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The Role of a Chairperson of a Michigan Accreditation Program Visitation Team

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THE ROLE OF A CHAIRPERSON OF A MICHIGAN ACCREDITATION PROGRAM VISITATION TEAM

by

Ione M. Condit

A Project Report
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Faculty of The Graduate College
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THE ROLE OF A CHAIRPERSON OF A MICHIGAN ACCREDITATION PROGRAM VISITATION TEAM

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Western Michigan University, 1991

This project report describes the functions and responsibilities of an accreditation team leader before, during and after a three-day, on-site visit to validate an elementary school's self-study findings. The elementary school accreditation process for both host school and visitation team is described.

The evolution of the Michigan Accreditation Program as conceived by the Michigan State Legislature and current obstacles to the planned implementation in the Michigan elementary schools are review.
ACKNOWLEDGEMENTS

In the preparation and development of this report, I am extremely appreciative of and grateful for the advice and support provided by Dr. David Cowden of the Educational Leadership Department, Western Michigan University. His constructive suggestions, and especially his patience and understanding during this project when events occurred that required a change in focus, will always be remembered.

From the very beginning of this Specialist Project, I have been appreciative of the encouragement from my superintendent, Mr. Louis Giannunzio, and from Ms. Linda Foreward, Michigan Department of Education. They provided guidance, information and support as this project developed.

Finally, I would be completely remiss if I did not note the love, assistance and optimism exhibited by my husband, Robert Kotecki. He has been an integral part of this project from its inception.

Ione M. Condit
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CHAPTER I

INTRODUCTION

In the spring of 1990 I had the opportunity to serve as a Michigan Accreditation Program (MAP) Visitation Team Chairperson. In this capacity I trained and led a visitation team to a Class D, 4-6 grade school located in southwestern Michigan to conduct an on-site visitation. The purpose of the visitation was to validate the school's self-study for accreditation.

The main focus of this report will center on the responsibilities of the team chairperson and the MAP visitation process. It will include a description of the Michigan Accreditation Program and the specific outcomes of this visitation—the narrative report.

Of interest also will be a brief historical perspective highlighting the State of Michigan's attempt at designing an accreditation program specifically for elementary schools. The Michigan Department of Education's "encouragement" plan will also be summarized.
CHAPTER II

HISTORICAL PERSPECTIVE ON THE MICHIGAN ACCREDITATION PROGRAM (MAP)

The accreditation of schools in Michigan had its beginning in 1871, when the University of Michigan established a school accreditation program. The purpose of which was to define educational expectations for high school students seeking admission to the University. This accreditation program, the first of its kind in the nation, evaluated schools in four areas: library size, existence of a science laboratory, credentials of principal, and morale and appearance of staff. Graduates from these accredited high schools were automatically admitted to the University of Michigan, if recommended by the principal. (Appendix A - Interview: Linda Foreward, Consultant, Michigan Department of Education)

Although the University of Michigan still accredits secondary schools, today most schools in Michigan are accredited by the North Central Association, the largest accrediting association of educational institutions. North Central evaluates schools in nineteen states and the schools of the Navajo Nation and the Department of Defense Dependent Schools. It is a voluntary accreditation
organization offering elementary to university level accreditation. It continued to be the only accreditation organization in Michigan for elementary schools until the mid 80's.

In 1983 the National Commission on Excellence in Education published its report on the status of our schools, *A Nation At Risk*, which strongly supported the need for educational improvement at the local, state, and national level. The Michigan State Board of Education responded by publishing *Better Education for Michigan Citizens: A Blueprint for Action* (1984). In this document the State Board addressed the issues of elementary and secondary accreditation as one component to school reform.

In the early 80's, the members of the Michigan State Board of Education held a low opinion of both the North Central and University of Michigan Accreditation processes. (Appendix A - Interview with Linda Foreward) They were concerned about reports indicating accreditation being based on the "good ole-boy network" rather than on achievement of minimum standards. At this point, in 1984, the State Board of Education desired some control of the process and established the Superintendent's Study Committee to assess the feasibility of establishing a state-wide outcome-based, K-12 accreditation program. (Appendix A - Interview with Linda Foreward)

According to Linda Foreward, at the end of the two
year study period, the Committee reported that the greatest need for improvement was at the elementary level. Although North Central had an accreditation program in place for elementary schools for over 20 years, only 44 out of 2,500 elementary buildings were accredited. This low number was probably the result of the emphasis in Michigan on accreditation at the secondary level, based on the theory that an examination of a high school will give an accurate picture of the condition of its supporting schools. The Superintendent's Study Committee believed this was not necessarily true. Consequently, the Committee's recommendations was to develop a state wide, state controlled accreditation model that would focus on the elementary and middle schools. (Michigan State Board of Education Accreditation Pilot Study, 1988)

This accreditation model contains the traditional input standards (size of the library, credentials of the staff, and pupil-staff ratio) and the usual evaluation processes found in other models such as North Central's input model (annual report, self study, and on-site visitation). However, the Committee decided to add an additional component to the model, namely outcomes standards. This decision reflected the current trend across the nation to associate accreditation with accountability, thus including "outcomes" as well as the traditional "input" standards in the accreditation process.
This fresh look at standards would include a school improvement plan based on the specific outcomes data. That is, the school would be responsible for collecting and utilizing appropriate student outcome data and basing the school improvement plan on such data. (Appendix B - MAP Accreditation Standards)

It is interesting to note, also, that the North Central's decision to offer an outcomes based model parallels the Superintendent's Study Committee on Accreditation recommendations. (Appendix A - Interview with Linda Foreward) It is unclear as to whether one precipitated the other or if both were the product of a nation-wide trend.

Following the above decision, the original standards, processes and data collection instruments were developed for MAP. Twenty-five schools were selected to pilot the project in 1986, and the number of schools involved has steadily increased since then, as shown in the following:

<table>
<thead>
<tr>
<th>Year</th>
<th>Applied</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986</td>
<td>25 (pilot)</td>
<td>7 granted accreditation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 anticipate accreditation</td>
</tr>
<tr>
<td>1988-89</td>
<td>41</td>
<td>Some ready to be granted accreditation this year</td>
</tr>
<tr>
<td>1989-90</td>
<td>36</td>
<td>not yet eligible</td>
</tr>
<tr>
<td>1990-91</td>
<td>125</td>
<td>not yet eligible</td>
</tr>
</tbody>
</table>
Please note that the Michigan accreditation process can take up to three years to complete. Some schools, noted above, are in the process but have not yet been granted accreditation.

In 1990 the Michigan legislature passed Public Act No. 25 which addressed a state core curriculum, annual reports, school improvement and school accreditation.

This "mandated opportunity" also included financial penalties. A district that failed to meet the requirements of Public Act 25 would forfeit 5% of its state aid funds. This particular financial piece in the legislation has caused a great deal of interest upon the part of school boards and administrators to pursue, or at least investigate an elementary accreditation program.

In addition, as the bill (Public Act 25, 1990) now reads, elementary schools that have applied but have not obtained accreditation within three years shall be "subject" to one or more of the following sanctions:

(a) The superintendent of public instruction...shall appoint...an administrator of the school until the school meets accreditation standards.

(b) A parent...of a child who attends the school shall have the right to send his or her child to any accredited public school...

(c) The school shall be closed. (State of Michigan, 85 Legislature, 1990, Sec. 1280)

Currently the legislature has the philosophy, the process and procedures, and the sanctions to make statewide elementary accreditation a reality. The only missing
piece is the funding. Will schools obtain the financial wherewithal to meet the accreditation standards?
CHAPTER III

DESCRIPTION OF MICHIGAN ACCREDITATION PROGRAM

The Michigan Accreditation Program is based upon the large body of research on school improvement which describes the benefits of performance outcomes for school improvement programs. (Michigan State Board of Education Accreditation Pilot Study, 1988) The Michigan State Board of Education identifies four major advantages to schools seeking accreditation of a performance based system.

First there is the advantage of the public knowing that an accredited school has been recognized for maintaining certain academic standards, thus, providing the school program and personnel with a degree of credibility for providing a sound education. The second advantage is derived from the ownership felt by a building staff as they determine the building's strengths and develop an improvement plan. The nature of the process, thirdly, encourages the school officials to make long-range plans for both the financial and human resources of the district. Lastly, since accreditation is an ongoing process, it allows school personnel to adopt a pro-active behavior rather than responding to each crisis as it emerges. (Michigan State Board of Education Accreditation Pilot
The Michigan State Board of Education defines accreditation as the process "which permits a building staff to evaluate the school against a set of standards as well as philosophy goals and objectives, and current building and district policies and procedures." (Michigan State Board of Education Accreditation Pilot Study, 1988, p. 2) The State Board encourages individual building participation in an accreditation program only with the full support of the school community, faculty, and local board of education. Full support is viewed as both a financial and philosophical commitment on the part of the district.

Although all the various groups mentioned above must support a school as it seeks MAP accreditation, the process itself is intended to be teacher-centered and teacher directed. Hence, a Steering Committee comprised mostly of faculty members and chaired by a teacher, will lead colleagues through the process of accreditation. It is important to note that although the building principal is a part of the committee, his or her role is mostly one of encouragement and facilitator. This arrangement assures commitment to the school improvement plan because it is viewed as a goal the staff has selected to pursue, rather than as a management directive.

When a school decides to become accredited under MAP,
there are five basic steps in the process (Michigan State Board of Education Pilot Study, 1988, p. 3). These five steps are: (1) school data collection (Annual Report), (2) self study, (3) visitation/validation, (4) outcomes data collection, and (5) school improvement plan.

Following is a summary of each phase:

School Data Collection (Annual Report). This report is completed annually by accredited schools and filed with the MAP office. It is the information contained in this document that determines the accreditation status of a specific school. The six part report is completed by the building principal and reflects the building status with regards to MAP standards. The six major components of an Annual Report are: (1) Standards - a 353 item questionnaire, (2) Outcomes - list of outcomes, criteria and performance on the outcomes, (3) Outcome Narrative - outcomes as related to School Improvement Plan, (4) School Improvement Plan - progress, (5) Modifications to School Improvement Plan, and (6) School Improvement Plan - activities for current year.

Self-Study. The self study is primarily a 124 item self-study questionnaire completed by all staff members. (Appendix D - MAP Self-Study Questionnaire) It is distributed and collected by the Steering Committee. The individual forms are sent to the MAP office where they are tabulated and the results, contained in the Staff Self-
Study Questionnaire Summary Profile, are reported to the school building principal and visitation team chairperson, prior to the visitation.

Visitation/Validation. The sole purpose of the visitation phase of the accreditation process is to validate the self-study. The visitation team is not evaluating the school, but, rather assisting the staff with their own analysis of the school prior to developing a school improvement plan. The three-day visit consists of formal interviews of the school by the visitation team and informal observations focusing on data contained in the Staff-Study Questionnaire Summary Profile. It culminates with an oral Exit Report which is followed, within ten days, by a Written Narrative.

Outcomes Data Collection. This fourth phase can be the most difficult because it requires the faculty to engage in prioritizing, synthesizing and gaining consensus of the entire staff. Employing these activities is the recommended method for translating data into student outcomes which will be the focus of the School Improvement Plan.

The outcomes are based on data from the self-study, the visitation/validation and from other areas selected for review. These areas usually include standardized tests which are both aggregated and disaggregated in order to review subgroup results. Also included are other available data such as grade point averages, attendance patterns (for
both staff and students) dropout rate and discipline referrals. Another area given serious consideration is the school climate, as assessed by parents, staff and students.

The Steering Committee leads the staff through a well-defined process, developing the data into concerns and the concerns into student outcomes. This process of discussion, consensus, modifying, compromising and voting takes total staff involvement. Once the three to five goals are established, the formulation of the School Improvement plan may commence.

School Improvement Plan. The school improvement plan includes, but is not limited to: (a) A mission statement, (b) Goals based on student outcomes for all students, (c) curriculum alignment corresponding with those goals, (d) evaluation processes, (e) staff development, and (f) building-level decision making.

The Improvement Plan is developed with input from various groups: the school board, administrators, teachers, other school employees, pupils, parents and other district residents. Each school improvement plan will be updated annually and be maintained on file at the local intermediate school districts. The status of both the school improvement plan and the accreditation process of each school is a topic addressed in the Annual Education Report developed by each school building. The Annual Education Report must be made available to the public
through the Superintendent's office and press releases. Copies are also filed with the State Board of Education as required by Public Act 25.
CHAPTER IV

ROLE OF VISITATION TEAM CHAIRPERSON

The visitation/validation phase of the Accreditation program is a key element for the success of the total program. Approximately forty teams were utilized in Michigan during the 1989-90 school year to conduct these visitations. Each team consisted of teachers and other educators and was usually led by a principal.

Training for these team chairpersons was conducted by Linda Foreward, Consultant for the Office of Technical Assistance and Evaluation at the Michigan Department of Education. The training session, lasting one full day, was presented in the new State Library in Lansing and consisted of a review of the accreditation program and purposes, the role of the visitation team, formation of the team, the process to be followed during a visit and the follow-up activities.

One of the most valuable aspects of this training was the opportunity to design interview questions based on the summary data from an actual Self-Study Questionnaire. These sample questions were then critiqued by the consultant, and questioning strategies were expanded upon by the group.
Sample MAP materials were also distributed and reviewed. They included a program introduction, a manual for MAP participants, a staff self-study questionnaire, a questionnaire summary profile and a narrative example. All of the above items proved extremely valuable in understanding and assuming the role of team chair.

The training session and the materials that were utilized helped to clarify the role of the visitation team chairperson. The chairperson's responsibilities (Michigan State Board of Education Accreditation Pilot Study, 1988) included: (a) team selection and training, (b) liaison with the school's steering committee co-Chairman and building principal, (c) serving as spokesperson for the visitation team, (d) guiding the team in the development of the interview questions and interview schedule, (e) completing and processing necessary forms and reports with the State Department, (f) presenting the Exit Report, and (g) compiling the written Narrative. What follows is a description of each of the areas of responsibility of the team leader.

**Team Selection and Training.** Team selection proved to be more difficult than first perceived. A review of the demographics of the school to be visited produced the following profile for the composition of the team. According to the team chairperson, the team should consist of educators from Class C or D schools with educational
experiences in grades 4 to 6 and/or special education. In addition, both sexes will be represented. Team members must be viewed as competent educators, well respected by their peers. Finally, the above profile was designed to reflect the visitation school demographics: (a) building student population of 420, (b) school consisting of grades 4, 5, and 6, (c) total of 31 learning disabled and emotionally impaired students, and (d) predominantly white, low-middle to middle class, farming and industrial community.

The State Department recommends one team visitation member for each 100 students, plus the chairperson. Using this ratio shared at the MAP training session, four team members were required, and only one could be from the chairperson's district. The State Department did provide a list of possible people although the list proved to be of little value.

Contact was made with ten principals and eight teachers before the team was completed. Unfortunately, the two male teachers approached were unable to participate due to after-school coaching commitments. The final team members represented four school districts, had experience teaching 3rd through 7th grade and included one special education teacher. All team members had the approval of their principals and a commitment from their districts to cover substitute and mileage costs.
By the deadline of March 16, 1990, the team membership was firm and had been reported to the Michigan Accreditation Program Office and host school.

The next steps, orientation and training of the visitation team, were viewed as keys to a successful validation visit. It was necessary for team members to understand the purpose of the visit (validation, not evaluation) and the procedures, tools and time line to be used. (Appendix C - Visitation Schedule)

The outline used for conducting the orientation/training was as follows:

TEAM TRAINING OUTLINE
March 29, 1990

I Welcome
A) Thank You
B) Introductions
   1) Pertinent personal information
   2) Commonalities
C) Team Roster
II Logistics
A) Expenses/Payment
   1) Substitute
   2) Transportation
   3) Meals
   4) Alcohol
B) Organization of Car Pools
III Orientation to the MAP
A) Map Introduction, Overview Timeline Handout
   1) History
   2) 5 Basic Phases
   3) Accreditation Process Timeline
B) Elements of Effective Schools
IV Orientation to Host School
A) Demographics
B) Staff Self-Study Questionnaire Summary Profile
   1) Interpretation of Directions
   2) Review of 6 graphs
V Process Review
A) Purpose of Visitation
   1) Validation of School's Self-Study
   2) Not evaluation of School
B) Interviews/Classroom Visitations
   1) Construction of interview questions based on profile
      a) areas of concern
      b) areas of commendation
   2) Schedule
   3) Use of positive feedback notes after visitations
C) Data Collection
   1) Interview Notes
   2) Team Completion of Self-Study Questionnaire
D) Exit Report
   1) Responsibilities
   2) Focus
   3) Basis for Written Narrative
E) Concerns
   1) Team
   2) Host School

VI Review Proposal Daily Schedule
A) Little "Free Time"
B) Special Needs

Again, the MAPS manual (Michigan State Board of Education Accreditation Pilot Study, 1988) proved a useful tool in the development of the orientation and training sessions which occurred on March 29 and April 2, 1990. One of the team members had previously served on a visitation team and consequently was able to give insights and anecdotes which heightened the effectiveness of the training.

By the completion of the training, the group had developed a rapport that enabled them to work as a close-knit team during the visitation. Since we were scheduled to travel, live and work in close quarters non-stop for three days, positive group inter-relations were paramount
if we were to achieve our common goal—an appropriate validation recommendation.

Host School Liaisons. One of the responsibilities of the chairperson is to serve in a liaison capacity between the host school and the visitation team. In this capacity the chairperson sees that minor items such as lodging, reimbursement, availability of basic supplies, materials reproduction and scheduling are provided. Although not directly germane to the task at hand, validation, if such matters are not properly arranged, they can become a stumbling block to the validation process. This responsibility was disposed of via several phone calls to the principal and steering committee co-chair.

Development of the Interview Questions. After detailed study of the Staff Self-Study Questionnaire Summary Profile, (Appendix D - MAP Staff Self-Study Questionnaire and Staff Self-Study Questionnaire Summary Profile) the team developed a list of interview questions focusing on items rated at the extreme ends of the scale. We also designed questions based on items indicating a wide variety of responses.

