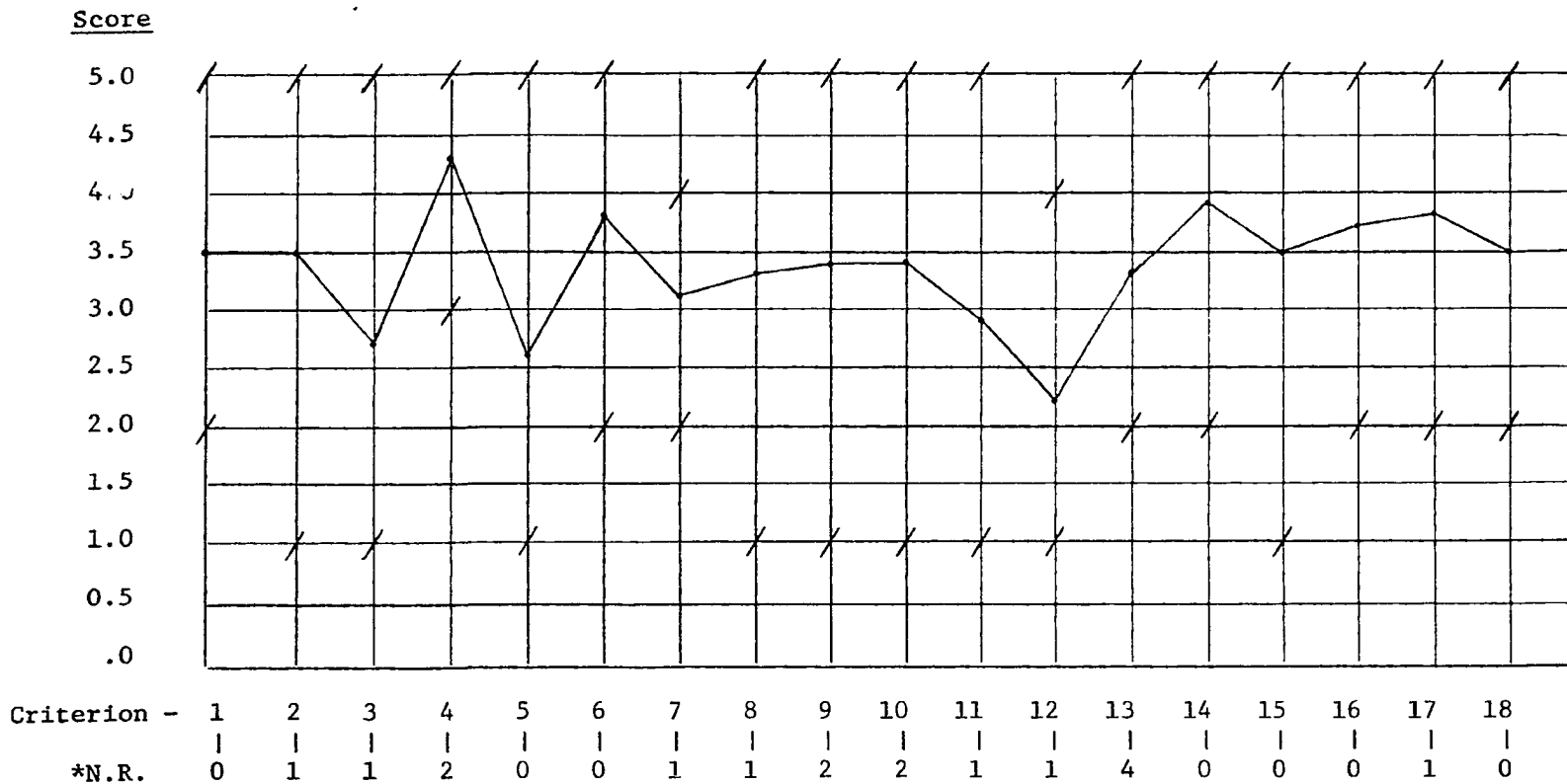
10. The school provides for the administration of a sound program dedicated to the educational growth, health, and welfare of the pupils through guidance programs.
11. The school provides for the administration of a sound program dedicated to the educational growth, health, and welfare of the pupils through provisions for exceptional children.
12. The school provides for the administration of a sound program dedicated to the educational growth, health, and welfare of the pupils through health services.
13. The school provides for the administration of a sound program dedicated to the educational growth, health, and welfare of the pupils through class composition.
14. The school provides for the administration of a sound program dedicated to the educational growth, health, and welfare of the pupils through reporting to parents.
15. The school provides an organizational structure for the selection and efficient use of its facilities and resources through provisions for equipment and supplies.
16. The school provides an organizational structure for the selection and efficient use of its facilities and resources through field trips and "outside" learning experiences.
17. The school provides an organizational structure for supportive services through procedures and provisions for school plant maintenance.
18. The school provides for an organizational structure for supportive services through clerical help provided to the school office and/or teachers.