Following are the interview questions designed by the team based on data found in the Staff Self-Study Questionnaire Summary Profile:

Section A Administration and Organization

1. Describe the procedure for reporting accidents and health problems. (Question 12)
2. In what ways are you encouraged to participate in staff development? Continuing Ed., inservice, professional organization. Describe your district's staff development plan. (Question 6)

3. What do you consider a good student achievement reporting system? How does your building compare? (Question 13)

4. Describe how guidance needs are met in this school. (Question 11)

5. What are the strengths of the administration and organization of your school, and what are its weaknesses?

Section B School Curricula

1. Describe how the library is used to support classroom instruction. How accessible and adequate is the library facility? (Question 30)

2. Describe the strengths and weaknesses of the art, music, and physical education programs at ______________. (Question 48, 49, 50)

3. We noticed that your math and spelling programs were rated high. To what do you attribute this? (Question 38, 40, 41)

4. To what do you attribute the low ratings we noticed in foreign language, keyboarding and computer literacy? (Question 2, 53, 54)

5. Describe how materials are selected to meet district objectives using science as an example. (Question 27, 43)

Section C School Staff

1. If you could increase your staff by 3 positions, in order of preference, what would they be? Provide rationale. (Question 66, 67, 68, 70)

2. Describe the ways community volunteers are used in your school. (Question 77)

3. Comment on the high rating given for the number of transportation staff members. (Question 74)

4. Question 61 reads "The interaction between school
staff and students reflects positive, nurturing and accepting climate." Share your interpretation.

Section D School Plant & Facilities

1. If you could improve your plant facility, site-wise, rate in order your top four areas to improve. Explain. (Question 78, 94-99)

2. Share any additional comments about the school plant and facilities.

Section E School/Community Relations

1. Are you given direction in dealing with sensitive issues (Aids, drugs, sex ed., student discipline, child abuse) and how does that occur? (Question 107)

2. What do you consider an "effective" parent organization and how does it compare with what you have? (Question 102, 103)

3. Describe the climate between school and community.

Section F Student Improvement Plan/Student Outcome

1. Explain the development and effectiveness of your school improvement plan. What are some accomplishments and what do you hope the plan will accomplish.

2. What tests are given and how is the data used? (Question 120, 122) (criterion referenced, standardized, teacher-made)

Spokesperson for the Team. Introductions of the team and general comments at the Welcoming Tea were also the responsibility of the team chair. The team chair provided members with a "positive-note" form to use during the visitation as appropriate. Thank you notes were sent to several host school employees on behalf of the team after the visitation was completed.

Forms and Reports. The Accreditation Office actually
required surprisingly few forms, and those which were required were quite simple. The MAP Visitation Form showing names and addresses of the visitation team, visitation dates and host school was submitted on March 9th. Immediately following the visitation, the scantron sheets, reflecting the visitation team's responses to the self-study questionnaire, were posted to the State Department. Within two weeks of the visit the written Narrative Report, based on the information contained in the oral Exit Report was completed and submitted to both the host school and Accreditation Office. The final report, prepared by the Chairperson, was the MAP Visitation Completion Report, which consisted of a checklist and request for names of people to be considered for other teams.

**Exit Report.** Of all the Chairperson's responsibilities, the delivery of the exit report and comprehensive written narrative are the most crucial activities in the visitation process.

Although all visitation team members participate in the gathering of data for the Exit Report, it is left up to the Chairperson to pull the information together in an accurate and orderly fashion. This is done under a severe time limitation of just a few hours. The oral report is delivered on the final visitation day, at a full-faculty meeting and with the school superintendent present.
This thirty minute oral report is a preliminary summary indicating the team's validation-or invalidation-of the self study completed by the staff. The staff of this school had not rated the school particularly strong. The graph below (Appendix D - MAP Staff-Study Questionnaire and Staff Self-Study Questionnaire Summary Profile) shows the range:

![Graph showing range of school wide profile]

Although this was not an atypical profile for the self study phase, it was difficult to face the staff and agree that these self perceptions in average-to-below average
ratings were accurate.

**Written Narrative.** The Exit Report served as the basis for the writing of the four-page Narrative. No new information was introduced in the Narrative; however, explanation of the results shared orally were included in the comprehensive summary.

Using the Narrative Report Outline provided by MAPS, the following report was submitted to the accreditation office, building principal and the team members. The name of the school and the district have been omitted here for reasons of confidentiality.

Since the Written Narrative serves to validate the school's self-study and is the keystone to the chairperson's responsibilities, it has been shared here in its entirety.

Although the cover letter sent with this narrative to the building principal encouraged him to ask for clarification or further explanation if needed, no such communication has been forthcoming. As a matter of fact, the school has a new principal this year.

A copy of the Narrative Report is found on the following pages.
NARRATIVE REPORT

Name of School: ___________ Elementary Public Schools

Name of Principal: Mr. James ______________

Dates of Visit: April 10, 11, 12, 1990

Name of Team Chair: Ione Condit
Visitation Narrative Report

Introductory Comments

Elementary School hosted the visitation team on April 10-12, 1990. The purpose of the visit was to validate the self-study completed by the ______ staff earlier in the school year. The members of the team are grateful to the administration, steering committee, faculty, staff, students and parents for their candid and open responses. Their willingness to assist us facilitated the accomplishment of our mission.

______ Elementary houses 420 fourth through sixth graders and is located outside of ______, Michigan, separate from the K-12/administrative office site. The student population seems stable, with a minimal number of transient students. The majority of staff members and the principal have been assigned to for a number of years. The district has a new superintendent who is dedicated to the concept of accreditation, as is the principal and the majority of faculty members.

The staff and community can be proud of their school. By working closely together the last several years, both community/parents and school employees indicate that there has been marked improvement in the school district. This is most graphically reflected in the passage of a recent millage on the first request. Their common focus on the education of ______ youngsters sets the tone for school improvement.

It is obvious that Michigan Accreditation Program (MAP) participation and the completion of the self-study are the results of a sincere desire to assess and improve ______ Elementary School. The staff responded candidly to both the interview and the self-study questions. As a result, the visitation team was able to validate most all aspects of the self-study. This narrative report will address each section of that study separately, indicating specific correlations with the self-study.

Validation Report

A. Administration and Organization

Validation: The staff identified some areas both of concerns and strengths. The visitation team concurs with the staff assessment. The staff recognized the excellent system in place to report student progress - both formally and informally - to parents (13)* These reports occur frequently and are comprehensive. Many teachers enhance the required reports with additional written and oral communications to parents on a frequent basis. The recent standardizing of the grading ranges has been viewed as an improvement. There is most definitely a system in place to report student accidents and health concerns (12). Although there was some confusion as to whether it was a written policy, all teachers know the procedures.

*Throughout this report numbers are inserted that refer to the
The students at _____ Elementary are fortunate to have the services of a school nurse (12). The school and community are to be commended for their insistence that this child care program be an integral part of services offered at the school.

Concurrence is given to the "fair" rating given by the staff concerning the existence of a process for both guidance (11) and a staff development plan (6). In both areas, basic needs are met in a smorgasbord approach with no long term or consistent plan. The school uses a variety of outside agencies, as well as the, school nurse, principal and teachers to deliver minimal guidance services. However, coordination, evaluation, and program goals and objectives are missing. In terms of staff development, it appears money and information is provided to staff members but no long term plan or direction is noted. The current administration has responded to a staff request to discontinue in-service provided by the local ISD. They are encouraged to include staff members in determining a staff development plan that will reflect the specific needs of the school and to include such a plan in a board-approved document.

Overall the student behavior is appropriate in the classrooms, hallways and on the buses. The students enter and leave the school in an orderly, quiet and cheerful manner and focus on learning while at school. The interviewees indicated this was the result of the new code of conduct and a firmer attitude toward discipline (10).

B. School Curricula

Validation: The staff held a very wide range of opinions of the role of the library as an integral part of the instructional program (30). Though the library is staffed with a paraprofessional, there is consensus that basic services are provided and do supplement instruction. Concerns did surface regarding the availability of the library. The space is occasionally pre-empted by other programs and there was some confusion concerning the hours during which the library is open. Also of concern to some is the lack of a degreed media specialist available for instruction and book purchasing.

The staff and visiting team share concerns about the Physical Education and Art programs (49,50). Interview respondees indicate problems related to the limited range of art experiences offered - restricted by the frequency of services and lack of an art room and equipment. The concerns directed at the Physical Education program also focused on storage space and infrequent sessions. Staff concerns over the Foreign Language program and keyboard/computer literacy (53,54) are reflected in the low ratings in these areas. We concur that these programs are minimal or non-existent but are encouraged by the recent computer in-service and the grant received by the district to improve this area.

It appeared to the visitors that the math and spelling programs (38,40,41) do deliver appropriate instruction in basic concepts and skills and merit the very good rating noted.

C. School Staff

Validation: The visitation team was interested in the wide
range of responses regarding the number of community volunteers (77). The variation of ratings appears to be based on the fact that use of volunteers varies greatly from teacher to teacher. The volunteers are not organized at a building level to provide services to all classrooms.

The visitation team is able to validate staff concerns regarding sufficient staff in several areas. The programs of guidance, physical education, art and certified library media specialists are of special concern (66, 67, 68, 70). There is consensus that the intricate bussing schedule operates very smoothly as a result of sufficient numbers of skilled, licensed transportation staff (74).

The visitation team believes the _______ staff underrated the positive staff/student climate (61) of __________. We observed interactions and attitudes that would indicate the range could be extended to include "excellent". We base this statement on the following types of observations: 1) demonstrations of tenderness genuine caring and concern of both teachers and students towards each other. 2) very positive student responses 'to and about' teachers. 3) respect demonstrated between the two groups. 4) student comments frequently noting teachers as one of the things they liked best about

D. School Plant & Facilities

Validation: Again, in this particular area staff and visitors concur. The plant limitations are recognized in the studies for both program and storage space (78, 86, 94, 97, 98, 99). The staff is to be complimented in providing meaningful programs despite limitations such as conducting three programs in one room. Attempts to utilize existing space most effectively are commendable. Much of the concern regarding crowded areas will be alleviated if the plan to reduce student population materializes.

Although the building may lack in instructional equipment the two-way communication system (85) is more than sufficient and it is utilized effectively.

E. School and Community Relations

Validation: The multiple good ratings noted in this category are deserved. The district's good relations with the community are reflected in the passing of a recent millage. The existence of a Parent Coalition, which works cooperatively with the school personnel in an advisory capacity, indicates a high level of community input (105). There seems to be confusion on the part of the _________ staff as to the current existence of a building parent teacher organization (102), which in fact was disbanded this year. In regard to school policies and procedures needed to provide effective direction in dealing with sensitive issues such as AIDS, drugs, child abuse (107), the policies do exist; however, several teachers are unaware of them.
F. School Improvement & Student Outcomes

Validation: The visiting team was able to validate this section of the self-study. Involvement in the Michigan Accreditation Program will provide the staff with information to assist them in the development of an appropriate and comprehensive improvement plan. As the staff becomes more involved with the on-going process of school improvement this area will become stronger.

Summary: The ________ self-study is a valid document and reflects accurately the strengths and limitations of the school. The visitation team would encourage the staff to examine the school decision making process and how decisions and general information and procedures are decimated. In several categories, the lack of communication seemed to be a common factor. (Accident policy, existence of PCO, visitation team's connection with MAP, availability of staff development funds, use of student measures).

The school is moving in the direction associated with effective schools, thanks to the effectiveness of the principal and teacher leadership. This movement, however, is impeded by the lack of cooperation and resistance to change exhibited by segments of the staff. The team encourages the staff to examine this issue as part of their school improvement plan.

The staff and community can be proud of the student body at ________. They are capable of leadership and meaningful input into the education process as demonstrated by the active student council. The school staff the community support the education process, and the students benefit from this working relationship.

Next Steps

The ________ School staff should review the self-study complete by the staff as well as the self-study analysis completed by the accreditation team at the end of the visit. Those documents, along with this narrative, will indicate which areas are in need of further data collection and analysis. As ________ staff review the tables and graphs and compare them to the team's self-study analysis response the staff will find discrepancies. (1,3,4,28,29,43,55,88) These were areas not necessarily included in the exit report, since specific interview questions were not designed on these topics. You may want to review these areas, also, to determine if there are additional concerns to address.

The above procedure will help to identify goal areas to be included as the improvement plan is developed. Please be advised that during the interview process many teachers mentioned improvement strategies that appear very viable. The ________ staff can reduce many of their concerns if provided a problem-solving forum for idea sharing. This can form the basis of your action plan.
CHAPTER V

OUTCOMES AND FUTURE OF THE MICHIGAN ACCREDITATION PROGRAM

The future of the Michigan Accreditation Program is currently in a tenuous position despite a consensus of its merit found among practitioners and state board members. Although the number of arguments for the MAP is much larger than that against it, the bottom line, unfortunately, may be economics.

Leading this list of positive attributes is the program's solid base in effective school research. The standards are an outgrowth of longitudinal studies of the components of effective schools that are widely accepted by the educational community. Grass-root practitioners, academicians, and politicians all contributed to the original design of the Michigan Accreditation Program, according to Linda Foreward.

The MAP office in Lansing has current technology that will allow a small staff of four or five people to competently process hundreds of accreditation reports annually. The small size of this bureaucratic office is of significance when considering state budget reductions. As a matter of fact, last year the MAP department was the only
agency in the Department of Education to be authorized a staff increase. The current staff are people with a vision: assisting local school districts to move forward into the twenty-first century with greatly improved schools and the necessary restructuring.

The vision of the MAP staff, tempered by the reality of today's school situation, has resulted in the current modification proposals to the original standards. This evolving flexibility should be an asset to MAP survival.

The enthusiasm on the part of concerned teachers and building administrators remains high. Many elementary principals, who have seen their programs devastated due to fiscal reductions, long for the same program and staff protection offered high schools for decades...the threat of losing accreditation. This, coupled with their belief that the implementation of MAP standards would improve curriculum, staff, facilities and programs, continues to spark teacher/administrator enthusiasm.

Lastly, and probably most important to the survival of the Michigan Accreditation Program is the State Board of Education's strong desire to implement a system that will give them more control over the quality of education in Michigan. It is important to note that Michigan is one of the few states where the state does not have control of school accreditation. Since P.A. 25 was introduced by the Republicans and supported by both parties, the fact that we
now have a Republican Governor and Republican Senate majority should increase the survival probability of MAP and other components of P.A. 25.

The list of MAP negative attributes, although much shorter, may in the end, prove more lethal. The deck is stacked against the MAP program in two major areas. First, many of the school districts is taking a wait-and-see stance. (Appendix E - Interview with L. Giannunzio) Their concern is that the implementation of MAP standards may prove to be much more costly than can be recouped by the incentives and bonuses given by the state to districts in an accreditation program. They feel it may be more prudent to forego the state aid incentives, especially when cost factoring of implementation is impossible at this time because the standards are not yet firm. Some superintendents view the flexibility of the evolving standards not as a positive but rather as an indication that the state does not know what it is doing. This attitude produces a reluctance in school boards and superintendents to commit to a program (one with severe sanctions!) until they can determine what the bottom line net gain may be. In addition to the situation described above is the uncertainty of the state's economic condition as the legislature announces major budget cuts hitting most programs in Michigan, except education.

The MAP's major flaw may be a matter of timing as the
nation struggles in a recession. These uncertainties combine to threaten a "new" program that may be vulnerable because it is the 'newest kid on the block.'

In summary, despite the many strengths of the MAP program, its future may be bleak if many school districts play it safe and select non-participation in the program. It is obvious that the fate of MAP is subject to impact by events that may elevate it to a nationally acclaimed model of outcome-based accreditation, or events may force MAP into educational history.
CHAPTER VI

PROJECT LOG

1990

January 23 I received a letter from David Donovan, Assistant Superintendent, MDE, inviting me to be a visitation chairperson. This possibility was discussed with Bob Currie, Director of Instruction, Marshall Public Schools, who encouraged participation in the accreditation process and suggested I call Judy Dobert, the Director of Instruction for Albion Public Schools, who has served as chair-person on several accreditation visitations.

January 24 I spoke with Linda Foreward, Consultant at MDE, requesting more information concerning the time commitment and training provided to visitation chairpersons.

January 25 Judy Dobert shared her positive experience as team chairperson and encouraged me to pursue this activity.

January 26 I requested and received permission from Lou Giannunzio, Marshall Public School Superintendent, to attend the training and serve on a visitation team this spring. He acknowledged the value of Marshall Public School staff involvement as we begin to prepare for accreditation ourselves.

February 13 Linda Foreward conducted a day long orientation/training in Lansing for administrators willing to serve as team chairpersons. This training was well-organized and did provide a wealth of information on MAP in general and the specific 'do's and don't' of a visitation.

February 26 I received a letter from MAP's office
containing the building assignment and
directions to proceed to form a visitation
team.

March 5
I contacted Jim, the principal of the
visitation school to introduce myself,
establish dates and gather demographic
information on his school.

March 7
Jim called to revise our visitation dates to
accommodate his school's standardized test
schedule.

The MAP visitation form was completed and
mailed to the MAP's office.

March 13
I developed the "ideal" visitation team
attribute composite. I will be seeking
educators who are:

1) well respected by colleagues
2) knowledgeable about school improvement
3) experienced with grades 4-6 and/or
   Special Education (Learning Disabilities
   or Emotionally Impaired)
4) available on visitation dates (day and
evening)
5) interested in volunteering to serve on
   the team

I was also attempting to get a mixture
of males and females.

March 12-16
During this period, ten principals were
contacted by telephone or approached in
person at professional meetings. I
requested the names of staff members they
would recommend for visitation team service.
The eight teachers recommended were
contacted and invited to participate.
Two of the eight declined due to after
school coaching commitments.

March 15
I made arrangements for training facilities
at the Boardwalk Restaurant.

March 15
I called Jim to confirm the first day's
visitation schedule with him and to remind
him of the need for team planning time on
the first day.

Confirmation letters were written to all
team members with copies to be sent to their
respective principals reviewing both teacher and district responsibilities.

March 16

While drafting the team interview assignments, I became concerned that the five member team would be too small. Consequently, I contacted Linda Foreward who indicated the team size would be adequate and gave suggestions on how to develop the team to maximize our time in the school. I then mailed team names and addresses to Linda Foreward and to Jim, our host school principal.

March 19

I completed the team interview category assignments.

March 19-20

The following materials were prepared during this time period to use at the team training:

1) Proposed daily schedule
2) Overview of MAP
3) Responsibilities of host school, team, team chairperson and host steering committee chairperson
4) Outline of training session

March 26

I received from the MAP's office, the Staff-Study Questionnaire Summary Profile. After extensive reviewing of this document, it became clear that the staff did not hold a high opinion of their school. A visitation to validate an average to below average self-study will require much tact.

March 29

The training preparations were completed during the day and the three-hour training/orientation was held in the evening.

April 2

I repeated the training for a team member who was unable to attend the March 29th meeting.

April 10 - Visitation Day One

We arrived at our host school in the early afternoon and received a building tour and staff orientation information. We utilized the time before the Welcoming Reception to design an interview schedule that would
allow us to interview all staff members twice, in different categories. After the reception we returned to our hotel room to formulate our interview questions based on the self-study. This process continued until midnight with only a two hour dinner break with the steering committee.