Summary and analysis of data

As portrayed in the graph, the teachers rated the administration and organization of the study school as above average. The specific average was 3.4 out of a possible 5.

Criterion 12 (health services) received the lowest rating with a 2.2 score. At the present time, the study site has no regular

Graphic Representation Evaluation Results
Criteria Section A
Administration and Organization



*No Response = Number of participants not responding

N = 16 total possible respondents

/ = Range of responses for each criterion

health service from a school health nurse. The school did have the service of the Calhoun County Health Department nurse but the service was not on a regular scheduled basis.

Criterion 5 (recruitment of staff) rated slightly below average with a 2.6 score out of a possible 5. Comments submitted by the participants indicated that there could be more involvement of the staff in the hiring of new personnel.

Criterion 4 (efficient operations) received the highest rating on the administration and organization of the study with a 4.3 score out of a possible 5. It is evident from the score and comments that the school provided structure on policies essential for efficient operations of the school.

Also receiving a commendable rating was criterion 14 (reporting to parents). Even though the rating was 3.9, comments seemed to indicate that there was a need to study the present system of reporting to parents.

The Instructional Program and Materials

This section was designed to be used for each area of learning. The section provides for the evaluation of interrelated disciplines and activities in a school curriculum. Each participant rated the extent to which a criterion was being implemented in the school on a 5 point scale.

A graph portraying participant responses follows the list of criteria.

Criteria

1. In an effective instructional program, objectives are developed by the entire staff based on accepted educational goals.
2. In an effective program accepted objectives are used in implementing the program at the district building, classroom, or any other size group level.
3. The evaluation of an instructional program involves curriculum study and development based on the accepted broad objectives in the cognitive, affective, and/or psycho-motor domains.

In an effective instructional program, evaluation is an intrinsic part of the learning process and is a guide to achieve the basic objectives in education.

4. In an effective instructional program, provision is made for continuous curriculum study and development.
5. An effective instructional program recognizes, and provides for individual differences.
6. In an effective instructional program, instructional materials are selected to meet the learning needs of children.
7. In an effective instructional program, the language arts represents an integration of the basic elements of communication...listening, speaking, reading and writing.
8. In an effective instructional program in mathematics, there is well planned, systematic, and sequential instruction to develop the varying mathematical abilities of all the children.
9. In an effective instructional program in science the learner is helped to interpret the world in which he lives. Instruction in science provides opportunity for problem solving and encourages in the learner a scientific attitude, an inquiring mind, and brings about a greater appreciation of and interest in his environment.
10. In an effective instructional program in social studies attention is given to man's interaction and interrelationships with his total environment. The attainment of certain knowledge, skills, habits, attitudes, ideals and appreciate the essentials in good human relations and leads to desirable changes in behavior.