April 11 - Visitation Day Two

The morning and afternoon was spent interviewing staff members and observing in classrooms, halls, and lunchroom and at the bus loading area. I was able to conduct a luncheon interview with the superintendent who provided additional background and perceptions on the school. The team spent the evening (until 11:30) comparing and reviewing interview data, noting areas in need of collaborative data and providing me with suggestions for the Exit Report.

April 12 - Visitation Day Three

The team spent the morning completing interviews and observations. The afternoon was spent modifying and completing the Exit Report. The team also completed, individually, the self-study questionnaire originally completed by the school staff. After school, I presented the oral Exit Report to the total staff, school superintendent and a few parents.

April 14

Before mailing to the MAP's office the Scranton ratings on the self-study questionnaire completed by the team, I compared the individual responses and noted the few discrepancies.

April 16

I called Linda Foreward to discuss the discrepancies and to clarify content and format of the Written Narrative. She indicated some discrepancies were normal and routine.

April 20

Thank you notes were sent to all the team members, site principal and steering committee chairpersons.

April 21-24

I prepared the Written Narrative based on
<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>April 25</td>
<td>The Written Narrative was mailed to the MAP's office and to the site principal.</td>
</tr>
<tr>
<td>April 30</td>
<td>I shared a synopsis of these events and my observation of the process with my staff and our superintendent. I also reviewed with the superintendent our plans for Shearman School to become accredited.</td>
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Appendix A

Interview: Linda Foreward, Consultant
Michigan Department of Education
INTERVIEW QUESTIONS AND SUMMARY OF RESPONSES

Linda Foreward, Consultant
Office of Technical Assistance & Evaluation
Michigan Department of Education
Interview Date - November 9, 1990
Length: 1 hour, 20 minutes

Question 1: What do you consider the primary motivator for the State Department to develop a second elementary accreditation program:

Summary of Answer: The State Board of Education, in preparing the Blueprint for Action, raised four concerns about the current accreditation program.

1) Accreditation as a result of "Ole Boy Network"
2) Few elementary schools in the State have applied
3) Flaws in the 'trickle-down' theory (if the high school accredited then the elementary schools must be satisfactory)
4) State Board wanted some control of the process

Question 2: North Central now has an outcomes-based elementary accreditation program. In your opinion, was this new direction a result of the national trend towards outcome-based evaluation or/and the result of the MAP program?

Summary of Answer: This is a 'chicken or egg' question. North Central developed their outcomes-based program at the University of Michigan Bureau of Accreditation and School Improvement. The group that received the contract to develop MAP was housed in the same facility and overseen by the same director. MAP was not in competition with North Central. Neither North Central nor MAP have the wherewithal to accredit all the school districts at this time.
Question 3: How would you compare the two elementary accreditation programs? In which ways do you see them as differing?

Summary of Answer: The majority of North Central's program was based on the input process with no standards that required an implementation plan based on outcomes. The MAP model utilizes the traditional standards and outcomes, which are enforced.

Question 4: I have heard rumors that the MAP's standards from last year are being revised. Is this accurate and if so, what types of modifications are being considered?

Summary of Answer: First set of standards were developed in 1988. These were revised for more flexibility and adopted by the state board in August 1990. A sample of the flexibility is in the Library Media Specialist requirements, which now allow the use of a teacher in that position but within five years the teacher must be replaced by a Media Specialist. Another example is in the principal-student ratio, which now reads a total of 400 students per administrator if housed in two separate buildings. The changes have been primarily in the addition of a "phasing-in" of standards over a five-year time span and the greater emphasis on outcomes measurement. The only sanctions in P.A. 25 are in the accreditation component. Still being questioned is what to hold administrators accountable for and when to excuse them from not meeting standards.

Question 5: At the orientation meeting last February, you indicated that the possible sanctions for not being accredited in three years were being revised. As you described it, the legislature was divided on the issue of consequences. Has there been a resolution to this question?

Summary of Answer: Yes, to a degree. The technical assistance is a separate line item now and is not grouped with the other punitive measures. School of choice, replacing the principal
and closing the building are still in the Act as consequences. There are some organizations (MEMSPA) that are developing a plan to submit amendment language for different sanctions or no sanctions. The legislature, however, has been adamant that there will be accountability for P.A. 25. There is still a question of due process for the administrator if sanctions are involved. Remember, P.A. 25 legislation does not say "shall," but rather "subject to."

Question 6: How many schools have applied for accreditation and how many have been granted accreditation?

Summary of Answer: PARTICIPATION AND ELIGIBILITY

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Applied</th>
<th>Number Granted Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986-87</td>
<td>25 pilot</td>
<td>-All eligible this year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-7 currently accredited</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-8 anticipate accreditation at end of year</td>
</tr>
<tr>
<td>1988-89</td>
<td>41</td>
<td>-some</td>
</tr>
<tr>
<td>1989-90</td>
<td>36</td>
<td>-not yet eligible</td>
</tr>
<tr>
<td>1990-91</td>
<td>125</td>
<td>-not yet eligible</td>
</tr>
</tbody>
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Question 7: The logistics of processing up to one-sixth of all the state elementary and middle schools each year could be very taxing on the financial and human resources of this office. Will you describe what has occurred and what is likely to occur in the future to prepare this office for the logistics of processing these schools?

Summary of Answer: We are the only area that received an increase in funding for this year - 4 additional positions. However, there is now a freeze on hiring so we currently have
myself, 1 data person and a secretary. The data person has automated the visitation and self-study reports, which now take only a hour to process. She's currently automating the annual report. By 1992, we need to have a data system ready to handle the self-study/visitation data and 3500 annual reports. Our long range plan is for school districts to share annual reports with us directly through ISD central computers. The visitation/self-study reports, because of their nature, will continue to be done on scartant sheets. Down the road we may buy each school a modum. On-site assistance will be handled through the local ISD. Seventy percent of our budget will be dedicated to grants to ISD to support accreditation. P.A. 25 requires ISD's to participate in the accreditation. The time-line calls for all of the grants and all personnel to be in place by the 1995-96 school year.

Question 8: What bearing do you anticipate the change of Governors will have on MAP?

Summary of Answer: I do not expect changes due to the election of a Republican Governor. There is support from both sides for P.A. 25. It was introduced by a Republican State Board, and now we have a Republican Governor and Senate majority. I don't anticipate any major changes; on the other hand, we could be targeted because we are a new program... we'll have to wait and see.

Question 9: In February you mentioned you had an accreditation survey of all states, and Michigan was the only state where accreditation was not controlled. Will you elaborate on what you meant by "controlled."

Summary of Answer: The State of Michigan has no control over which schools receive accreditation or what the accreditation program looks like. In most states the regional accrediting agency is an office in the Department of Education, or the states have their own agency. The notion that our agency is housed at a university and is not controlled by the state is mind-boggling to people in other
question 10: Has MAP received any national attention or been reviewed or recognized in any publications?

Summary of Answer: Anything you find are articles written by me or a few spin-off articles written by practitioners, mostly in MASP, MEMSPA and FOCUS. No national recognition has been received.

question 11: This concludes my formal questions. Perhaps you have some comment you would like to make in areas not covered. In other words...AND?....

Summary of Answer: It is part of our vision that we must conduct research on the effectiveness of the standards. If standards are not having an impact on outcomes, perceived or real, we ought to do something about it. The implementation of this process depends on each component working. We can not cut out part of it. It also depends on us, at the state department, taking hold of a vision of what we think schools should be, not what we can afford. It is a visionary process.
Appendix B

Michigan Accreditation Program Elementary School
Accreditation Standards and Changes
to the MAP Standards
MICHIGAN ACCREDITATION PROGRAM

ELEMENTARY SCHOOL Accreditation Standards

Developed as a result of the Michigan State Board of Education Pilot Study

October 1983
MICHIGAN ACCREDITATION PROGRAM

Introduction

The Michigan Accreditation Program is designed to provide Michigan schools with a common set of external standards which, when met, will assure a quality program of instruction leading to a consistent education for all students. The measure of that quality will be determined through a data-driven outcomes-based school improvement plan which will be developed by building staff within locally approved policies, goals, and objectives.

The standards and accompanying processes were developed with extensive input from practitioners, administrators, the Michigan State Board of Education, the Michigan Department of Education, and the Superintendent's Study Committee on Accreditation. The process was pilot tested by twenty-five elementary and middle/junior high schools. Where necessary, the process was modified to better meet the needs of schools, teachers, and students.

Accreditation is intended to provide opportunities for schools to work in concert with all those involved in the educational process. Prior to initial participation, a building staff must agree that it is committed to the process. Further, the local board of education is expected to pass a resolution supporting the involvement of the school. Involvement with parents, community members, and representatives of business and industry is also advised, especially during the visitation and school improvement phases. The resultant school improvement plan, developed in cooperation with district administration, must be consistent with the locally approved philosophy and goals of the district and be submitted to the local board of education for its support and approval.

Schools are encouraged to develop cooperative agreements with neighboring schools, districts, REMC's, intermediate districts, institutions of higher education, and other organizations serving schools to develop services which the local school cannot provide on an individual basis. This type of cooperation could fulfill some of the standards and criteria which otherwise may be difficult in small schools and/or isolated districts.

While schools have the ultimate responsibility for educating a child, it is essential to recognize the vital role played by parents, community members, and the business sector. Each has a vested interest in the success of a school and will do what is necessary to assure that success. School personnel recognize that education does not end in the school building but extends into the community. Thus, community involvement, cooperation, and support must be sought by school personnel. This assures a clear understanding of the vital role each plays in providing a child with the necessary tools to function in a democratic society.

Of special import is the role of the parent as the central nurturing influence on a child. It is hoped that each parent will take seriously the importance of proper shelter, food, rest, encouragement, and guidance. Parents should be invited to participate with the school staff in developing strategies to maximize the learning potential of each child.

Good schools are vital and dynamic. They have an identity. They pursue clear and agreed on goals and objectives. They set high standards, which they strive to achieve.

Good schools draw talented, dedicated staff. They create a caring environment for their students and encourage educators, parents, and the community to work in harmony. They invite the community to use the schools and in turn ask the community for its support.

Parents, teachers, administrators, and school board members can all do their part by helping their schools meet the accreditation standards in the following pages. The ultimate goal of accreditation is to provide students with the best education possible.
## ELEMENTARY SCHOOL STANDARDS
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STANDARD I:
THE PURPOSES OF THE SCHOOL

The philosophy and goals of the school have been cooperatively identified, clearly stated, and accepted. They give direction to the entire educational enterprise. There is consensus among the community, board, and the school staff on the philosophy and goals of the school and the priority to be given to student achievement.

E-1.01 There shall be a written statement of philosophy and goals which is consistent with the district philosophy and is the governing document for the school and its programs.

E-1.02 The program shall be based on the statement of philosophy and goals of the school.

E-1.03 The statement shall be developed democratically through appropriate participation of school staff, parents, students, and community representatives.

E-1.04 The philosophy and goals shall be consistent with the best understanding of the needs of the students and the requirements of society, recognizing that the pluralism which exists in our nation is a strength to be cherished and developed further.

E-1.05 Each year the statement of philosophy and goals of the school shall be reviewed, revised as needed, and reaffirmed by the school staff. The board of education shall review and endorse copies of the statement.

E-1.06 Each year parents shall be advised of the philosophy and goals of the school.

E-1.07 The statement of philosophy and goals shall guide curriculum revision and shall describe desired student performance.

E-1.08 The school shall annually develop and/or update a school improvement plan which would be based on three- and five-year projections.

E-1.09 The school improvement plan shall identify both the strengths and weaknesses of the school, and provide for the specific action(s) necessary to improve and maintain the school programs. In addition, the plan will describe the action(s) to be taken, prioritize the action(s) in relation to student needs, describe the expected results, assign responsibilities, and propose a time-line and the manner in which the action(s) is to be evaluated.

E-1.10 The school improvement plan shall be developed by the instructional staff in concert with community representatives and will be reported to the community.
STANDARD II:
SCHOOL CLIMATE: AFFECTIVE ELEMENTS

The school recognizes that every student needs attention, acceptance, approval, and a lively sense of achievement. The school seeks to establish a fostering climate so that the students and the staff will be more creative and will enjoy more effective and harmonious relationships. The climate is non-threatening; it generates a sense of joy and excitement in learning. Creative capabilities are nourished and expressed. The focus of the school is upon the facilitation of learning and the enhancement of the student's self-concept. All aspects of the school evidence concern for the affective and physical well-being of each student.

E-2.01 Administrators and staff shall have high expectations which are clearly defined and expect all students to achieve.

E-2.02 A positive learning environment shall exist in the building and in each classroom.

E-2.03 Administrators and staff shall provide for a safe and orderly learning environment.

E-2.04 Administrators and staff shall provide for transition of each student from one developmental level to another.

E-2.05 Administrators and staff shall provide a creative and stimulating learning atmosphere for students.

E-2.06 The school shall provide a broad range of organizations, activities, and leadership groups that recognize students' accomplishments, and the school shall seek and be supportive of appropriate activities sponsored by out-of-school groups.

E-2.07 Administrators and staff shall demonstrate a supportive and positive attitude toward students and toward one another.

E-2.08 There shall be activities within the school that provide for and/or facilitate the positive self-esteem of students and staff members.

E-2.09 The instructional program of the school shall include various cultural, ethnic, racial, socio-economic, and demographic characteristics.

E-2.10 The instructional and extra-curricular programs of the school shall include the recognition and contributions of females and males.

E-2.11 The instructional and extra-curricular programs of the school shall include the recognition and contributions of Blacks, Hispanics, Asians, Native Americans, and other racial/ethnic groups.

E-2.12 The entire school staff and students shall promote positive actions and attitudes toward all people of different background and ability.

E-2.13 The school shall provide appropriate opportunities for involving students, parents, staff members, and community representatives in decision-making.
E-2.14 The school shall assess its climate frequently, share the results of the assessment, and have a plan for maintaining an atmosphere that is receptive and responsive to the needs of individual students.

E-2.15 The school shall assist parents in developing those skills and attitudes needed to help their children develop a positive self-concept, and to reinforce their child's classroom instruction.

E-2.16 The school shall systematically protect the legal rights of students and shall follow due processes in the supervision of its students.

E-2.17 The school shall annually provide a handbook for students, parents, and teachers which includes homework policies, attendance policies, grading policies, discipline policies, and other expectations and information important to students, parents, and staff members.

E-2.18 There shall be specific procedures for reporting child abuse and child neglect.

E-2.19 Parents shall receive regular and frequent communication from the school, and other members of the community shall be kept informed about school activities.
STANDARD III:
ORGANIZATION, ADMINISTRATION, AND CONTROL

The elementary school is organized and administered with the recognition that each student is a unique human being, possessing the right to develop his/her human potential to the fullest extent. It is the responsibility of the elementary school to provide a climate conducive to the physical and social development of each individual student.

The principal of the elementary school is the administrative head of the school and is given sufficient autonomy and authority to insure the successful functioning of all phases of the school program. This includes the creation of a climate fostering planned change. The quality of leadership provided by the principal is a prime factor in the effectiveness of the school program.

NOTE: Independent or non-public schools not part of a school system shall employ a full-time principal or administrator.

Criteria Relating to People

E-3.01 A school accredited by the Michigan Accreditation Program shall be part of a system employing a full-time superintendent.

E-3.02 The school shall have a principal who shall serve at least half-time. If the enrollment of the school exceeds 250 students, a full-time principal shall be employed. A designated professional staff person shall be in charge of the school building during the absence of the building principal.

E-3.03 If a principal administers more than one school, the combined enrollment of those schools shall not exceed 450 students.

E-3.04 In order to permit the principal to have sufficient time to engage in the improvement of instruction in a school having an enrollment of 500 or more students, at least a half-time assistant principal or the equivalence in certified professional personnel shall be provided. If the enrollment exceeds 800 students, at least one full-time assistant principal shall be employed.

Summary of Required Administrative Staffing

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Administrative Staffing Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 250 students</td>
<td>At least a half-time principal</td>
</tr>
<tr>
<td>250 or more students</td>
<td>A full-time principal</td>
</tr>
<tr>
<td>500 or more students</td>
<td>At least a half-time assistant principal or the equivalency, in addition to the principal</td>
</tr>
<tr>
<td>800 or more students</td>
<td>At least one full-time assistant principal, in addition to the principal</td>
</tr>
</tbody>
</table>
Administrative, supervisory, and clerical personnel shall be provided to adequately facilitate the program in the school.

a. At least one full-time secretary or the equivalency shall be provided to the school.

b. In addition, if the school enrollment exceeds 650 students, at least a half-time office clerk shall be provided. If the enrollment exceeds 1,000 students, at least a full-time office clerk shall be provided.

c. Adequate support staff (e.g., clerical, custodial, food service, transportation) shall be provided to insure effective operation in all aspects of the school.

The principal shall be involved in the selection, assessment, evaluation, retention, and promotion of all personnel assigned to the school.

All personnel working in the elementary school shall be responsible to the principal for the performance of their duties.

While working with faculty, staff, or students in the school, central office and other supplementary personnel shall coordinate their activities through the principal.

**Standards Relating to Tasks**

Instructional leadership shall be the primary activity of the principal. The principal shall have the authority, resources, and time needed to accomplish that goal.

The principal shall provide instructional leadership in the educational program.

a. The principal shall work with the staff to plan, organize, implement, and evaluate the educational program.

b. The principal and/or supervisory personnel shall frequently observe teaching activities for the specific purpose of assisting in the improvement of instruction.

c. The principal shall assist the staff in the implementation of the interdisciplinary teaching objectives.

d. The principal shall provide opportunities for the community to assist in reviewing the educational program.

e. The principal shall keep parents informed about the educational program.

f. The principal shall keep current in the research, methodology, and curricula concerns, including the State Board of Education's essential skills as they relate to instruction.
The principal and staff shall plan the educational program to meet the instructional needs of each student.

a. The principal and staff shall include internal and external specialists and consultants when appropriate in program development, implementation, and coordination.

b. The principal and staff shall establish goals for the educational program which are consistent with those of the district.

c. The principal and staff shall designate performance objectives, on which to concentrate, which are consistent with district objectives.

d. The principal and staff shall plan for the allotment of time to each skill area to assure effective use of time and to achieve a balanced curricula.

e. The principal and staff shall match instructional material to the student performance objectives.

f. The principal and staff shall use performance objectives, effective instructional activities, assessment results, student record-keeping systems, and reporting-of-progress systems.

g. The principal and staff shall plan sequential instruction to assure continuous learning.

h. The principal and staff shall plan instruction to include interdisciplinary approaches to learning.

i. The principal and staff shall plan independent study opportunities for students as may be appropriate.

j. The principal and staff shall plan instruction to allow students a choice of exploratory and elective exercises that address the individual interests of students.

k. The principal and staff shall plan homework study opportunities for students based on district policy.

l. The principal and staff shall encourage student growth by planning experiences which provide social development and a sense of responsibility.

The principal and the teachers shall be responsible for assessing the effectiveness of the school program and for planning improvement of the program.

The principal shall make provisions for staff development to improve the teaching/learning process.

The principal shall have the responsibility and the authority for the administration of the non-instructional programs of the school.

a. The principal shall, through a variety of mechanisms, including periodic and frequent meetings, work with staff to plan, organize, implement, and evaluate the educational program.
b. The principal shall maintain a communication program which keeps the school board, superintendent, staff, community, and students informed about the educational program.

E-3.16 Records and reports needed for effective planning, operation, evaluation, and reporting shall be kept relative to the following components of the educational program: (1) students, (2) staff, (3) instructional supplies and equipment, (4) curricula, (5) student activities, (6) media services, (7) guidance, (8) school plant/site, (9) administrative operation, and (10) health services.

E-3.17 Care shall be exercised to insure that the student's right to privacy is not violated through the inappropriate collection, utilization, or retention of personal biographical data.

E-3.18 The principal shall be responsible for planning and administering the school budget.

E-3.19 The principal shall involve the staff in the preliminary development of the budget, in establishing expenditure alterations, and in setting priorities for the budget.

**Board/Staff Relationships**

E-3.20 a. Responsibility for determining the general policies of a school accredited by the Michigan Accreditation Program shall be entrusted to the board of education.

b. The superintendent shall keep the board of education informed of the status of all important aspects of school operations.

c. The board of education shall authorize the superintendent to indicate on the report forms its approval of the accreditation policies and standards. This approval also verifies that conditions are reported accurately on those forms.

E-3.21 a. The board of education shall develop a comprehensive set of policies with the assistance of the superintendent, in cooperation with the staff, to serve as a basis for the operation and the administration of the schools and as a guide to the superintendent and other employees in the conduct of their respective duties.

b. After such policies are adopted by the board of education, they shall be published and made available to the employees and the public.

E-3.22 The board of education represents the public in setting the purposes and establishing the basic policies for the schools. The board or the members thereof shall refrain from involvement in the execution of the administrative functions of the school.

E-3.23 a. The board of education shall be responsible for the selection of its chief executive officer, who is the superintendent, the principal, or other designated head of the school program.

b. Subject to the approval of the board of education, the administrative head of the system (hereinafter referred to as superintendent) shall be responsible for administering the schools within the limits established by the board policies and regulations.
c. The superintendent shall be responsible for the selection and assignment of
school employees, management of plant and equipment, administration and
supervision of the educational program, and the conduct of the public relations
program of the school.

d. The superintendent shall annually prepare and submit, for board action, a
budget of anticipated income and expenditures and shall be responsible, with
proper board authorization, for the expenditure of and proper accounting for all
funds in accordance with the adopted budget.

e. The superintendent shall provide the board with such periodic reports as the
board feels are necessary to keep it properly advised.

E-3.24

a. The board of education shall transact official business with professional staff
members and all other employees only through the superintendent.

b. Although the superintendent may wish to delegate to others some
responsibilities for reporting to the board, such practice shall be at his/her
discretion. Situations wherein other persons report directly to the board at its
insistence or as a regular practice shall be considered a violation of this
standard.

E-3.25

a. The superintendent, in cooperation with board members and staff, shall prepare
the agenda of items to be discussed at each board meeting.

b. The working relationships between the superintendent and the principal shall be
such as to insure cooperative and effective administration and operation of the
educational program within the school.

c. The working relationships between the principal and the staff shall be such as
to insure cooperative and effective administration and operation of the
educational program within the school.

d. At both the central office and individual school level, administrative procedures
shall be developed by utilizing the appropriate abilities and contributions of the
staff members.

E-3.26

a. The employment policies of the district shall be such as to attract and retain the
services of well qualified and competent employees, and shall be in accord with
equal employment opportunity practices.

b. The employment status of staff members shall be changed only at an official
meeting of the board of education. When the status of a staff member is
deliberated by the board of education, the recommendations of the
superintendent and others of the staff member's superiors shall be considered.

c. The performance of all certified personnel shall be subject to planned, periodic,
cooperative evaluation by the superintendent or his/her designated
representatives.

d. The performance of the superintendent shall be subject to regular evaluation by
the board of education.
Board of education shall adopt procedures to permit employees to present--before policy decisions are made--their viewpoints on matters affecting the educational program. Efforts shall be made to accomplish this communication in an orderly manner with the superintendent or his/her designated representative present during such discussion.

**Central Office/Local Relationships**

E-3.28 The principal shall be fully involved in, and informed promptly of, those board and central office decisions which affect the school under his/her direction.

E-3.29 Lines of administrative and supervisory authority between central office staff and the principal shall be clearly defined in writing and be as direct as possible.

E-3.30 The roles and responsibilities of central office personnel as they affect the local elementary school and the junior high/middle school principal shall be clearly delineated in printed form. These descriptions shall be reviewed periodically on a cooperative basis.

E-3.31 While working with the faculty, staff, or students in the school, all central office personnel shall be under the authority of the principal.

E-3.32 The school or its district shall have a written board-approved policy regarding the acceptance of education earned elsewhere and proper placement in the school.
STANDARD IV:
THE STAFF

The foundation of quality education in a school derives from a professional staff committed to the unique educational needs of the students served. The school employs qualified professional staff to implement its program of learning. It encourages and provides opportunities for professional staff improvement, and the staff is adequate in number and diversity to provide for the educational needs of all of its students.

NOTE: Criterion 4.01 and 4.02 are not necessarily applicable to non-public schools.

E-4.01 **Superintendent.** The administrative head of the school system, the superintendent, shall have earned at least sixty hours of graduate credit, inclusive of the master's degree. Not less than thirty semester hours of graduate credit shall have been in administration, supervision, curriculum, and related fields.

E-4.02 **Assistant Superintendent/Director of Instruction.** The assistant superintendent/director of instruction, in charge of curricula, instruction, and/or general administration shall have earned 45 semester hours of graduate credit, inclusive of the master's degree, with major emphasis in administration and supervision and shall have had a minimum of 2 years of teaching experience.

E-4.03 **Principal.** The principal shall hold a valid administrator certificate.

E-4.04 **Assistant Principal.** The assistant principal shall hold a valid administrator certificate.

E-4.05 **Teachers.** All elementary teachers shall hold a baccalaureate degree from a State Board of Education approved institution and shall meet the appropriate elementary certification standards of the State for their specific assignment.

E-4.06 **Specialists.** Specialists such as media specialists, reading specialists, social workers, guidance counselors, school psychologists, and speech therapists shall meet the certification requirements as set forth by the State Board of Education.

E-4.07 **Paraprofessionals, Teacher Aides, and Interns.** Paraprofessionals, teacher aides, and interns shall meet the qualifications for their respective positions. Paraprofessionals shall be used only in those situations permitted by State regulations.

E-4.08 **Supervisors, Consultants, Coordinates.** Elementary school supervisors, consultants, and coordinators shall have earned a master's degree with a concentration of graduate study in their particular area of work.

E-4.09 **Health Personnel.** Members of the non-instructional professional staff providing health services shall meet the requirements of the State.

E-4.10 All professional personnel shall hold a baccalaureate degree from a State Board of Education approved institution, evidence adequate professional education preparation, meet the appropriate certification standards of the State, and shall only be assigned to teach in areas for which they are prepared.
The minimum teacher preparation shall be:

a. Teachers with preparation and certification for junior high or middle school may teach all subjects and levels for which he/she holds an appropriate certificate, endorsement, and/or approval.

b. Teachers with secondary certification shall have 18 semester hours (16 semester hours in mathematics), appropriately distributed, in the field in which they are teaching.

c. Teachers with elementary certification shall have 12 semester hours, appropriately distributed, in the field in which they are teaching.

d. Teachers with elementary certification may teach all subjects in a self-contained classroom.

e. Teachers of combined subject classes shall have at least 24 semester hours of appropriately distributed credit in the included subject fields taught.

f. Teachers of special education, exploratory subjects, work experience, and prevocational/vocational subject areas shall have an appropriate current special certificate, endorsement, and/or authorization. Other subjects for which the requirements have not been established shall be approved by the State Board of Education.

g. Guidance counselors or directors shall have an appropriate endorsement on his/her teaching certificate.

h. Media specialists shall have at least 15 semester hours in school library and audio-visual services, shall have a broad background in education, and shall be certified as a teacher.

**Staffing**

**E-4.11 Pupil/Professional Staff Ratio.** The ratio of pupils to teachers and other professional staff members shall not exceed 25 to 1. Only that portion of a staff member's time actually devoted to duties in the elementary school may be counted in determining the pupil/professional staff ratio.

**E-4.12 Differentiated Staffing.** If the staff is differentiated, the school may compute three full-time paraprofessionals, lay aides, or interns as the full-time equivalent of one full-time professional staff person. Such paraprofessionals shall not account for more than ten percent of the professional staff members used to compute the pupil/professional staff ratio referred to in criterion 4.11.

**E-4.13 Teachers.** The number of teachers employed in the elementary school shall be adequate to provide effective instruction, direction of non-class activities, counselling, and other educational services.

**E-4.14 Planning/Conference Time.** Within the teacher's workday, each teacher shall have a minimum of two hundred minutes per week scheduled for conferences, instructional planning, and preparation.
Preparation Records. Official transcripts for all professional staff members shall be on file in the office of the administrative head of the school system or the office of the elementary school.

Staff Assignment. Discriminatory practices based on racial, religious, ethnic background, or sex shall not be used in the placement, assignment, or retention of school personnel except that church-affiliated schools may prefer members of that faith.

Professional Improvement

Schools shall provide opportunities for personnel to obtain advanced professional preparation.

In-service programs, based on staff need, shall be cooperatively determined by the faculty and the administration, shall be provided.

A program of staff development shall be in place which stresses those instructional methods and related teacher behaviors which research studies have shown to be effective in increasing student achievement.

School staffs shall identify professional improvement needs, establish appropriate goals to meet those needs, develop an ongoing program, and provide evaluative measures to assess the implemented program. The desired outcome of this development shall be improved student learning.

Training commensurate with their specific assignments shall be provided for all paraprofessionals.

The principal shall coordinate and attend professional development activities identified in cooperation with building staff.
STANDARD V: 
THE EDUCATIONAL PROGRAM

The elementary school curricula encompass all the learning experiences—cognitive, psychomotor, and affective—that are planned, guided, and sponsored by the elementary school. The individual student—his/her needs, abilities, interests, and emerging self-image—is the core around which the curricula are built. The curricula develop the student's responsibility to self, home, community, country, world, and fellow human beings. Teachers, administrators, parents, and students are involved in decision-making with respect to creating, planning, implementing, evaluating, and revising the curricula.

E-5.01 The educational program shall be consistent with the philosophy and purposes of the school and shall be grounded in the acknowledged functions and goals of elementary school education.

E-5.02 The design and content of the educational program shall be consistent with the diverse, general, and special learning needs of the students at their varying stages of cognitive, psychomotor, affective skills, and physical development. The program shall be well articulated, objective-oriented, and structured to provide a wide range of learning experiences.

E-5.03 The professional staff shall involve students and parents in determining the design of the instructional program of the school.

E-5.04 A positive learning environment for students shall exist in the building and in each classroom.

a. Administrators and staff shall have high expectations of students in the building and in each classroom.

b. Administrators and staff shall provide for a safe and orderly learning environment.

c. Administrators and staff shall demonstrate a supportive and positive attitude toward students and toward one another.

d. Administrators and staff shall provide a creative and stimulating learning atmosphere for students.

E-5.05 The educational program shall emphasize the following concepts:

a. Basic skills in reading, writing, speaking, and mathematics;

b. Self-understanding, self-knowledge, and decision-making;

c. Independence and interdependence; and

d. Exploratory experiences.
The educational program shall have sufficient breadth to serve both general and special needs of students through a variety of experiences in the following areas of learning:

1. language arts (English and communication skills)
2. social studies
3. mathematics
4. science
5. foreign language
6. fine arts (art and music)
7. physical education
8. health, safety, nutrition, and substance abuse
9. computer education

In the implementation of the educational program, teachers shall address the special behavioral characteristics of their students by utilizing instructional strategies and techniques which are based on principles of human growth and development and grounded in learning theories consistent with desired learning outcomes.

The school shall have a policy which states the rationale used for allocating instructional time.

Procedures shall be established and implemented to aid the school in its articulation with its sending and receiving schools.

a. The principal and staff shall include career awareness and exploration opportunities as part of the overall curricular focus.

b. The principal and staff shall plan experiences for individual responsibilities and social development of the students at the school.

Emphasis shall be placed on the interrelationships among the areas of learning.

The curricula shall be broad in scope and shall provide for a wide range of rate, readiness, and potential for learning through a balanced program of experiences. It shall place emphasis upon the development of cognitive, psychomotor, and affective skills, as well as the knowledge, and competencies that establish bases for understanding.

Special instruction, services, and materials shall be available for students having exceptional needs.

The educational program shall include multicultural and multiethnic dimensions that enable students to function effectively in a pluralistic society. This standard shall apply irrespective of the composition of the student body.

The staff shall continually evaluate, and modify as needed, the teaching and learning relationships at the school.
A written procedure shall be developed and implemented that will enable the school to continuously evaluate the curricula and to revise the curricula in light of those findings.

The instructional and assessment programs of the school shall be consistent with the written curricula.

The principal and staff shall evaluate the educational program in terms of student attainment of the performance objectives of the school.

a. A variety of appropriate instruments shall be used for evaluation: such as the MEAP, standardized tests, and/or other measures.

b. Results of the evaluation shall be analyzed and interpreted.

c. Results of the evaluations and assessments shall be reported to appropriate persons and shall be utilized, in part, as a basis of the school improvement plan.

The principal and staff shall develop written recommendations for instructional improvement based upon their analysis and interpretation of the educational program evaluations.

a. The program improvement recommendations shall be submitted to the school district superintendent and the school board.

b. The program improvement recommendations shall be considered when the instructional program of the school is to be modified.

Each teacher at the school shall use a variety of methods and materials appropriate to the interests and abilities of the student.

The health/safety program shall provide students knowledge concerning the prevention of accidents and the maintenance of well-being, and develop the skills and habits which enable them to function as healthy individuals.
STANDARD VI: INSTRUCTION AND PUPIL EVALUATION

Instruction consists of the selection, implementation, and evaluation of learning activities designed to bring about growth consistent with the needs of the student and with the curricular goals of the school. Instruction is based on the selection and implementation of activities which enable each student to achieve the goals and objectives of the curricula. Instruction is focused upon the optimal intellectual, social, physical, and emotional development of the individual student. Effective instruction provides a program of varied learning experiences.

The school uses varied measures to determine the extent to which individual students are achieving the goals defined in the statement of philosophy and goals. The analysis and use of the data by the school staff result in increased student learning.

Instructional Objectives

E-6.01  The instructional objectives of the school shall be consistent with its established purposes and curricula.

E-6.02  The placement of students in classes, or in groups within classes, shall be based on the educational needs of the student, and all such assignments shall be reviewed frequently.

E-6.03  Instructional objectives shall be based on the intellectual, social, emotional, physical, and learning needs of the individual student.

Learning Activities

E-6.04  Instructional methods shall provide cooperative group learning in addition to competitive and individualistic learning formats.

E-6.05  Learning activities and assessment procedures shall be consistent with instructional objectives.

E-6.06  The staff shall utilize diverse teaching strategies in providing appropriate learning activities.

E-6.07  Instruction shall be teacher-directed, systematic, and rigorous, while being sensitive to the needs of students.

E-6.08  Teacher/student interaction in planning and evolving instructional options for learning activities shall be utilized.

E-6.09  Evidence shall show that students and parents are informed about the objectives of each course the student is taking and about the activities to be undertaken to help the student achieve those objectives.

E-6.10  Learning activities shall be designed to foster the learning experiences, the skills and proficiencies, and the behaviors identified in the curricula.
E-6.11 Teachers shall use classroom practices which make the most productive use of class time.

E-6.12 The administrators of the school shall enforce procedures and regulations which protect the student's learning time.

**Evaluation**

E-6.13 A variety of evaluation activities shall be used to monitor the learning of the student.

E-6.14 The information derived from student evaluations shall be used to provide teachers and students with direction for subsequent learning activities.

E-6.15 Student evaluation data shall include information on:

a. student achievement,
b. student attitudes,
c. school climate, and
d. attitudes and expectations of parents.

E-6.16 The school shall make appropriate use of follow-up information concerning its former students to assist in the assessment and improvement of the program.

E-6.17 Appropriate student evaluation information shall be shared with the student and with his/her parents in order to help in the student's learning progress.

E-6.18 Students and parents through written reports and individual conferences shall be informed frequently and regularly about student expectations and student progress.

E-6.19 The principal and staff shall evaluate the educational program, in terms of student attainment of the performance objectives, by utilizing a variety of appropriate instruments such as MEAP, standardized tests, and/or other measures.
STANDARD VII:  
THE INSTRUCTIONAL/LEARNING MEDIA PROGRAM

A coordinated library/media program shall be organized so as to make accessible a wide range of media to teachers and students. In addition to receiving, storing, retrieving, and displaying information in all forms both in the center and at other locations, equipment and personnel shall be available for the production of a wide range of media for students and faculty. The programs shall be developed in such a way as to facilitate instruction through appropriate facilities and professionally and technically prepared staff.

E-7.01 The library/media center program shall reflect the philosophy of the school and the effectiveness of the program shall be judged on the basis of how well it facilitates the instructional program.

a. The number of reading stations in the center(s) shall be as follows:

In schools enrolling up to 500 students, 40 stations or sufficient stations for the largest non-activity class plus ten.

In schools enrolling 501 to 999 students, stations for 8 percent of the students.

In schools enrolling from 1,000 to 1,999 students, 7 percent of the students but not fewer than 80 stations.

In schools enrolling 2,000 or more students, 5 percent of the students but not fewer than 140 stations.