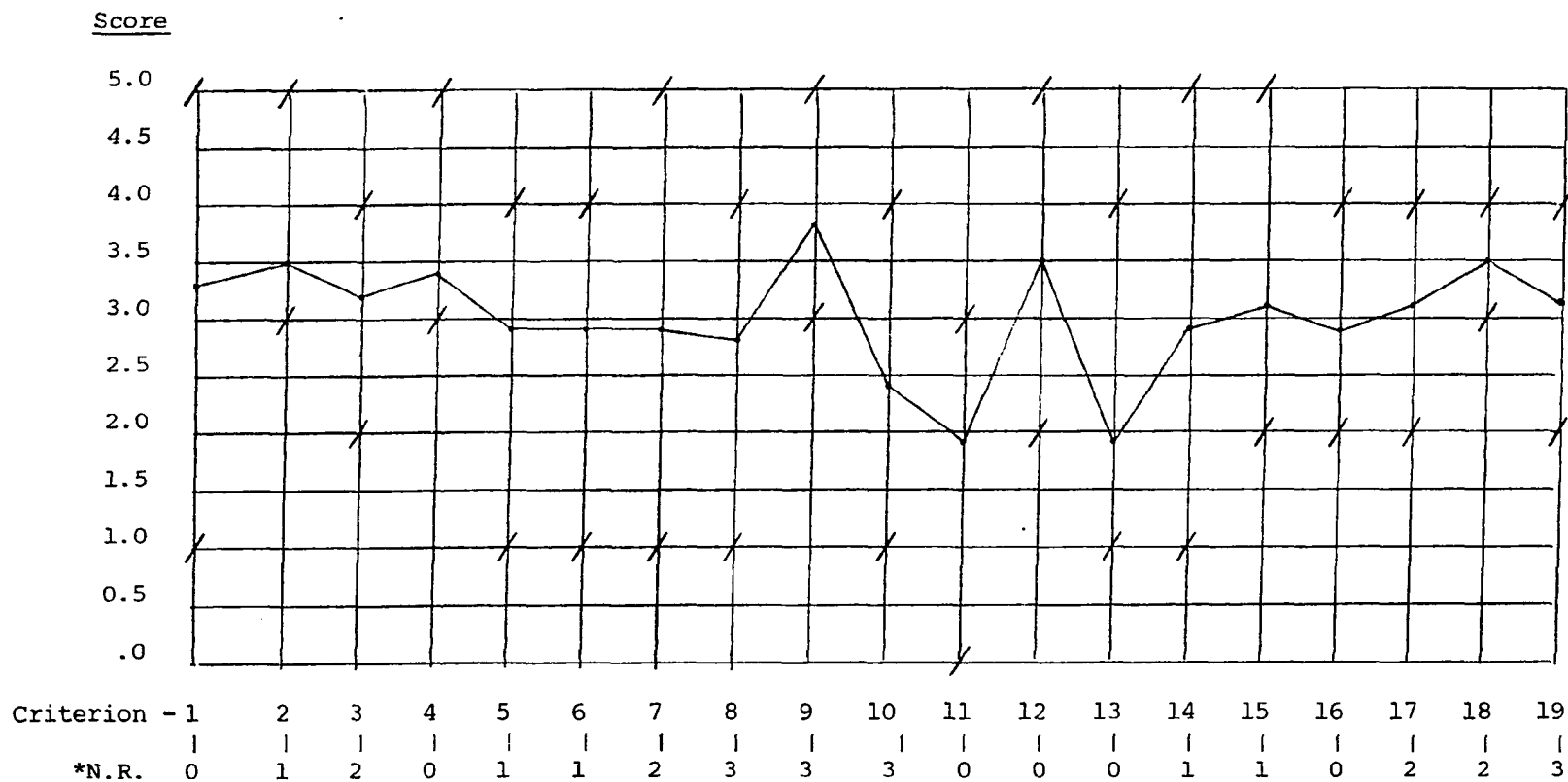
11. The instructional program in health and safety reflects the needs of the children in the local community.
12. An effective instructional program in music provides experience which develop aesthetic appreciation, basic skills, and stimulates creativity and enjoyment.
13. An effective instructional program in art education provides opportunities for every child to express his ideas, feelings, and emotions, and helps him to become aware of and appreciate beauty in the world about him. The art program includes the practical arts as well as the fine arts.
14. An effective instructional program in physical education contributes to the physical, social, emotional, and mental development of the child.
15. An effective instructional program includes a Media Center which is an extension of classroom instruction and which provides multi-media, multi-level materials, media production capabilities, and is staffed by professional media and clerical personnel.
16. An effective instructional program helps children identify values which they hold and understand the reason for holding them.
17. An effective instructional program provides for humane relationships and for developing sound interpersonal and understandings.
18. An effective instructional program utilizes diverse, appropriate teaching strategies based on unique learning styles of children.
19. An effective instructional program has a clear organizational structure including such patterns as integrated instructional units, thematic structure, problem-solving approach.

Summary and analysis of data

As portrayed in the graph, the teachers rated the instructional program and materials section of the study school as above average. The average for all 19 criteria was 3.0 out of a possible 5.

Criterion 11 (health and safety) received one of the lowest ratings. Based on participant responses, it appears that there was a

Graphic Representation Evaluation Results
Criteria Section B
The Instructional Program and Materials



*No Response = Number of participants not responding

N = 15 total possible respondents

/ = Range of responses for each criterion

need for elementary health and safety education in the curriculum.

Item 13 (art education) received the same score (1.9) as Criterion 11 above. At the time of the study the school had the services of an art consultant on a part-time basis only. The teachers responding to the study indicated by their comments that a full time elementary art teacher would be helpful should funds be available. Comments were favorable toward the art consultant as an alternative.

There were four items on this section receiving commendable ratings. Criterion 2 (program objectives) received a score 3.5 out of a possible 5. While the score was commendable, comments indicated that a review of the present performance objectives should be made.

Criterion 9 (science program) received the highest rating with a 3.8 average. A new science curriculum was being used for the first time and based on the participants comments; it appeared to provide opportunity for problem solving directly involving the students.

Analyzing the graph for this section, criterion 12 (music education) also received a high rating with a 3.5 average out of a possible 5. It was generally believed that the music program was very good. Comments indicated that instrumental band and choir should be considered for a comprehensive instructional program.

The fourth item receiving a high score was criterion 18 (learning styles) with a 3.5 average. Comments seemed to indicate that appropriate teaching strategies were based on unique learning styles of the children. Creativity was noted as important for an effective program.

The School Staff

A competent teaching staff is essential in an elementary school. Staff members should possess qualities that contribute to effective learning. This section includes the quantity and quality of the teaching staff, special programs and services, and qualifications and functions of the principal. The participants in this study rated each criterion on a 5 point scale indicating the extent to which that criterion was being implemented in the school. A graph portraying participant responses follows the list of criteria.