In addition, there shall be sufficient work space for the technical processing and repair of materials, for conducting business routines, and for sorting supplies and equipment.

b. The size of the book collection shall be as follows:

A minimum collection of 2,000 books, exclusive of textbooks, or at least 10 books per student enrolled, whichever figure is larger, until the enrollment of the school reaches 500. At least 3 additional books shall be provided for each student above 500 enrolled.

c. The library/media center program shall include a balanced collection of print materials, non-print materials, and instructional/learning equipment and supplies, inclusive of current technologies, which are adequate in quality and quantity to meet the needs of the students and staff in all areas of the school program. Control and listing of all materials shall be in the central library/media center.
d. After a library/media center program has acquired a minimum balanced print and non-print collection, the annual expenditures for books, magazines, and audio-visual materials (exclusive of textbooks and equipment) shall be as follows:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 500</td>
<td>$6.00 per student</td>
</tr>
<tr>
<td>500 to 999</td>
<td>$3,000 for the first 500 students plus $4.00 per student above 500</td>
</tr>
<tr>
<td>1,000 to 1,999</td>
<td>$5,000 for the first 1,000 students plus $3.50 per student above 1,000</td>
</tr>
<tr>
<td>2,000 and above</td>
<td>$8,500 for the first 2,000 students plus $2.50 per student above 2,000</td>
</tr>
</tbody>
</table>

NOTE: The expenditures for the library/media center shall be detailed in terms of: replacement of lost materials and equipment; updating/expansion of the present print and non-print collection and audio-visual materials/equipment; maintenance/repair of audio-visual equipment, and expendables/supplies. The total of the above expenditure categories shall meet or exceed the requirements of criterion E-7.01-d.

e. When a balance print and non-print collection of the school exceeds by 50% the minimum required in Standard E-7.01-b, a school may reduce its annual library/media center expenditures by 50% of the levels required in Standard E-7.01-d as long as the collection provides the range, content level, form of expression, and format necessary to meet the needs of the students served.

E-7.02 The school shall provide staffing for the library/media center program as follows:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Qualified Specialists Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 300</td>
<td>At least 1 half-time specialist</td>
</tr>
<tr>
<td>From 300 to 1,499</td>
<td>At least 1 full-time specialist</td>
</tr>
<tr>
<td>1,500 students and over</td>
<td>At least 2 full-time specialists.</td>
</tr>
</tbody>
</table>

E-7.03 A person with skills in the preparation, processing, and maintenance of materials and equipment shall be available to assist the media specialist.

E-7.04 The library/media center(s) shall provide areas for reading, listening, viewing, preparation, and individual learning for staff and students as well as storage for materials and equipment. Even through facilities may not allow consolidating into one location all the areas listed above, their availability should be supervised from the central library/media center(s) of the school.

E-7.05 Instructional media resources shall include current instructional technology.
In-service education programs shall be provided for the staff in order to ensure effective use of the library/media center(s) including: selection and effective use of resources, design and production of materials, and the operation of equipment.

Leadership, technical expertise, and coordination of the library/media program shall be provided to the building staff by a district or regional media consultant.

Students shall be taught the skills of:

a. library/media center use, locating, retrieving, interpreting, evaluating information, and use of resources
b. media appreciation and equipment operation.

Students shall have the opportunity to:

a. apply media skills to classroom assignments;
b. receive reading guidance; and
c. receive meaningful literary appreciation experiences.

The media specialist has the responsibilities in the following areas:

a. program planning, coordination, evaluation, and reporting;
b. the instructional design process;
c. the selection of appropriate resources to support the school curricula; and
d. the training of support staff.

The library/media center(s) shall be open to students and staff throughout the school day and school year.

The instructional/learning materials and equipment of the building instructional/learning media program shall be available to students and staff through the school day.

The instructional/learning materials and equipment of the program shall be available to students and staff throughout the school year.

The collection of instructional/learning materials shall be classified and cataloged according to a nationally accepted system.

All instructional/learning materials and equipment associated with the media program of the school shall be listed in a central catalog.

Instructional media resources available through other educational and community agencies are used.

The library/media center(s) shall be located so that it is readily accessible to students and staff.
Each student shall have full opportunity to use the services and materials of the library/media center(s) program.

Procedures shall be utilized in processing, classifying, and storing all educational materials which ensure their accessibility and effective use.

The library/media center(s) shall be annually evaluated and inventoried in terms of the numbers of individual students who use the materials.

The library/media center(s) shall be annually evaluated in terms of the numbers of individual students who use the facilities.

Facilities, equipment, and materials shall be reviewed periodically by the media staff and recommended changes shall be included in the building improvement plan.

The library/media program shall be reviewed periodically and recommended changes shall be included in the building improvement plan.

Provisions shall be made for a professional library containing a collection of pertinent print and multi-media materials readily accessible to the staff.

The school shall provide for classroom use a variety and diversity of instructional/learning materials and equipment in sufficient quantity to accommodate the individual differences in students and the scope of the program.

Instruction/learning materials and equipment shall be selected by means of comparative analysis, based on criteria approved by the staff prior to the selection.

All instructional/learning materials shall be selected with consideration for the appropriate treatment of racial, ethnic, cultural groups, and the avoidance-of sex stereotyping.

The library/media center(s) staff shall provide the professional staff and students with ready access to the listings of all available educational media.

There shall be an ongoing evaluation of the effectiveness of the organization, services, and resources of the library/media center program.

The school shall have developed explicit procedures that insure the optimal availability and use of all its classroom instructional/learning materials and equipment.

Procedures for effective media services and the selection of materials shall be established by the school and shall be consistent with the policies established by the board of education. Such procedures shall address challenges to instructional materials.
The school guidance program shall be designed to assist each student in achieving the most effective development in the full range of those individual needs (intellectual, emotional, social, psychological) which bear upon the student's educational progress. While the first line of guidance in the school shall be classroom teachers, the fullest implementation of the guidance program requires the utilization of professionally trained guidance staff to assist teachers in acquiring the necessary knowledge and insights regarding the behavioral characteristics and the educational needs of early adolescents. They further need to assist teachers and other professional staff in the development of the curricula and in the design of instructional strategies which are consistent with the guidance goals of the school.

E-8.01 The school district shall have established policies and procedures for the guidance program.

E-8.02 The guidance program shall be based on the student objectives established by the district and building which include:

a. personal and social development,
b. educational and academic development, and
c. career development.

E-8.03 The guidance program shall be reviewed periodically, and recommended changes shall be included in the building improvement plan.

E-8.04 The guidance staff shall utilize student support personnel such as school social workers, psychologists, nurses, and speech therapists.

E-8.05 The guidance staff shall utilize community resources such as mental health, including substance abuse, child guidance clinics, service clubs, business and industry, and youth organizations, when appropriate.

E-8.06 The guidance program shall provide adequate learning experiences and counselling for each student.

E-8.07 The guidance program shall be based on student objectives, established by the district and the building, which includes opportunities for the student to:

a. develop a realistic self-understanding;
b. develop skills in problem-solving, decision-making, and conflict management;
c. explore educational and career choices and the world of work;
d. develop positive interpersonal and social skill understandings; and
e. acquire good study skills.

E-8.08 The guidance program shall be staffed by persons professionally prepared in guidance and counselling. The guidance counselors should have training and experience dealing with elementary school students.
The school staff shall participate in ongoing in-service programs which emphasize guidance related needs.

No later than the 1993-94 academic year, the guidance program shall provide a ratio of one counselor to each 400 students. Schools are encouraged to try a variety of approaches to provide guidance services.

The guidance staff shall maintain appropriate, adequate, and meaningful guidance records.

The guidance program shall have an adequate collection of information dealing with:

a. referral to appropriate agencies and other resources, and  
b. measurements and appraisal.

The guidance staff shall, in cooperation with the administration, coordinate and supplement a program that permits each student to be well known by a least one member of the school staff.

The guidance program shall involve teachers, counselors, the school nurse, the principal, and other specialized personnel.

Opportunities shall be provided for parent-teacher conferences and other appropriate parental involvement.

The guidance staff shall demonstrate an understanding of the growth and behavior of pre- and early-adolescents, and shall serve as a resource to the faculty as well as working directly with the students.

Facilities and materials shall be reviewed periodically by guidance staff and recommended changes shall be included in the building improvement plan.

Clerical services shall be available to the guidance counselor.
STANDARD IX:
HEALTH SERVICES PROGRAM

The school shall have adequate and well-planned health services to assist its students in maintaining and improving their mental and physical health. The school shall work closely with the student's parents, and appropriate community agencies, to assist each student in developing a healthy body and gaining a positive attitude toward health.

E-9.01 The elementary school shall have, as an integral part of the school program, a well-planned health services program available to all students.

E-9.02 Essential equipment for carrying out the health services program shall be available.

E-9.03 Services of a registered nurse, or qualified professional, shall be available to provide health services, as may be defined by the school board, to assist in the identification of students having health problems.

E-9.04 The elementary school shall have a written policy pertaining to the health services program and the policy shall be made available to the school community.

E-9.05 The health services staff of the school shall work closely with other specialized persons, clinics, or agencies in the community and, when appropriate, shall refer to them those students having severe physical, social, and/or emotional problems.

E-9.06 The professional staff shall exhibit regard for the mental health and emotional needs of students.

E-9.07 Individual student health problems shall be referred to the attention of his/her parent or guardian.

E-9.08 The school nurse and/or designee shall communicate to appropriate staff members student health information that is pertinent to the learning process and/or that is essential for student safety.

E-9.09 The services of a nurse, or qualified professional, shall be available to pursue a follow-up program for the correction of identified health problems.
STANDARD X:
PUPIL SUPPORT SERVICES

The school provides specialized programs, personnel, facilities, materials, and equipment to diagnose and meet the particular educational needs of students and to foster their individual physical, social, intellectual, and emotional growth. Attention is given to the requirements of normal students and to those students having exceptional needs. The school has written policies and procedures relating to the operation of its student services.

Diagnosis and Prescription

E-10.01 The school shall provide suitable student diagnostic and prescriptive services for every student. The school may utilize a combination of intermediate agencies, contracted community services, district and school supportive and administrative personnel in providing these services.

E-10.02 The school has established procedures for the identification and diagnosis of students having unique intellectual, physical, social, emotional, and/or learning needs.

E-10.03 The school shall provide appropriate safeguards for the rights of parents and students from the initiation of diagnostic procedures through the prescription of appropriate programs, including any special class placement.

E-10.04 All student service personnel when working in the school shall be under the direction of the principal.

E-10.05 The school shall provide the necessary facilities, clerical help, and materials for effective diagnostic and prescriptive services.

E-10.06 Schools offering kindergarten programs shall, in cooperation with appropriate agencies, provide developmental screening, assessment, and language tests, including vision and hearing tests, to all students entering school for the first time.

Supplementary Instructional Services

E-10.07 The school shall provide, either within the school or through other agencies, appropriate instructional services for students having unique needs which cannot be met successfully through regular classroom instruction.

E-10.08 Appropriate materials and facilities shall be available and accessible for students having exceptional needs.

E-10.09 Provision shall be made for the instruction of home-bound students by appropriately certified teachers or by appropriate communication arrangements.

E-10.10 The school shall have written procedures, based on board policies, which govern the record-keeping and coordination of supportive services when given to more than one member of a family.
The school shall have written procedures, based on board policies, which govern the operation of health services.

Regular feedback shall be given to the appropriate classroom teachers, other professional staff members, and parents by personnel involved in the delivery of prescribed student services.

**Safety Program**

The school shall develop specified procedures, based on board policies, to be followed in cases of accidents, emergencies, and disasters.

Regularly scheduled drills which meet all legal requirements shall be held for fire, tornadoes, and other kinds of disasters.

These disaster procedures shall be made known to the staff, students, and parents.

Inspections of the school and grounds to identify safety hazards shall be made periodically, and the school shall take steps to remedy any identified deficiencies.

The outdoor playground equipment shall be inspected regularly to insure maximum safety for the students.

All legal requirements for fire drills, fire extinguishers, and fire exits, shall be met.

Procedures and regulations designed to safeguard students while on school buses shall be developed, implemented, and communicated to students and parents.

**Food Services**

If the school maintains a food service program, the staff shall meet or exceed all applicable health standards, statutes, and codes of the State and local boards of health. In addition, the following standards shall be met:

Adequate numbers of trained food service personnel shall be available to plan and serve a variety of well-balanced wholesome meals in full accordance with federal, state, and local regulations.

The kitchen and dining areas shall be clean, sanitary, inspected regularly, and in compliance with all legal requirements.

All necessary food services records shall be kept accurately.

The food services shall be used by the school to help students learn sound principles of nutrition.
STANDARD XI:
SCHOOL/COMMUNITY RELATIONSHIPS

The school establishes relationships with its community that result in a feeling of mutual trust. These relationships are based on open, interactive communication. The school displays a willingness to respond to the community, and the community supports the school and its programs.

E-11.01  The school shall provide opportunities for individual parents, groups of parents, and other members of the community to express their desires, identify their concerns, ask questions, and make suggestions concerning the school and its programs.

E-11.02  The principal shall provide opportunities for the community to assist in reviewing the instructional program.

E-11.03  The school shall make systematic efforts to explain its goals, policies, procedures, needs, programs, and status to the school community.

E-11.04  The school shall encourage and facilitate staff involvement in civic activities and community organizations.

E-11.05  There shall be planned public communications program using a variety of media, such as television, radio, newspapers, school publications, and other means to inform the community about the school.

E-11.06  The school shall encourage planned visits by the community.

E-11.07  The school shall include parents in school activities.

E-11.08  There shall be a planned program to utilize community resources in the instructional/learning program of the school.
STANDARD XII: PHYSICAL FACILITIES

The physical facilities provide an important part of the total learning environment of the student. Paramount attention shall be paid to the health and safety factors of building and site. When the physical setting for the student’s learning experiences extend into the community, a similar concern for the health and safety of the student shall be expressed. The physical facilities shall be inspected periodically to assure proper maintenance and to keep the facilities in harmony with changing needs.

The Site

E-12.01 The site shall be sufficient in size to meet the needs of the school program.

E-12.02 The school site shall be well drained and free from water run-off from surrounding areas.

E-12.03 Safe and adequate loading and unloading arrangements for school buses and automobiles shall be provided.

E-12.04 Adequate protection against traffic and other hazards shall be provided.

The Building

E-12.05 The school shall conform fully with all health, safety, and construction codes applicable to it.

E-12.06 The buildings and grounds shall be maintained with consideration for functional and aesthetic values.

E-12.07 a. Physical facilities shall include appropriate space and resources for a variety of instructional activities.

b. Physical facilities shall include space for storage of instructional materials and display space for student projects.

c. Physical facilities shall include a media center and/or a resource center for use by students and teachers.

d. Physical facilities shall include teacher work space with provision for a collection of reference and resource material.

e. Facilities and instructional materials shall be systematically and periodically reviewed by the building staff and recommended changes shall be made for inclusion in the building improvement plan.
**Modifications, Renovations, and New Construction**

E-12.08 School building modifications, renovations, and new construction shall be based upon the educational specifications developed cooperatively by the school and district staff and approved by the board of education.

**Community Facilities**

E-12.09 When facilities within the larger community are used for educational purposes, adequate provisions shall be made for the safety of the students using or visiting the facilities.

**Fixtures and Furniture**

E-12.10 Furniture and school fixtures shall be appropriate to the physical requirements of the student, adequate for the demands of the program, and sufficient in quantity.

E-12.11 Furniture shall be appropriate for the intended usage and kept in good repair.
The financial resources required to maintain current educational programs and appropriate facilities, and to carry out improvement in those areas which are of concern, is an essential ingredient in providing educational excellence and equal opportunity for all students served by the school. These resources must be allocated by the board of education based on a detailed improvement plan which specifies both the resources which are available and necessary; which is annually audited, reviewed, and revised as appropriate; which is open to staff and community input and which demonstrates fiscal equity among all schools of the district/system. In addition, the resource allocation and approval policies and procedures shall be written, board-approved, readily available, and provide the school the opportunity to responsibly fulfill its improvement plan.

E-13.01 The school shall have sufficient supportive resources to enable the school to meet its goals.

E-13.02 The school shall have sufficient budgetary autonomy and support to implement its annual action/budget plans.

E-13.03 All income and expenditures shall be safeguarded through proper budgetary procedures and shall be annually audited or as required by law.

E-13.04 The school shall annually conduct an assessment of the resources needed to accomplish the goals of the school.

E-13.05 The resources of the school shall be incorporated in the annual action/budget plan.

E-13.06 The action/budget plan of the school shall take into account supplementary resources provided outside the school by other agencies, business and industry, and other schools within the same district/system. Those resources available shall be enumerated in a written description. Procedures for effective and efficient utilization of those resources shall exist.

E-13.07 In analyzing the resources needed to implement the action/budget plan, the school shall make use of community advisory groups.

E-13.08 The district shall annually review the action/budget plan of each of its schools. In reviewing the plan, the board of education shall take into account the statement of philosophy and goals of the school, as well as the needs of the specific students and the community served.

E-13.09 In responding to the proposed action/budget plan and in regard to all relationships with the school, its staff, and its community, the board of education and central office administrators shall operate under written policies and procedures, copies of which are readily available and which outline procedures for affecting communication between and among the various groups and constituencies.

E-13.10 Accreditation shall not be achieved or maintained when it is evident that it is being done at the expense of other schools in the district. In systems with multiple schools, resources shall be allocated appropriately among the schools according to the best interests of the students involved.
STANDARD XIV:
SCHOOL EVALUATION

To attain information for use in improving the educational program and in determining the need for change, the school shall carry out planned and continuous evaluation of the effectiveness of its program in accomplishing the objectives and outcomes upon which the staff and board have agreed.

Periodic Evaluation

E-14.01 School Evaluation. Each school shall conduct self-study/visitation processes in accordance with an approved schedule.

E-14.02 Format. Prior to initiating the self-study, the principal shall indicate the materials to be used in the self-study/visitation and the time schedule.

E-14.03 Length of the Self-Study. The school shall devote at least one semester to accomplishing the self-study.

E-14.04 Participation. At least students, school board members, parents, staff members, administrators, and community representatives shall participate in appropriate phases of the self-study.

E-14.05 Visiting Team. Following completion of the self-study, a visitation team shall visit the school and submit their findings to the school.

E-14.06 Analysis. Following the collection and analysis of the self-study and the visitation team data, the facilitator will submit to the school an analysis of the data, and will in-service the staff relative to the interpretation and utilization of the data.

E-14.07 Implementation. Following the receipt of the data analysis, the staff committees, with the assistance of the facilitator, will prepare a school improvement plan which identifies both the strengths and weaknesses of the school, and provides for the specific action necessary to improve and maintain the programs of the school. Upon completion, the school improvement plan will be submitted to the central administration of the school. Once approved, the superintendent shall submit the plan to the board of education for action.

E-14.08 Progress Report. The school progress report shall be submitted with the annual accreditation report. It shall contain a summary of the actions taken during the past year toward fulfillment of the school improvement plan, inclusive of revisions and additions.

Ongoing Evaluation

E-14.09 The effectiveness of the school to meet its goals shall be evaluated continuously through the yearly action/budget plan procedure and through cyclical institutional evaluation. The annual action/budget plan shall evidence consideration of the recommendations resulting from the cyclical evaluation and shall be reported to the school staff and community. The public report shall include the status and plans to improve school programs and student achievement.
Schools will be responsible for utilizing appropriate student outcome data, and predicing, in part, the school improvement plan on such information.

Instruments used to collect data about student performance and outcomes shall be selected or constructed so as to provide a valid assessment of the extent to which the particular objectives of the school program are being accomplished. Both valid enumeration data and other meaningful data shall be sought.

The following kinds of information, in addition to that mentioned above, shall be sought as the continuous evaluation system is developed:

a. **Achievement**: Analysis of the achievement levels of the students, to determine the extent to which the instructional objectives are being attained.

b. **Attitudes of Students**: Inquiry into perception held by students as to the adequacy of various aspects of their school experiences and their attitudes toward learning.

c. **School Climate**: Because of its importance to student and staff performance, study of those factors that tend to reduce or improve learning/teaching effectiveness. Special attention shall be paid to the affective aspects of the climate.

d. **Parent's Views**: Information on the expectations of parents and their attitudes on important school and curricular matters.

**Follow-Up Study of Former Students**. The school shall periodically conduct a study of former students to determine their current progress and to obtain their assessment of their former programs.

**Dropout Studies**. The school shall periodically conduct studies among school dropouts to determine their reasons for leaving school. This information shall be used to better adapt the school program to the needs and interests of such students.

Staff performance shall be evaluated cooperatively for the central purpose of improving their effectiveness.
STANDARD XV:
SCHOOL IMPROVEMENT ACTIVITIES

School improvement activities are those activities and processes by which changes in the school program are sought. The administration and the staff of the school, under the governing power and support of the school board and central administration, and in accord with the approved philosophy and goals, should possess sufficient authority and resources to initiate and conduct a study of the effectiveness of the school program and to organize and implement improvement activities designed to build upon the program strengths of the school and to remedy its weaknesses. Within the context of the total school program, improvement activities also provide for the enhancement of the effectiveness of each member of the staff.

E-15.01 Improvement activities and processes shall give attention to the characteristics of the students, staff, and the community involved.

E-15.02 School improvement activities shall include analyses of the school community, student needs, the changing society, and those educational innovations or modifications likely to increase the effectiveness of the school program.

E-15.03 Processes used in the renewal activities of the school shall recognize both general and individual staff professional development needs, including administrative, supervisory, instructional, and support staff.

E-15.04 The school shall engage in using systematic planning, based upon defensible assumptions about students and learning, and shall promote managed change.

E-15.05 Improvement programs of the school shall include provisions for annual systematic review, evaluation, and reporting to the superintendent, the board, and the community.

E-15.06 Results of the evaluation of the school improvement program shall be made available for public distribution and review.

E-15.07 Improvement activities shall be concerned with all facets of the school program, including the instructional staff, administrative and supervisory personnel, the school service staff, student outcomes, curricular and instructional strategies, and the organization of the school.

E-15.08 The selection of school improvement activities shall be made by those directly involved and shall be based upon relevant information and clearly identified value judgments.

E-15.09 The school staff shall have sufficient autonomy to carry out desirable alternative school improvement activities.

E-15.10 Every school shall have available to it sufficient resources to carry out its selected improvement activities.
STANDARD XVI:
THE EXTENDED EDUCATIONAL PROGRAM

The extended educational program (extra-class, co-curricular, or extra-curricular activity programs) shall contribute to individual self-realization through staff-directed, student-interest learning experiences.

E-16.01 An extended educational program shall be an integral part of the comprehensive educational experience of the students.

E-16.02 The scope of the extended educational program shall be determined by the needs, interests, and abilities of the students.

E-16.03 The extended educational program shall be structured to capitalize on the abilities, interests, training, and experience of the school staff.

E-16.04 Procedures shall be established to provide for student and staff involvement in the formation, organization, regulating, and funding of the extended educational program and shall be consistent with the policies established by the board.

E-16.05 The extended educational program shall be appropriate for all students.

E-16.06 Students shall be assisted through guidance in establishing suitable options for participation in the extended educational program.

E-16.07 The school shall provide the resources needed to support the extended educational program.

E-16.08 The extended educational program shall provide exploratory experiences that contribute to the identification and improvement of the student's physical, social, mental, and creative talents and skills.
STANDARD XVII: 
STUDENT OUTCOMES

The school staff has in place a process for identifying priority outcomes, gathering data on the extent to which these outcomes are being attained, incorporating attention to the process of identifying and achieving these outcomes in the self-study and school improvement plan, and annually reporting progress on the attainment of these outcomes to the local board of education and the community.

The school shall utilize at least one cognitive, at least one affective measure, and at least one school climate measure. Suggested measures for student outcomes may include, but are not limited to, the following:

E-17.01 a. Cognitive:

1. Michigan Educational Assessment Program (MEAP) test results
2. Scores on other criterion-referenced tests
3. Scores on standardized norm-referenced tests
4. Scores on teacher-made tests including writing samples and other "non-objective" measures
5. Grade point average or subject area grades

E-17.01 b. Affective:

1. Teacher opinions about student goal attainment
2. Measures of affective objectives such as self-concept
3. Administrator opinions about student goal attainments
4. Opinions of students, parents, alumni, and employers relative to school effectiveness

E-17.01 c. School Climate:

1. Participation of students in program-related activities
2. Student recognition, awards, and distinctions
3. Enrollments in elective/enrichment classes/activities
4. Comparative attendance rates of students and staff
5. Library/media center usage and the circulation rate of materials
6. Community support organizations which are devoted to or involved with the school
STANDARD XVIII:
KINDERGARTEN PROGRAM

Early childhood education programs are provided to meet the developmental needs of young children. The programs are developmental in nature and shall utilize the findings of research on educational programs for young children.

E-18.01 Free kindergarten education shall be provided for all children in the attendance area.

E-18.02 The pupil/teacher ratio in kindergarten shall be no more than 25 to 1 per session/class. An additional five students may be added to the ratio per session if a teacher aide is provided for the entire session.

E-18.03 The school shall ensure effective articulation between the early childhood education program and all other levels of the school program.

E-18.04 The kindergarten program shall provide the equivalency of 180 instructional half-days, with each half-day session being no less than 2-1/2 hours in length.

E-18.05 The school shall provide a kindergarten orientation.
Standard: E1.07/M1.07

The DISTRICT statement of philosophy, THE MISSION STATEMENT and goals shall guide curriculum revision and shall describe desired student performance OUTCOMES.

Standard: E1.09/M1.09

The school improvement plan shall identify both the strengths and weaknesses of the school, and provide IDENTIFY for the specific action(s) GOAL(S) necessary to improve and maintain the school programs WHICH PROMOTE DESIRED STUDENT OUTCOMES. In addition, the plan will describe the action(s) STRATEGIES to be taken, prioritize the action(s) STRATEGIES in relation to student needs, describe the expected results, assign responsibilities, and propose a time-line and the manner in which the action(s) STRATEGIES ARE to be evaluated.

Standard: E1.10/M1.10  (Delete as Standard 1.10)

The school improvement plan shall be developed by the instructional staff in concert with community representatives and will be reported to the community: SCHOOL BOARD MEMBERS, SCHOOL BUILDING ADMINISTRATORS, TEACHERS AND OTHER SCHOOL EMPLOYEES, PUPILS, PARENTS OF PUPILS ATTENDING THAT SCHOOL, AND OTHER RESIDENTS OF THE SCHOOL DISTRICT.

MOVE STANDARD FROM E1.10/M1.10 TO STANDARD 15 INTRODUCTORY PARAGRAPH (SEE BELOW)
School improvement activities are those activities and processes by which changes in the school program are sought. The administration and the staff of the school, under the governing power and support of the school board and central administration, and in accord with the approved philosophy and goals, should possess sufficient authority and resources to initiate and conduct a study of the effectiveness of the school program and to organize and implement improvement activities designed to build upon the program strengths of the school and to remedy its weaknesses. Within the context of the total school program, improvement activities also provide for the enhancement of the effectiveness of each member of the staff.

The School Improvement Plan shall be developed by school board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, and other residents of the school district.

Standard: E2.14/M2.14

The school shall assess its climate frequently on an established cycle, share the results of the assessment, and have a plan for maintaining an atmosphere that is receptive and responsive to the needs of individual students.

See Appendix A for other standards affected by the change to language, "on an established cycle."

Standard: E3.03/M3.04

If a principal administers more than one school, the combined enrollment of those schools shall not exceed 450 400 students.

Standard: E3.04/M3.05

In order to permit the principal to have sufficient time to engage in for the administrator to focus his/her attention on the improvement of instruction in a school having an enrollment of 500 450-500 or more students, at least a half-time assistant principal or the equivalent equivalence equivalent in certified professional personnel shall be provided. If the enrollment exceeds 800 600-650 students, at least one full-time assistant principal shall be employed.
### Summary of Required Administrative Staffing

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Administrative Staffing Required</th>
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<tbody>
<tr>
<td>Fewer than 250 students</td>
<td>At least a half-time principal</td>
</tr>
<tr>
<td>250 or more students</td>
<td>A full-time principal</td>
</tr>
<tr>
<td>450 - 500 or more students</td>
<td>At least one half-time assistant principal or the equivalent, in addition to the principal</td>
</tr>
<tr>
<td>800 or more students</td>
<td>At least one full-time assistant principal in addition the principal</td>
</tr>
</tbody>
</table>

**Standard:** E3.24a/M3.25a

The board of education shall transact official business with professional staff members and all other employees only through the superintendent OR HIS/HER DESIGNEE.

**Standard:** E3.25a/M3.26a

The superintendent OR HIS/HER DESIGNEE, in cooperation with board members and staff, shall prepare the agenda of items to be discussed at each board meeting.

**Standard:** E3.31/M3.32

While working with the faculty, staff, or students in the school, all central office personnel shall be under the authority of the WORK IN COOPERATION WITH THE BUILDING principal.
Standard: M4.10

All professional personnel shall hold a baccalaureate degree from a State Board of Education approved institution, evidence adequate professional education preparation, meet the appropriate certification standards of the State, and shall only be assigned to teach in areas for which they are prepared. THOSE NOT CURRENTLY MEETING MINIMUM PREPARATION STANDARDS IN SECTIONS B, C, D, AND E WILL HAVE FIVE YEARS TO FULFILL THAT REQUIREMENT. ALL PERSONNEL HIRED OR TRANSFERRED INTO POSITIONS FOLLOWING ACCREDITATION OF THE SCHOOL SHALL MEET THE MINIMUM PREPARATION STANDARDS AT THE TIME OF HIRE OR TRANSFER.

The minimum teacher preparation shall be:

a. Teachers with preparation and certification for junior high or middle school may teach all subjects and levels for which he/she holds an appropriate certificate, endorsement, and/or approval.

b. Teachers with secondary certification shall have 18 semester hours (16 semester hours in mathematics), appropriately distributed, in the field in which they are teaching OR MEET MICHIGAN CERTIFICATION STANDARDS (WHICHEVER IS GREATER).

c. Teachers with elementary certification shall have 12 hours, appropriately distributed, in the field in which they are teaching.

d. Teachers with elementary certification may teach all subjects in a self-contained classroom.

e. Teachers of combined subject classes shall have at least 24 semester hours of appropriately distributed credit in the included subject fields taught.

f. Teachers of special education, exploratory subjects, work experience, and prevocational/vocational subject areas shall have an appropriate current special certificate, endorsement, and/or authorization. Other subjects for which the requirements have not been established shall be approved by the State Board of Education (i.e., COMPUTER, PHOTOGRAPHY, RADIO).

g. Guidance counselors or directors shall have an appropriate endorsement on his/her teaching certificate.

h. Media specialists shall have at least 15 semester hours in school library and audio-visual services, shall have a broad background in education, and shall be certified as a teacher.
The education program shall have sufficient breadth to serve both general and special needs of students through a variety of experiences in the following areas of learning.

a. Language arts (English and communication skills)

e. Foreign language and culture (Recommended)

b. Social studies

f. Fine arts (art and music)

c. Mathematics

g. Physical education

d. Science

h. Health, safety, nutrition and substance abuse

i. Computer education

Student evaluation data shall include information on:

a. Student achievement

b. Student attitudes

c. School climate and
d. Attitudes and expectations of parents.

The school shall provide staffing for the library/media center program as follows:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Qualified Specialists Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 300</td>
<td>At least 1 half-time specialist</td>
</tr>
<tr>
<td>From 300 to 1,499</td>
<td>At least 1 full-time specialist</td>
</tr>
<tr>
<td>1,500 students and over</td>
<td>At least 2 full-time specialists</td>
</tr>
</tbody>
</table>

NOTE: WHILE A "QUALIFIED SPECIALIST" IS STRONGLY RECOMMENDED, A SCHOOL MAY MEET THIS STANDARD BY ASSIGNING A CLASSROOM TEACHER PROVIDED THAT A QUALIFIED MEDIA SPECIALIST IS AVAILABLE IN THE DISTRICT TO PROVIDE SUPERVISION. WITHIN THREE TO FIVE YEARS THE POSITION MUST BE FILLED BY A QUALIFIED MEDIA SPECIALIST.
E7.04/M7.04

The library/media center(s) shall provide areas for reading, listening, viewing, preparation, and individual learning for staff and students as well as storage for materials and equipment. Even though facilities may not allow consolidating into one location all the areas listed above, their availability should be supervised from the central library/media center(s) of the school.

E7.08/M7.08

Students shall be taught the skills of library/media center use (I.E., LOCATING, RETRIEVING, INTERPRETING AND EVALUATING INFORMATION) as well as the use of resources, media appreciation and equipment operation.

a- library/media center use, locating, retrieving, interpreting, evaluating information and use of resources

b- media appreciation and equipment operation

E7.22/M7.22

Facilities, equipment, and materials shall be reviewed periodically by the media staff and recommended changes shall be included in the building improvement plan. LIBRARY/MEDIA PROGRAM WILL BE REVIEWED ON AN ESTABLISHED CYCLE AND RECOMMENDED CHANGES WILL BE ADDRESSED.

E7.23/M7.23

The library/media program shall be reviewed periodically and recommended changes shall be included in the building improvement plan.

Recommend: Delete standard. It is redundant of E7.22/M7.22.

E7.30/M7.30

The school shall have developed explicit procedures that insure the optional ASSURE AND MAXIMIZE THE availability and use of all its classroom instructional/learning materials and equipment.

Proposed changes in Standard 8 include the following which reflect revisions in the guidance programs. They are 8.01, 8.02, 8.03, 8.08, 8.10. Other changes follow which address specific issues beyond program format.
Standard: E8.01/M8.01

The school district THERE shall have BE established policies and procedures for the guidance program.

Standard: E8.02/M8.02

The guidance program shall be based on the MEASURABLE student outcomes established by the district and building which include:

a. personal and social development,
b. educational and academic development, and
c. career awareness.

Standard: E8.03/M8.03

The guidance staff PROGRAM shall be reviewed periodically ON AN ESTABLISHED CYCLE; and recommended changes shall be included in the building improvement plan; BASED ON MEASURABLE STUDENT OUTCOMES.

Standard: E8.07/M8.07

The guidance program shall be based on student objectives, established by the district and the building, which include opportunities for the student to:

a. develop a realistic self-understanding;
b. develop skills in problem-solving, decision-making, and conflict management;
c. explore education and career choices and the world of work;
d. develop positive interpersonal and social skill understandings;
e. acquire good study skills. THE GUIDANCE STAFF SHALL, IN COOPERATION WITH THE ADMINISTRATION, COORDINATE AND SUPPLEMENT A PROGRAM THAT PERMITS EACH STUDENT TO BE WELL KNOWN BY AT LEAST ONE MEMBER OF THE SCHOOL STAFF.
Standard: E8.08

The guidance program shall be staffed by LEADERSHIP FOR GUIDANCE AND COUNSELING PROGRAMS WILL BE PROVIDED by persons professionally prepared AND ENDORSED in guidance and counseling. The guidance counselors THOSE PROVIDING GUIDANCE AND COUNSELING SERVICES should SHALL have training and experience dealing with elementary school students.

Standard: M8.08

The guidance program shall be staffed by LEADERSHIP FOR GUIDANCE AND COUNSELING PROGRAMS WILL BE PROVIDED by persons professionally prepared AND ENDORSED in guidance and counseling. The guidance counselors THOSE PROVIDING GUIDANCE AND COUNSELING SERVICES should SHALL have training and experience dealing with junior high/middle school students.

Standard: E8.10/M8.10

The guidance program shall have staffing necessary to achieve outcomes as established in Standard 8.02. Schools are encouraged to try a variety of approaches to provide guidance services.

NO LATER THAN 1993-94 ACADEMIC YEAR, THE GUIDANCE PROGRAM SHALL BE STAFFED ACCORDING TO THE FOLLOWING RATIOS:

- 1:600 - YEAR 1 OF CANDIDACY
- 1:500 - YEAR 2 OF CANDIDACY
- 1:400 - TO RECEIVE ACCREDITATION

BUILDING POPULATIONS OF LESS THAN 400 STUDENTS SHALL HAVE AT LEAST .5 FTE GUIDANCE STAFF.

Standard: E8.13/M8.13

The guidance staff shall, in cooperation with the administration, coordinate and supplement a program that permits each student to be well known by at least one member of the school staff.

NOTE: MOVED TO 8.07E

Standard: E8.18/M8.18

Clerical services shall be available to the guidance counselor staff.
Standard: E10.10/M10.10

The school shall have written procedures based on board policies which govern the record-keeping and coordination of supportive services. when given to more than one member of a family-

Standard: E13.02/M13.02

The school shall have sufficient budgetary autonomy and support to implement its annual action/budget plans.

see Appendix B for other standards affected by the deletion of "action/.

Standard: E13.10/M13.10

Accreditation shall not be achieved or maintained when it is evident that it is being done at the expense of other schools in the district. THE SCHOOL DISTRICT SHALL FINANCIALLY SUPPORT THE EFFORTS OF A SCHOOL IN SEEKING, ACHIEVING AND MAINTAINING ACCREDITATION. In systems with OF multiple schools, resources shall be allocated appropriately EQUITABLY among the schools according to the best interests of the students involved.

Standard: E15.03/M15.03

Processes used in the renewal SCHOOL IMPROVEMENT activities of the school shall MEET recognize both general and individual staff professional development needs, including administrative, supervisory, instructional, and support staff.

Standard: E16.06/M16.06

Students shall be assisted through guidance GUIDED in establishing suitable options for participation in the extended educational program.

Standard: E16.08/M16.08

The extended educational program shall provide exploratory experiences that contribute to the identification and improvement of the student's physical, social, mental, and creative talents and skills.
APPENDIX A

Standard: E3.30/M3.30
The roles and responsibilities of central office personnel as they affect the local elementary school and the junior high/middle school principal shall be clearly delineated in printed form. These descriptions shall be reviewed periodically on a cooperative basis on an established cycle.