Criteria

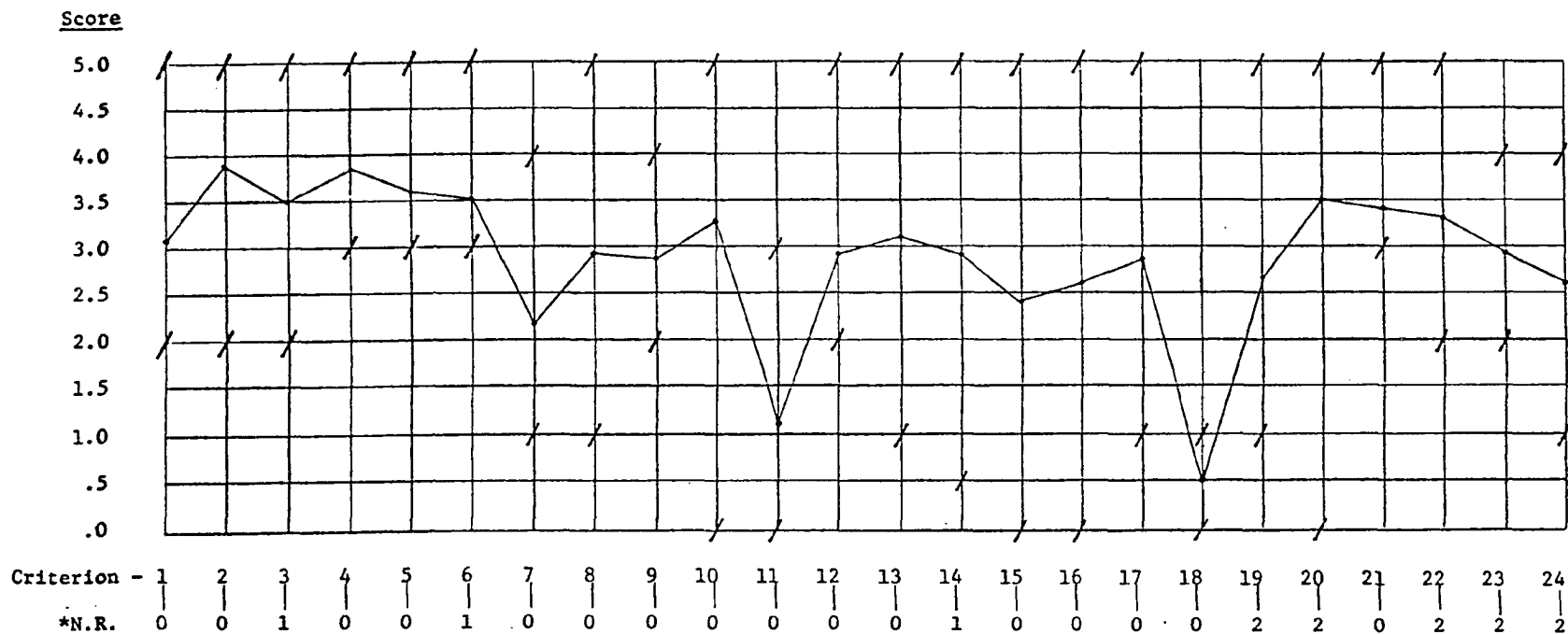
1. Staff structure, organization, operational plans and procedures are designed to provide for effective operation.
2. There is an attitude of cooperation and sharing among all staff members.
3. There is a clearly understood working relationship between staff members.
4. There is a sufficient number of certified administrative staff to provide for student population needs.
5. There is a sufficient number of certified teaching staff to provide for student population needs.
6. There is sufficient diversity of certified staff to meet student population needs.
7. There is a sufficient number of classified staff to provide for student population needs.
8. There is sufficient diversity of classified staff to meet student population needs.
9. There is a certified specialist in language arts/reading sufficient to meet the needs of the student population.
10. There is a certified specialist in music sufficient to meet the needs of the student population.

11. There is a certified specialist in art sufficient to meet the needs of the student population.
12. There is a certified specialist in physical education sufficient to meet the needs of the student population.
13. There is a certified specialist in the media/resources center sufficient to meet the needs of the students and staff.
14. There is a certified specialist in speech sufficient to meet the needs of the student population.
15. There is a certified specialist in school psychology sufficient to meet the needs of the students, staff and parents.
16. There is a certified specialist in guidance sufficient to meet the needs of the students, staff and parents.
17. There is a certified specialist in social work sufficient to meet the needs of the students, staff and parents.
18. There is a certified specialist in nursing sufficient to meet the needs of the students, staff and parents.
19. There is a classified specialist in custodial service sufficient to meet the needs of the students and staff.
20. There is a classified specialist in bus driving sufficient to meet the needs of the students, staff and parents.
21. There is a classified specialist in secretarial service sufficient to meet the needs of the students and staff.
22. There is a classified specialist in food service sufficient to meet the needs of the student population.
23. There is an appropriate certified staff development program designed to meet the needs of the staff.
24. There is an appropriate classified staff development program designed to meet the needs of the staff.