Standard: E7.21/M7.21
The library/media shall be annually evaluated on an established cycle in terms of the numbers of individual students who use the facilities.

Standard: E8.17/M8.17
Facilities and materials shall be reviewed periodically on an established cycle by guidance staff and recommended changes shall be included in the building improvement plan.

Standard: E13.08/M13.08
The district shall annually review the action/budget plan of each of its schools on an established cycle. In reviewing the plan, the board of education shall take into account the statement of philosophy and goals of the school, as well as the needs of the specific students and the community served.

Follow-up Study of Former Students. The school shall periodically on an established cycle conduct a study of former students to determine their current progress and to obtain their assessment of their former programs.

Standard: E14.14/M14.14
Dropout Studies. The school shall periodically on an established cycle conduct studies among school dropouts to determine their reasons for leaving school. This information shall be used to better adapt the school program to the needs and interests of such students.
APPENDIX B

Standard:  E13.05/M13.05

The resources of the school shall be incorporated in the annual action/budget plan.

Standard:  E13.06/M13.06

The action/budget plan of the school shall take into account supplementary resources provided outside the school by other agencies, business and industry, and other schools within the same district/system. Those resources available shall be enumerated in a written description. Procedures for effective and efficient utilization of those resources shall exist.

Standard:  E13.07/M13.07

In analyzing the resources needed to implement the action/budget plan, the school shall make use of community advisory groups.

Standard:  E13.08/M13.08

The district shall annually review the action/budget plan of each of its schools ON AN ESTABLISHED CYCLE. In reviewing the plan, the board of education shall take into account the statement of philosophy and goals of the school, as well as the needs of the specific students and the community served.

Standard:  E13.09/M13.09

In responding to the proposed action/budget plan and in regard to all relationships with the school, its staff and its community, the board of education and central office administrators shall operate under written policies and procedures, copies of which are readily available and which outline procedures for affecting communication between and among the various groups and constituencies.

Standard:  E14.09/M14.09

The effectiveness of the school to meet its goals shall be evaluated continuously through the yearly action/budget plan procedure and through cyclical institutional evaluation. The annual action/budget plan shall evidence consideration of recommendations resulting from the cyclical evaluation and shall be reported to the school staff and community. The public report shall include the status and plans to improve school programs and student achievement.
Appendix C

Proposed Daily Visitation Schedule, Team Interview Assignments, Sample Letter and Team Roster
MAP VISITATION TEAM

Location: ___________________________

Principal, Jim __________________

Dates: April 10, 11, 12, 1990

Chairperson: Ione Condit, Principal
Shearman Elementary School
624 W. Mansion Street
Marshall, MI 49068
781-1281

Team Members:
Jan Grable - 5th Grade Teacher
Madison Elementary School
100 Green Street
Marshall, MI 49068
781-1298

Annette Lake - Special Education Teacher
Olivet Middle School
255 First Street
Olivet, MI 49076
749-9953

Sharon Hamilton - 4th Grade Teacher
Bellevue Elementary School
210 West Street
Bellevue, MI 49021
763-9435

Elaine Robbins - 4th Grade Teacher
Beadle Lake Elementary School
817 C Drive North
Battle Creek, MI 49017
964-3341
PROPOSED DAILY SCHEDULE

DAY ONE - APRIL 10

1:00 Arrive at school (having checked in at hotel after 12:00)
2:00 Team Orientation to building & programs
3:20 Welcoming Reception
6:30 Dinner with Staff

DAY TWO - APRIL 11

8:10 Arrive one-half hour prior to beginning of classes. Coffee and review of schedule for the day
A.M. Interviews and visits
NOON Lunch
P.M. Continue interviews and visits
3:00-4:00 Team Meeting - Each member orally review areas they have been covering. Questions assigned to team members for clarification.
4:30-6:00 BREAK
6:00-7:00 Dinner
8:00 Continuation of team meeting if necessary

DAY THREE-APRIL 12

8:10 Arrive at school. Coffee and review of schedule and unexpected items.
A.M. Interviews and visits
NOON Lunch
1:00 Exit meeting preparation. Completion and collection of team "staff self study". Prepare Exit Report
3:30 Exit meeting (30 minutes maximum)
March 16, 1990

Sharon Hamilton
Bellevue Elementary School
210 West Street
Bellevue MI 49021
763-9435

Dear Sharon,

Thank you for volunteering to serve on our Michigan Accreditation Program (MAP) Visitation team. I know how each of you will have to juggle family situations in order to facilitate the three "full" days involved. It should prove to be an interesting and rewarding experience.

Please plan to attend a mini training and organizational meeting on March 29, 1990 at the Boardwalk Restaurant on W. Michigan Ave. in Marshall. Plan to meet at 6:00 for a dinner meeting. At that time our agenda will include an orientation to (MAP) training regarding the visitation process and procedures.

Enclosed you will find a MAP overview and a team roster that includes basic visitation information. Jim Principal, will be contacting you concerning housing arrangements. Please remind your principal that your district is responsible for a substitute and mileage. Public Schools will be responsible for housing and meals during the visitation.

We will plan to arrive at ______ at 1:00 on April 10th. Jim will give us an introduction and tour of the school. The staff has planned to meet with us at a "Welcome Tea". This will give all of us an opportunity to meet each other. Our goal at the Tea will be to make the staff comfortable with us so we can effectively validate their self-study. Our role will be that of invited guests. More information will be shared as I receive it.

Once again, I appreciate your help with the visitation phase of the Michigan Accreditation Program. If you have any questions or should problems arise, please contact me at 781-1281 or at home 781-9416. I look forward to working with you.

Sincerely,

Ione Condit, Principal
Shearman Elementary School
TEAM INTERVIEW ASSIGNMENTS

SECTION A - Administration & Organization
Ione Condit
Annette Lake

SECTION B - Curriculum
Annette Lake
Sharon Hamilton

SECTION C - School Staff
Jan Grable
Elaine Robbins

SECTION D - School Plant and Facilities
Sharon Hamilton
Jan Grable

SECTION E - School/Community Relations
Elaine Robbins
Jan Grable

SECTION F - School Improvement/Student Outcomes
Annette Lake
Elaine Robbins

Annette Lake: 1. Admin/Org, Curriculum, 2. School Improvement
Ione Condit: Admin/Organization Also Superintendent & Parents
Appendix D

MAP Staff Self-Study Questionnaire and Staff Self-Study Questionnaire Summary Profile
MICHIGAN ACCREDITATION PROGRAM

STAFF SELF-STUDY QUESTIONNAIRE

Developed as a result of the Michigan State Board of Education Accreditation Pilot Study,
In cooperation with
The Bureau of Accreditation and School Improvement Studies,
School of Education, The University of Michigan

October, 1988
MICHIGAN ACCREDITATION PROGRAM

Self-Study Questionnaire

Directions

Your responses on the Self-Study Questionnaire will provide data to assist you and your colleagues in focusing your school improvement efforts and energies. Your answers should reflect your understanding and knowledge of your school at this moment.

The questionnaire is divided into six major categories which address areas central to school improvement. Each bold lettered questionnaire statement is followed by a general statement of "Example" which is italicized and provided to assist you in focusing on many of the important aspects associated with the questionnaire statement.

There are two general types of statements within the self-study questionnaire: those which address policies, procedures, regulations, and other written material; and those which address the offering and performance of various activities. The questionnaire statements should be ranked on the basis of your current knowledge and understanding relative to the degree to which each applies to or indicates the degree of excellence of programs, policies, procedures, and activities of your school. Please use the general scale descriptions for your responses as follows:

POLICIES/PROCEDURES and OTHER WRITTEN MATERIALS TYPE QUESTIONS:

5 = Excellent: e.g., The "X" policies at my school provide direction which are formulated with staff involvement, are flexible, meet our current needs, and are reviewed and updated periodically.

4 = Very Good: e.g., The "X" policies at my school provide direction which meet our current needs and are reviewed and updated regularly.

3 = Good: e.g., The "X" policies at my school are in place and provide some direction, but need to be reviewed and updated.

2 = Fair: e.g., The "X" policies at my school are incomplete, provide little direction, and need to be reviewed and updated.

1 = Poor: There are no "X" policies at my school.

PERFORMANCE/ACTIVITY TYPE QUESTIONS:

5 = Excellent, e.g., The "X" activities at my school are excellent in meeting the needs of students.

4 = Very Good, e.g., The "X" activities at my school are very good and meet most needs of the students.

3 = Good, e.g., The "X" activities at my school are good and meet many of the needs of the students.

2 = Fair, e.g., The "X" activities at my school exist but don't meet the needs of most of the students.

1 = Poor, e.g., There are no "X" activities at my school, or those which do exist only/barely meet the needs of a small number of students.

It is important that you answer each question as accurately and thoughtfully as possible. When you have circled your response to each of the questions, please transfer those responses to the corresponding question number on the provided scantron sheet as follows: Ranking 5 to 1 equals the corresponding rank number on the scantron sheet; D/K (Don't Know) = 9; and N/A (Not Applicable) = 10. Please be certain to mark your scantron sheet accurately and erase any incorrect responses thoroughly.

Thank you for your consideration and cooperation.
1. There is a clearly defined philosophy which directly relates to performance objectives at the school.

   Example: A written statement of philosophy is periodically reviewed, contained in the staff handbook, and directly supports the performance objectives of the school.

2. There are planned curricula with objectives at the school.

   Example: There are, and the staff are encouraged to continually refine, educational goals and performance objectives for the instructional areas of the school which include comprehensive definitions of the scope and sequence of the school program.

3. There are operational processes for the review and evaluation of curricula and instruction at the school.

   Example: Curricula, instructional processes, and evaluation procedures are uniform K-12, approved by the board, and contained in staff handbook.

4. Policies, regulations, and procedures at the school are consistent with the philosophy and objectives.

   Example: There is a board statement contained in the staff and student handbooks which supports consistency among school policies, regulations, procedures, philosophy and objectives, and their periodic review.

5. There are operational procedures for the assignment of staff at the school.

   Example: Staff assignment procedures and job descriptions are affirmed by board policy, reviewed periodically, and contained in the staff master contract and other statements of assurance.

6. There is a plan for staff development at the school.

   Example: There is a staff development plan, contained in the staff master contract, which encourages the continuing education of staff and their participation in professional organizations and activities.

7. There are objective procedures for the evaluation of the staff at the school.

   Example: There are staff evaluation procedures and a school/district staff evaluation instrument in the staff evaluation handbook which are reviewed periodically and directly relate to the delivery, process, and improvement of instruction.
8. The school and district are in compliance with and have operating procedures for addressing Title IX legislation.

Example: School staff hiring procedures, instructional materials, and activities provide equal opportunities, and do not discriminate on the basis of race, sex, color, religion, national origin or ancestry, age, marital status, handicap, or Vietnam-era veteran status.

9. Procedures for complete record-keeping and student accounting are utilized at the school.

Example: Student record-keeping is current, on file, readily accessible to appropriate staff, used to determine curricular and instructional needs, and the accounting procedures are contained in the staff and student handbooks.

10. There is a written student code of conduct at the school.

Example: The school has a board approved student code of conduct contained in the student and staff handbooks which details appropriate conduct and the actions and procedures which will be followed concerning inappropriate behavior.

11. There are operational processes for guidance activities at the school.

Example: Goals, objectives, and operational processes for guidance activities are board approved and contained in the staff and student handbooks.

12. The school is in compliance with state and local health regulations and there are appropriate procedures for reporting accidents and health problems.

Example: The staff handbook contains a description of the board approved annually reviewed goals, objectives, and procedures for reporting accidents and health problems.

13. Student achievement is regularly and consistently reported at the school.

Example: Students regularly receive report cards and progress reports, and there is regular home/school communication concerning the progress of each student.

14. There is an operational plan for plant maintenance services at the school.

Example: The staff and student handbooks fully detail the policies and procedures for reporting needed maintenance.
15. There are operational processes for the use of clerical services at the school.
Example: The staff handbooks fully detail the annually reviewed policies and procedures for using clerical services, e.g., who can appropriately secure what types of clerical services.

16. A partnership between the school and community is evident.
Example: There are annually reviewed board policy statements in the staff handbook which provide for and support a partnership between the school and community.

17. The principal has the authority to administer the school.
Example: There are board policy statements in the staff handbook and master contract which provide the principal with the authority to administer the school, e.g., the principal evaluates staff performance, has the authority to make staff assignments, and administers the operation of the school plant/site.

18. The school principal delegates authority appropriately.
Example: The principal cooperatively assigns staff to leadership roles and responsibilities on the basis of individual abilities.

19. The school principal provides educational leadership to staff and students.
Example: The principal provides educational leadership by his/her example, encourages rapport among administration, staff, and students, and challenges them to work toward achieving excellence.

20. The school principal inspires staff and students to work toward their potential.
Example: The principal actively encourages the staff and students to work toward their individual and collective potential.
21. The educational mission and objectives are written for each area of the curricula.

Example: The district educational philosophy, school mission, and objectives of each curricular area are contained in the staff handbook, annually distributed to the staff and the school community, and reviewed periodically.

22. The instructional program objectives of the school are developed from accepted district educational philosophy and goals, and are consistent with the educational beliefs, purposes, and mission statement of the school.

Example: The instructional program objectives of the school are annually reviewed, contained in the staff handbook, and demonstrate continuity between the school and district philosophy, mission/purposes, goals, and beliefs.

23. The structure of the school instructional program provides continuity of experience through appropriate scope and sequence.

Example: A comprehensive instructional structure is used to link together and articulate the instructional program content between and among the buildings of the district/system.

24. The school staff is actively involved in the development of the instructional program.

Example: The school instructional program is developed through the individual and collaborative efforts of the staff within and among all subject areas, and the resulting programs are articulated between and among the buildings of the district/system. Teachers are provided with instructional development planning time which is coordinated so that teachers in the same subject and/or grade level can meet to plan together during the school day.

25. The instructional program accommodates individual physical, mental, and emotional differences among students in achievement and learning styles.

Example: The instructional program provides grouping, materials, and specialized equipment for all students which directly meet their readiness, achievement level, and special needs.
26. The instructional program provides opportunities for positive student interaction, and for the development of self-respect and respect for other students, staff, and community.

Example: Positive school behavioral expectations of students, including classroom rules, are contained in the staff and student handbooks, and students are provided with opportunities to develop self-respect and respect for other students, staff, and their community through instructional and co-/extra-class program activities.

27. Materials are selected to meet the instructional program objectives of the district and the school.

Example: Instructional materials of the school are selected through cooperative staff and district review and evaluation is based on the individual curriculum program objectives of the district and the school.

28. The instructional program results from continuous curricular development and evaluation.

Example: The school instructional program is continually reviewed, and revised as necessary, to assure that it meets the overall and individual curricular goals and specific performance objectives of the school.

29. Student data, designed to measure identified student learning areas, are used to evaluate the instructional program.

Example: Student data are drawn from various criterion referenced, standardized, textbook, teacher-made, and appropriate individualized tests, and are used to evaluate and direct efforts to improve student achievement and the instructional program.

30. The library/media center is an integral part of the instructional program.

Example: The library/media center is operated as a pivotal resource for all instructional program areas of the school, is accessible and open throughout every school day, and contains materials and media production facilities which support the instructional program.
31. The instructional program is balanced to meet the cognitive, affective, and social development needs of the students.
Example: The school curricula, syllabi, goals, objectives, and classroom activities are based on meeting the cognitive, affective, and social development needs of the students, and are predicated on a wealth of data, e.g., criterion referenced, standardized, textbook, and teacher-made tests; teacher and administrator opinions concerning student goal attainment, measures of student self-concept; and information from the school community concerning school effectiveness.

32. The reading and English programs are structured to develop the skills necessary for students to perform consistently within his/her ability level.
Example: The reading and English programs use instructional delivery methods, materials, and grouping methods which allow students to develop and perform within their individual ability level.

33. The reading and English programs provide skills which enable students to perform well in other academic areas.
Example: The reading and English programs provide students with broad reading, speech, and writing experiences through which they gain experience in practically applying those skills to all of their academic areas and the world around them.

34. The reading and English programs encourage a life-long appreciation and understanding of literature.
Example: The reading and English program, through varied literature experiences, develop within students a life-long sense of inquiry, application of knowledge, and personal growth.

35. The language arts program provides a structure for students to express themselves orally.
Example: The language arts program provides students with varied speaking experiences which encourage grammatically correct oral expression.

36. The language arts program promotes basic composition skills for effective communication.
Example: The language arts program provides students with varied composition experiences which equip them with the necessary skills for grammatically correct and effective written communication.
37. The language arts program promotes opportunities for creative self-expression.
Example: The language arts program provides students with numerous and varied opportunities to express themselves as individuals and as part of a group.

38. The curricula provide for the instruction of spelling.
Example: All instructional program areas provide students with spelling instruction and include the student's spelling proficiency as part of his/her subject grade.

39. The curricula provide for the development of acceptable handwriting skills.
Example: All instructional program areas provide students with handwriting instruction and include the student's handwriting proficiency as part of his/her subject grade.

40. The mathematics program is structured to develop the skills and abilities necessary for students to compute and solve problems consistent within his/her ability level.
Example: The mathematics program uses instructional delivery methods, materials, and grouping methods which allow students to develop and perform within his/her individual ability level.

41. The mathematics program provides for the instruction of basic concepts and skills.
Example: The mathematics program offers students a wide range of learning experiences which provide them experience in developing and applying basic concepts and skills.

42. The mathematics program encourages students to develop skills necessary for practical life experiences.
Example: Students are provided with a wide range of experiences through which they learn practical mathematical skills, e.g., problem solving, reasoning, geometrical terms, reading and using graphs.

43. The science program provides instruction and skill development in inquiry, problem solving, scientific methods, knowledge of technology, and scientific phenomenon.
Example: The students are provided with a wide range of science instruction, e.g., texts, materials, and practical experiences, which is used to develop an understanding of scientific knowledge/methods and their application.
44. The curricula provide an awareness of the environment.
   **Example:** Students are provided with a wide variety of instruction and experiences which develop an understanding of geography and nature.

45. The health/safety program provides students with knowledge, skills, and habits which will enable them to function as healthy individuals.
   **Example:** Students are provided with a wide range of instruction and practical experiences which develop and instill within them the fundamental understanding and application of information necessary for a healthy life.

46. The social studies/social science curricula provide an awareness of varied countries/cultures.
   **Example:** Students are provided with a wide range of instruction, materials, and experiences which develop and instill within them an understanding of the countries and cultures, and how they create the world about them.