Summary and analysis of data

Based on the results of the graph, the school staff of the study received an overall average of 2.9 out of a possible 5.

Graphic Representation Evaluation Results
Criteria Section C
The School Staff



*No Response = Number of participants not responding

N = 16 total possible respondents

/ = Range of responses for each criterion

Criterion 11 (art specialist) received a low score of 1.1 which was based on the fact that the study school did not have a full time art teacher at the time of the study.

Another item of concern on this section was criterion 18 (nurse specialist). This item received a score of .5 out of a possible 5. The comments seemed to indicate that there was a need for a competent nurse specialist on a regular basis.

The section on the school staff received nine criteria that were commendable. Each will be discussed and summarized.

Criterion 2 (cooperation and sharing among staff) received a rating of 3.8. The comment received most was that cooperative behavior appeared to be evident. Based on this author's judgment, there was a good deal of cooperation among the staff.

Criterion 3 (working relationship between staff members) received a score of 3.5. This item was related to the previous item (criterion 2). Some staff were not aware of written materials describing the working relationships.

Criterion 4 (qualified administrative staff) received a commendable rating of 3.8. It was believed by the raters that even though the principal was not full time for the building, he was available when needed.

Criterion 5 (qualified teaching staff) received a rating of 3.5 which was also well above average. The only comment of concern on this item was that the average class size exceeded the limits in some classes.

Criterion 6 (staff diversity) received a rating of 3.5. There was one grade (5) that had only one teacher. This it was believed did not help in achieving a diversity of staff based on student population needs. This program should be alleviated next year as the fifth grade moves into the junior high and integrates with students from the other elementary building.

Criterion 10 (music specialist) received a commendable score of 3.3. However, comments indicated that an instrumental program was needed for a comprehensive music program.

Criterion 20 (bus drivers) received a rating of 3.5. It was generally believed by the respondents that the bus drivers were sufficiently competent to meet the needs of students, staff and parents.

Criterion 21 (school secretary) also received a commendable rating of 3.4. The raters commented that the building secretary appeared to be competent in her field.

The final item to receive a commendable rating was criterion 22 (food specialist) although the score was above average, raters indicated that there was too much food being wasted as a result of poor menus.

The School Plant

The school plant, consisting of the site, building, equipment related facilities and services, is an important factor in the functioning of the total educational program. The plant is more than a place of instruction. It is the physical environment which affects pupil achievement.

The school plant should provide the necessary facilities for a variety of instructional services and programs and also for the health and safety of all persons involved. The participants in this study rated each criterion in the school on a 5 point scale indicating the extent to which that criteria was being implemented. A graph portraying participant responses follows the list of criteria.

Criteria

1. The school building is located in a healthy and pleasing physical and ecological environment.
2. The school building is accessible to the population it serves.
3. The school building site is large enough to permit extensive outdoor activities in due regard for safety.
4. The school building site has equipment for outdoor activities.
5. The school building is planned with due regard to storage facilities for instructional supplies.
6. Instructional areas within the school building are sufficient in size and design for flexibility in educational activities and programs.
7. Instructional areas have sufficient and convenient storage facilities.
8. Instructional areas are provided with furniture appropriate to the needs of the pupils and the staff (classrooms and other areas).
9. Instructional areas and building facilities contain chalkboards, bulletin boards and display settings to meet the needs of the pupils, staff and public.
10. Audio-visual facilities are provided to meet the needs of pupils and teachers.
11. Audio-visual equipment is provided to meet the needs of the educational programs.

12. A central instructional media center is provided to meet needs of pupils, staff and community.
13. Large group assembly facilities and equipment are adequate to meet the needs of the pupil, staff and community.
14. The school building is planned with due regard for a suitable office area.
15. The office area is properly equipped to facilitate efficiency in administration and service to pupils, staff and the public.
16. The school building has adequate workroom, equipment and furnishings space for the instructional staff.
17. The elementary school building has adequate adult lounges.
18. Adequate facilities and equipment are provided for special service personnel such as: school psychologists, speech therapists, social workers, reading specialists, tutors and learning disability teachers, etc.
19. The school building has well planned language arts facilities (reading, writing, speaking) to meet the needs of the students.
20. Well planned math facilities and equipment to meet the needs of the students are part of the school plant.
21. The school building has well planned science facilities and equipment to meet the needs of the students.
22. The school building has well planned social studies facilities to meet the needs of the students.
23. The school building has well planned health and safety instructional facilities and equipment to meet the needs of the students.
24. The school building has well planned music facilities and equipment.
25. The school building has well planned arts and crafts facilities, equipment and materials.
26. The school building has well planned physical education facilities and equipment.
27. The school building is planned with due regards to health and safety.

28. The school building equipment is maintained in a safe condition.
29. The school building is planned with due regard for educational flexibility and the comfort and health of the students.
30. The school building is planned with due regard for water and sanitary systems.
31. The school building and grounds are planned with due regard for ease of maintenance.
32. Maintenance equipment is efficient and sufficient for proper care of the school building and grounds.
33. The school building is planned with due regard to communication equipment.
34. Lunchroom and food preparation facilities are adequate to meet the needs of the pupils, the staff and the people in the community.
35. Lunchroom and food preparation equipment is adequate to meet the needs of the pupils, the staff and the community.

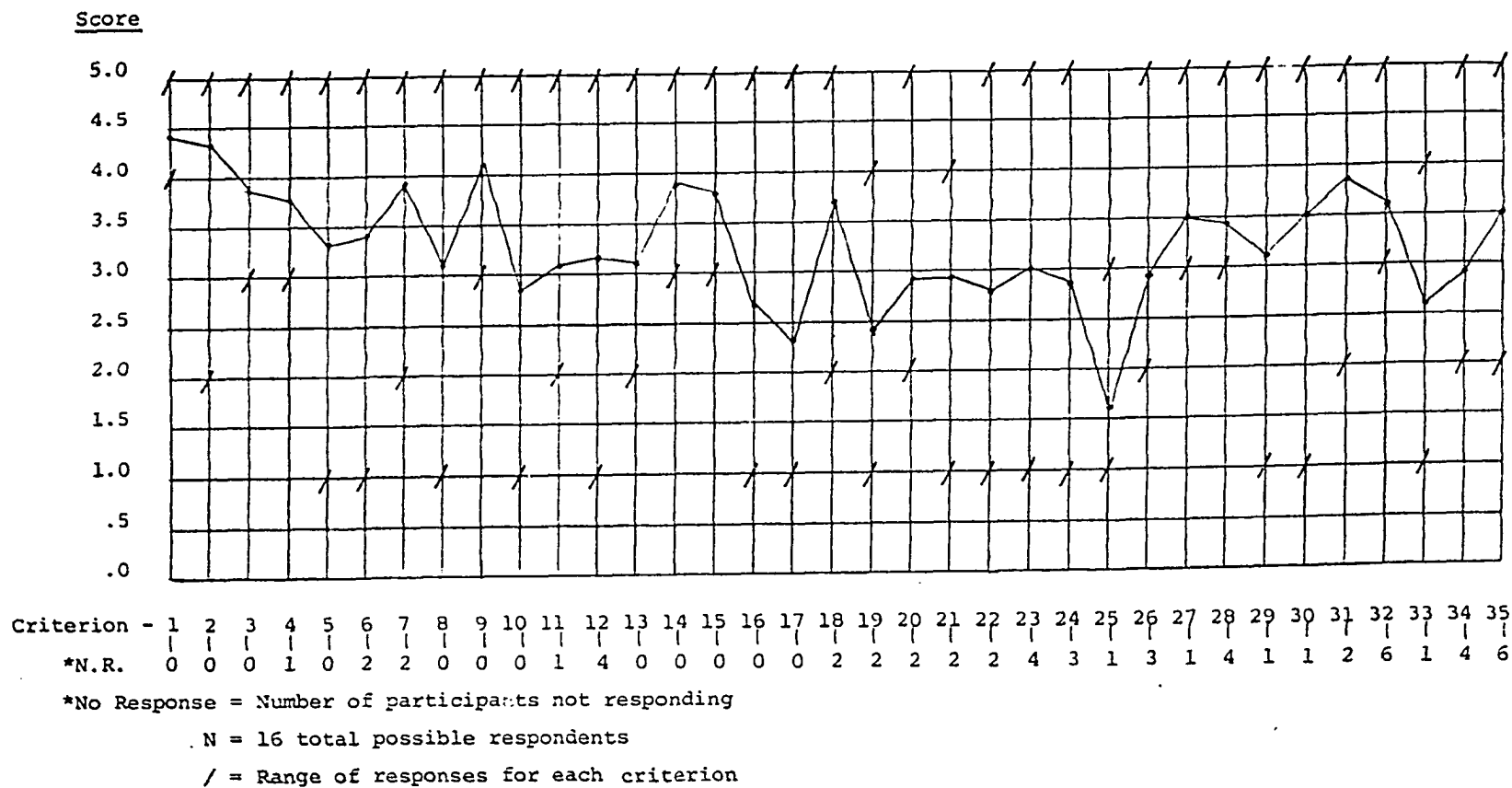
Summary and analysis of data

The school plant section of the study had the most items of any of the five sections with 35 criteria. The average for the section was 3.2 out of a possible 5. There was one item of concern and four items considered commendable.

The item of concern was criterion 25 (arts and crafts facilities) receiving a score of 1.6. It was most evident that there was a need for a special room for an art center where classes could go for art lessons.

Criterion 1 (building site) scored the highest of any of the items with a 4.4 average. The respondents indicated that the school site was located in a nice environment with a beautiful view.

Graphic Representation Evaluation Results
Criteria Section D
The School Plant



Criterion 2 (building accessibility) also received a high rating with a score of 4.3. It was indicated by the raters, however, that sidewalks would be helpful in the school neighborhood.

Criterion 7 (classroom storage) received a score of 3.9 which was commendable. Some raters believed a need for additional filing and storage space.

The final commendable item was criterion 9 (chalkboards, bulletin boards, display settings). This item received a score of 4.1. The one area of concern on this item was that the drapes didn't shut out glare on the chalkboards.

School Community Relations

The evaluation of a school must be based on the degree to which its programs meets the needs of children. Since these needs are related to the community resources, it is important that school community relations be analyzed. The participants in this study rated on a 5 point scale, the extent to which each criterion was being implemented in the school. A graph portraying participant responses follows the list of criteria.

Criteria

1. There is a planned school-community relations program.
2. The school utilizes members of the community to determine goals for the school.
3. The school utilizes community resources in the process of implementing its programs.
4. The school shares its goals and programs with the community.

5. The school shares school district goals and programs with the community.
6. The school evaluates the effectiveness of the school program cooperatively with the community.
7. The school gathers demographic data from its community.
8. The school responds to the environmental patterns within its community in the development of school programs.
9. The school includes matters of public concern in its operational considerations.
10. The school facilities are made available for community use.
11. The school cooperates with other schools and agencies.

Summary and analysis of data

The final section, school community relations received an average of 3.1 out of a possible 5. Two items were rated as items of concern while two items were commendable.

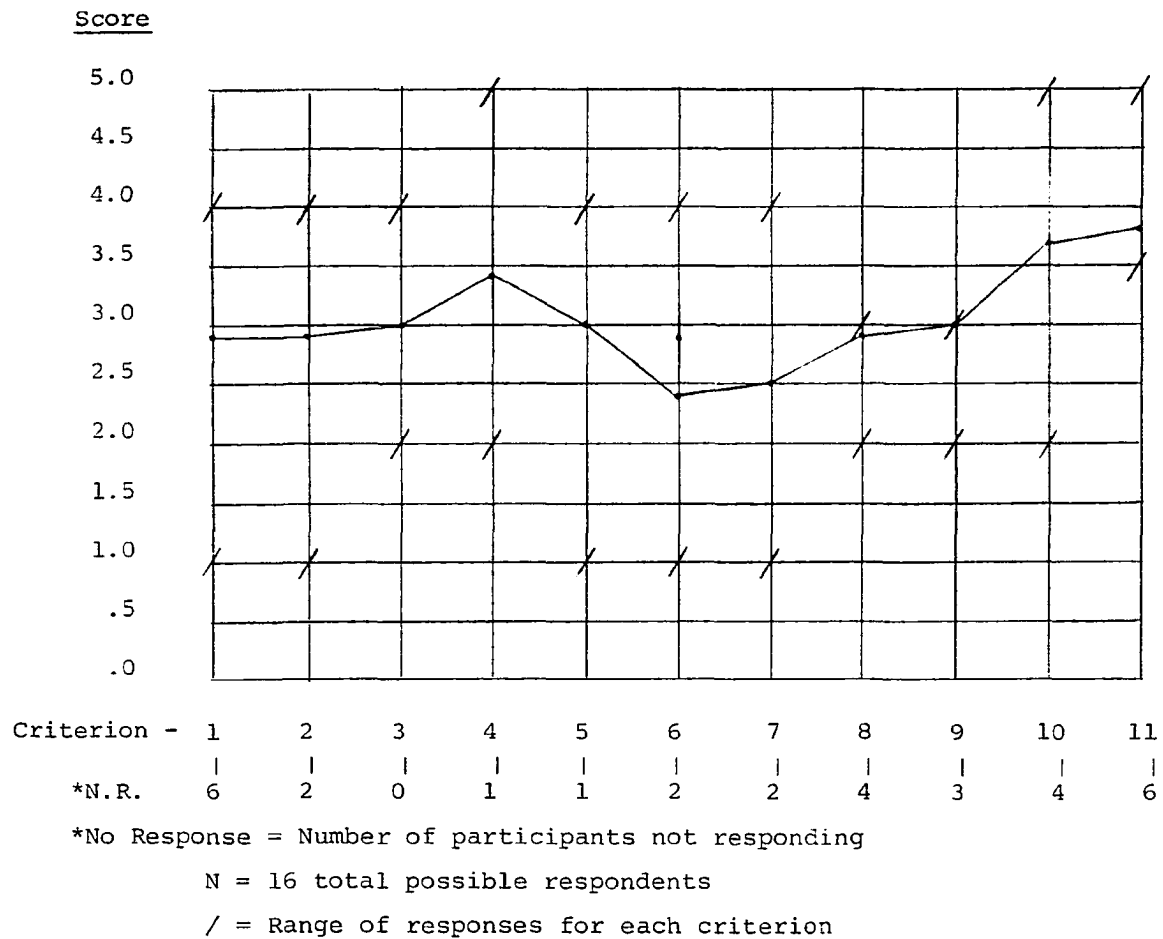
Criterion 6 (community evaluation of school program) received a rating of 2.4. It was agreed by the participants that more parent input was needed in evaluating the effectiveness of the school program.

Criterion 7 (community resources) received a low score of 2.5. As in criterion 6, there was a limited effort to gather data from the school community.

Receiving commendation on this section was item 10 (use of school facilities) with a score of 3.7. It was evident from this that the facilities were made available and were being utilized to their best.

Criterion 11 (intra-school cooperation) also received a high rating with a 3.8 score. Of merit on this item was the relationships and cooperation the study school had with other schools serving the children with special education services.

Graphic Representation Evaluation Results
Criteria Section E
School Community Relations



CONCLUSIONS

The results of this study clearly indicate the strengths and weaknesses of the elementary school program. The self-study which was used to obtain the data contained five sections.

As mentioned previously, support from the staff for the self-evaluation involvement was most apparent. The staff was assured that the results of the study would be shared with them as well as the board of education.

A careful study of and an analysis of all five elementary school evaluation sections reveal the following:

1. The Administration and Organization section received the highest score with a 3.4 average out of a possible 5.
2. The School Staff section received the lowest score with a 2.9 average out of a possible 5.
3. The average for all five sections is 3.1. This is based on 107 total criteria.
4. There were 21 criteria or 20% that are considered commendations. These specific criteria are listed in Chapter III.
5. There were 9 criteria or 8% that are considered to be concerns. These specific criteria are listed in Chapter III.
6. The School Plant section received nine commendation criteria which was the most of any of the sections.

RECOMMENDATIONS

Summarizing the findings of this study, there were seven criteria that were classified as high priority recommendations. These criteria were the lowest on the scale of 1-5 and most were below 2.0 indicating a concern. The following recommendations were made:

1. Consideration be given to establish a staff interview committee for input on hiring new staff.
2. Consideration be given for a school nurse on a regularly scheduled basis.
3. There is a need to develop a comprehensive health and safety curriculum for the elementary grades.
4. Consideration be given for a full time art consultant.
5. Consideration be given for facilities and equipment for arts and crafts.
6. Efforts should be made to develop an extensive evaluation of school programs with community involvement.
7. The staff, in cooperation with the community representatives, should make provisions for a continuous school-community relations program.

Recommendations that were not high priority but should be considered based on three or more comments for each criteria:

1. A review of performance objectives and the application of said objectives should be considered.
2. Consideration of more staff input for choice of inservice topics.
3. Review of procedures for recording information in student cumulative records.
4. Efforts for bright as well as slow learners should be made.
5. A review of the present math program should be considered.
6. Consideration should be made to have the library open at all times.

7. A review of the staff evaluation procedure for tenure and non-tenure staff should be considered.
8. There appears to be a need to develop an organizational format for evaluation of curriculum and instruction.
9. Efforts should be made to try to eliminate combination classes.
10. Consideration should be made for improved school day custodial services.
11. Considerations should be given for a public address system.
12. Consideration for clerical help for staff.

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APPENDIX A

ADMINISTRATION AND ORGANIZATION SAMPLE

ADMINISTRATION AND ORGANIZATION SAMPLE

Criterion 1 The school provides for the organizational structure for the development of clearly defined philosophy and broad objectives for the school.

0	1	2	3	4	5	SCORE
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Standards

Written philosophy and objectives are non-existent.

The staff and administration are directed to develop philosophy and broad objectives for the school.

Written school philosophy and broad objectives indicate long range planning with wide involvement.

Observable Conditions

Teachers exhibit the lack of direction and understanding of the total school program.

Occasional informal discussion on philosophy and/or broad objectives occur.

A balance of representation from the school and community are active participants.

Concern is verbally expressed by teachers about what their goals should be.

No formal written statements are made.

Written philosophy and objectives are consistent with generally accepted practices and based on research.

No organized educational program is available.

The community is not informed nor involved.

Teachers develop individual philosophies.

Participants are not necessarily representative of the total school community.

The textbook is the total program.

New staff members are not necessarily informed.

ADMINISTRATION AND ORGANIZATION SAMPLE (Continued)

0

1

2

3

4

5

Objectives though broad in nature
tend to be short ranged as opposed
to long range for future planning.

The principal outlines the philo-
sophy and objectives as perceived
by him. Copies are not available.

Added Comments