47. The curricula provide opportunities to develop responsible citizenship.
   **Example:** The curricula, and activities such as small group and shared/cooperative projects, of all instructional areas provide opportunities for students to develop, experience, and practice responsible citizenship, including discussions of the responsibilities and rights of teachers, students, and other school personnel.

48. The curricula provide opportunities for vocal and/or instrumental music instruction and appreciation.
   **Example:** The instructional program provides the student with a wide range of experiences and opportunities to understand and develop an appreciation for vocal and/or instrumental music.

49. The physical education program provides students with knowledge and skills which encourage them to develop their physical well-being as a life-long activity.
   **Example:** The physical education program provides a wide range of instruction and activities which instill within students the necessity of continuously developing physical well-being.

50. The art program provides instruction in essential skills, aesthetic appreciation, and stimulates creativity.
   **Example:** The art program provides a wide range of instruction and creative experiences which develop and instill within students an understanding and appreciation of art.
51. The special instructional programs at the school meet the needs of the students.
   Example: Special instructional programs at or available through the school, e.g., ESL, bi-lingual, special and gifted-and-talented education, meet the needs of all of the students.

52. The foreign language instruction provided at the school meets the needs of the students.
   Example: Foreign language instruction is provided at the school, and students are encouraged to participate.

53. The keyboarding/typing instruction provided at the school meets the needs of the students.
   Example: The keyboarding/typing instruction provided at the school meets the needs of the students, and all students are encouraged to participate.

54. Opportunities to develop computer literacy are provided at the school.
   Example: Students are provided with a wide range of computer instruction and experiences which include an understanding of computer operation, software, and the practical application of computer technology.

55. There is a balance of opportunities for co-curricular activities at the school.
   Example: The school offers students a wide variety of co-curricular activities, e.g., Young Authors, Future Problem Solving Programs, Odyssey of the Mind; safety/service squads, athletics, clubs/organizations, and dramatics.

**ELEMENTARY SCHOOL STAFF:** Skip question 56 and continue with question 57, next page. Mark 10 (N/A) as the response to question 56 on your answer sheet.

**MIDDLE LEVEL SCHOOL STAFF:** Please respond to question 56 and continue with question 57.

56. The industrial arts and home economics programs provide instruction in essential practical life skills.
   Example: The industrial arts and home economics programs provide students with a wide range of instruction and practical instruction which equip them with essential life skills.
57. The staff structure and staff responsibilities are consistent with the plans and procedures at the school, and designed to provide for effective operation.

Example: The staff structure, position descriptions, and responsibilities are contained in the staff handbooks and master contract, board approved, periodically reviewed, and promote effective operation of the school.

58. The operational plans and procedures at the school are designed to provide for effective operation.

Example: The school organization plans and procedures are contained in the staff handbook, cooperatively developed by the district office, principal, and staff, and are annually reviewed to assure effective operation of the school.

59. There is substantive participation by district and building staff in the planning and decision-making processes which influence the operation of the school.

Example: Committees with representation from district and building staff plan and make decisions which influence the operation of the school, e.g., a curriculum committee.

60. Position responsibilities among staff members are clearly defined.

Example: Well-defined staff working relationships and position descriptions are included in the staff handbook and staff master contract.

61. The interaction between school staff and students reflects a positive, nurturing, and accepting climate.

Example: Staff and students are encouraged to work toward their potential and are recognized for their individual and collective accomplishments.

62. There are sufficient numbers of appropriate certified instructional classroom staff to meet the needs of the student population.

Example: There are sufficient instructional staff to maintain reasonable/manageable class size, and there is appropriate staffing to meet both the traditional and special needs of students.
63. There are sufficient numbers of appropriately certified administrative staff to provide instructional leadership and meet the needs of the student population.

Example: The instructional staff leaders have considerable teaching experience in the grade levels at the school and provide instructional guidance (leadership) by their example and through various other methods, e.g., instructional coaching.

64. There are sufficient numbers of appropriately certified remedial/basic skill specialists to meet the student population needs.

Example: Basic skills teachers for reading, language arts, and mathematics, e.g., Chapter I specialists, are sufficiently available to meet student needs.

65. There are sufficient numbers of appropriately certified special education staff available to meet the student population needs.

Example: Resource room, special education, PPL, emotionally/learning-impaired, and speech specialists are sufficiently available to meet student needs.

66. There are sufficient numbers of certified guidance counselors, who have at least a minor and/or 18 semester hours in guidance and counselling, available to meet the student population needs.

Example: School guidance counselors are available to meet student needs, e.g., scheduling assistance; planning the guidance program; and providing in-service to teachers, students and the community.

67. There are sufficient numbers of certified librarian/media specialists, who have at least a minor and/or 18 semester hours in library science, to meet the student population needs.

Example: Librarian/media specialists are available and support the staff in meeting student needs by providing: instruction in library skills and audio-visual equipment operation/management; library activities programs; and research support.

68. There are sufficient numbers of certified physical education teachers, who have at least a minor and/or 18 semester hours in physical education, to meet the student population needs.

Example: Physical education teachers are in sufficient number to provide instruction in well-being and a wide range of physical/athletic activities to meet student needs.
69. There are sufficient numbers of certified music teachers, who have at least a minor and/or 18 semester hours in music, to meet the student population needs.
Example: Music teachers are in sufficient number to meet student needs by providing a wide range of instruction and creative experiences which contribute toward developing an understanding and appreciation of vocal and/or instrumental music.

70. There are sufficient numbers of certified art teachers, who have at least a minor and/or 18 semester hours in art, to meet the student population needs.
Example: Art teachers are in sufficient number to meet student needs by providing a wide range of instruction and creative experiences which contribute toward developing an understanding and appreciation of art.

71. There is adequate access to appropriately skilled/licensed staff to provide adequate health services.
Example: A nurse or other qualified support staff take care of minor injuries according to policy in staff handbook, and district/county personnel are available to provide additional services, e.g., vision and hearing screening.

72. There are sufficient numbers of appropriately skilled office staff to meet staff and student needs.
Example: There are sufficient office staff to meet the needs of the administration, staff, students, and support the overall operation of the school.

73. There are sufficient numbers of skilled custodial/maintenance staff members to meet staff and student needs.
Example: There are sufficient custodial/maintenance staff to keep the school clean and safe, maintain the school plant/site, and make repairs as needed in a timely fashion.

74. There are sufficient numbers of skilled, appropriately licensed, transportation staff to meet the needs of the school.
Example: The staff who transport students, including instructional staff, have clearly communicated responsibilities and are appropriately licensed and insured.
75. There are sufficient numbers of skilled food service staff members to meet staff and student needs.
   **Example:** Food service staff, including cooks and contract food service staff, provide nutritious menus and meet other staff and student needs within their job descriptions.

76. There are sufficient numbers of skilled school aides employed to meet staff and student needs.
   **Example:** Chapter 1, reading, language arts, mathematics, library/media, and clerical aides are in sufficient number and availability to meet student needs.

77. There are sufficient numbers of community volunteers to help meet the needs of the staff and the students.
   **Example:** Playground and lunchroom monitors, career day speakers, classroom support, and co-extra-curricular volunteers are sufficient in number and availability to meet student needs.
78. The school plant facility meets the needs of the school program.
Example: The school plant provides sufficient appropriate space and facilities for the operation of the instructional and co-/extra-curricular program activities, e.g., classrooms and grounds are sufficient in size and appropriately furnished for the instructional activities provided.

79. The design of the school building provides for a safe and comfortable environment which is accessible to the entire school population.
Example: The school is in compliance with fire codes, is barrier-free, has disaster shelter areas, and has adequate numbers of lavatories for proper hygiene.

80. The school plant and site are properly maintained.
Example: The school plant and site are continually maintained and provide a safe, secure, and clean instructional environment, e.g., there are no potentially hazardous or unsafe conditions; classrooms, hallways, and school grounds are free from litter; and maintenance such as roof or boiler repair/inspection is periodic.

81. The instructional and activity areas of the school are furnished and equipped to meet the needs of the student population.
Example: The school is adequately furnished and equipped to meet the traditional and specialized needs of the instructional and co-/extra-curricular school programs.

82. The large-group assembly facilities and equipment for the school adequately meet the needs of the students and staff.
Example: The design and furnishings of the large-group assembly facilities are conducive to a wide variety of uses, readily accessible, and assure safety in the event of an emergency.

83. Areas for the personal and professional needs of the staff are designed and equipped appropriately.
Example: Staff are provided with sufficient and appropriately furnished work and storage space, as well as dining and bathroom facilities.
84. The school office is appropriately designed and equipped to facilitate administrative and clerical activity.
Example: The general school office, reception area, and the principal's office are designed and furnished to provide for the operation of the school, e.g., the school office, reception area, and the principal's office are adjacent, separate, and provide privacy; and the office is equipped to provide for the record-keeping and the duplication needs of the staff and students.

85. The school building has sufficient communication equipment.
Example: There are operational two-way communication systems in most classrooms, as well as signal bell and emergency warning signal systems.

86. The school plant provides sufficient safe storage for materials and equipment.
Example: There is adequate safe storage for school records, supplies, materials, and equipment, as well as for the personal property of staff and students.

87. There are adequate facilities for the storage of flammable or hazardous materials.
Example: Flammable and other hazardous materials are securely stored so as to provide a safe environment throughout the school site and plant.

88. The food preparation/service area of the school is appropriately designed, equipped, and maintained.
Example: Kitchen and dining areas are sufficiently large, clean/sanitary, and equipped to meet staff and student needs.

89. The school has sufficient maintenance equipment and storage to provide for the proper care of the plant and site.
Example: The maintenance equipment is sufficient and appropriate to provide for a clean and safe school plant/site, and to make most repairs as needed.

90. The library/media center is sufficient in size to facilitate teaching and learning.
Example: The library/media center provides adequate display and storage areas, and is large enough to provide for a variety of group and individual activities.
91. The library/media center is adequately outfitted to facilitate teaching and learning.
Example: There are sufficient appropriate print and other media/computer software, audio-visual equipment, and computers in the library/media center to support the instructional program of the school.

92. The instructional classrooms/areas are sufficiently large to facilitate teaching and learning.
Example: The instructional classrooms/areas are large enough to provide for a variety of activities, seating configurations, and project areas.

93. The instructional classrooms/areas are adequately designed/outfitted to facilitate teaching and learning.
Example: The instructional classrooms are designed and equipped to provide for traditional and specialized instruction as may be appropriate.

94. The physical education areas include specialized designs and equipment to facilitate teaching and learning.
Example: The physical education areas are outfitted with permanent and portable equipment, e.g., various goal fixtures and net configurations; athletic and exercise equipment, and have connected to them changing rooms, bathrooms, and showers.

95. The art classrooms include specialized designs and equipment to facilitate teaching and learning.
Example: The art classrooms are outfitted with permanent and portable equipment, e.g., sinks, kilns, work tables, and easels, have sufficient wet and dry storage, work areas, and lighting control.

96. The music classrooms are specially outfitted, and designed, to facilitate teaching and learning.
Example: The music classrooms are properly soundproofed and are supplied with sufficient audio equipment and musical instruments.

97. Computer availability is commensurate with the instructional program design.
Example: Computers are available to all school programs to facilitate and support instruction, and enhance overall computer literacy among the students.
98. The science classrooms include specialized equipment to meet the needs of the instructional program.

Example: The science classrooms are outfitted with specialized equipment and furnishings to provide for the demonstration of experiments, work groups, and have sufficient demonstration and project production/storage areas.

99. The performing arts areas are designed and equipped to meet the needs of the instructional program.

Example: The performing arts areas provide sufficient stage and storage areas, control of lighting, and have connected to them changing rooms and bathrooms.

ELEMENTARY SCHOOL STAFF: Skip questions 100 and 101, and mark 10 (N/A) as your responses to questions 100 and 101 on your answer sheet.

MIDDLE LEVEL SCHOOL STAFF: Please respond to questions 100 and 101, and continue with question 102.

100. The home economic classrooms are equipped to meet the needs of the instructional program.

Example: The home economic classrooms are outfitted with sufficient permanent and portable equipment/appliances, e.g., stoves/ovens, washers/dryers, and sewing machines/dress forms, have adequate ventilation, sufficient storage, and have connected to them changing rooms and bathrooms.

101. The industrial arts areas are equipped to meet the needs of the instructional program.

Example: The industrial arts areas are outfitted with sufficient permanent and portable equipment, e.g., saws, drills, and other household/automotive tools, have adequate ventilation, have clean-up/storage areas, and have connected to them changing rooms and bathrooms.
102. There is a planned interactive school community relations program at the school.

Example: The interactive community relations program of the school effectively meets student needs through the cooperative efforts of the Parent Teacher Organization and like community organizations, and the planning of programs which incorporate community resources such as fine arts festivals, carnivals, and career days into the instructional program.

103. The philosophy, goals, and objectives of the school address and define the school community relations program.

Example: The Parent Teacher Organization and like community organizations cooperatively work with the principal, teachers, and district office to develop, and periodically review, the philosophy, mission, goals, and objectives for the community relations program.

104. The philosophy, goals, objectives, policies, and programs of the school are communicated to the community.

Example: Student and staff handbooks contain the goals, objectives, and policies of the school, and school news is regularly disseminated via school newsletters and community news media.

105. There are operating policies and procedures at the school which effectively provide for community input.

Example: Committees which represent students, school and district staff, and parents regularly review community input policies and processes.

106. The school staff and community work cooperatively to evaluate the effectiveness of the school program and to address associated concerns.

Example: The board of education meetings provide a forum for discussion, and cooperative school/community committees regularly address the school program and associated concerns.

107. There are school policies and procedures which provide effective direction in dealing with sensitive issues.

Example: School and school/community committees regularly address sensitive school program policies and procedural issues, e.g., student discipline, sex education, AIDS, drugs, and child abuse.
108. Community organizations, agencies, and services are utilized at the school to supplement the instructional program.

Example: The school actively encourages the support of a wide variety of external/community programs to better meet student needs, e.g., field trips, classroom resources, drug intervention programs, career awareness and mentorship programs, and preschool and latch-key programs.

109. The students are kept informed about school issues and events.

Example: Daily announcements, school calendars, written notices, the school newspapers, and the student government are used at the school to disseminate student information.

110. Demographic data from the attendance area are used to plan, develop, and implement school programs.

Example: In conjunction with the school district and local/state offices, demographic data are collected and used at the school, e.g., age, grade level, and ethnic population information, to plan, and revise as appropriate, the school program to better meet the needs of the students in the attendance area.
111. The school improvement plan identifies both the strengths and weaknesses of the school.

Example: The school improvement plan includes a comprehensive evaluation of all school programs, and indicates areas of commendation and areas of concern.

112. The school improvement plan specifies the actions necessary to improve and maintain the school program.

Example: The staff are actively involved, as an integral component, in the development of the school improvement plan which details the objectives, activities, necessary resources, responsibilities, and evaluation processes which are appropriate to improve and maintain the school program.

113. The school staff develops, implements, and annually updates a school improvement plan.

Example: The school improvement plan has been developed and is annually reviewed/revised so that each objective and action of the plan is predicated on improving student achievement and equity.

114. The school improvement plan includes data that identifies necessary resources.

Example: The school improvement plan specifies, and annually updates, the resources, per each objective and activity, which are necessary to successfully implement the plan.

115. The school improvement plan includes projected results, an evaluation design, and provides for systematic feedback.

Example: The school improvement plan details the expected results for each activity of each objective, and provides for periodic reviews of those results and the dissemination of progress reports.

116. The school improvement plan considers all facets of the school program.

Example: The school improvement plan is holistic, addresses each component of the school and the instructional program, and its effect on the whole.
117. The school staff collects, analyzes and utilizes data for the purpose of improving and maintaining student progress and the curricula.

Example: The school staff collects student data from various criterion referenced, standardized, textbook, teacher-made, and appropriate individualized tests, and uses these results to improve student progress and the curricula.

118. The school improvement plan includes a prioritized listing of the specific actions to be taken to improve and maintain programs, designates responsible parties, and promotes planned change.

Example: The actions within the school improvement plan are specific and prioritized, detail who will do what when, and how each activity is associated with particular goals and objectives.

119. The school improvement plan promotes progressive change and has district/system support for implementation.

Example: The school improvement plan has board support, and is developed in concert with the philosophy, goals, and objectives of the district/system.

120. Instructional objectives and learning activities of the school improvement plan are based on data which provide direction toward enhancing student achievement.

Example: The curricular objectives of the school improvement plan are based on various cognitive, affective, and school climate data which furnish direction toward improving student achievement.

121. A comprehensive self-study is performed at the school which includes the collection, analysis, and utilization of appropriate quantitative and qualitative data.

Example: The self-study process performed at the school is comprehensive, and includes collecting and using various quantitative and qualitative data associated with student outcomes, i.e., the cognitive, affective, and school climate areas.

122. The staff and administration collect, analyze, and utilize information drawn from cognitive student measures.

Example: Data are collected and used which are drawn from various sources, e.g., criterion referenced, standardized, and teacher-made tests.
123. The administration and staff collect, analyze, and utilize information drawn from measures of school climate.

Example: Data are collected and used which are drawn from various sources, e.g., teacher and administrator opinions concerning student goal attainment, measures of student self-concept, and the opinions of present/former students and their parents concerning school effectiveness.

124. The staff and administration collect, analyze, and utilize information drawn from measures concerning the affective needs of the students.

Example: Data are collected and used which are drawn from various sources, e.g., teacher and administrator opinions concerning student goal attainment, measures of student self-concept, and the opinions of students, parents, and alumni concerning school effectiveness.
This survey was completed in partial fulfillment of an accreditation study. A survey developed jointly by The University of Michigan and the Michigan Department of Education was administered to the school staff. The results of that survey are contained in this report.
I. Executive Summary

The Michigan Accreditation Program Self-Study questionnaire (see Appendix I consisted of 124 questions pertaining to the schools, Administration and Organization, Curricula, Staff, Plant and Facilities, Community Relations, and Improvement Planning and Student Outcomes. The survey has been validated by the Michigan Department of Education for use in accreditation studies.

The results of this survey will be used as part of the self-study portion of the Michigan Accreditation Program. Combined with results of the visitation/validation team and other data gathered by school personnel, these results will serve as the basis for development of the school improvement plan. This plan will direct the available fiscal and human resources through a series of predetermined activities to improve the outcomes of students in the building.

The 124 item questionnaire was administered to 7 staff members. The results for the overall building profile are expressed as the average (mean) responses are as follows:

<table>
<thead>
<tr>
<th>Section</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Administration and Organization</td>
<td>3.1</td>
</tr>
<tr>
<td>B. School Curricula</td>
<td>2.5</td>
</tr>
<tr>
<td>C. School Staff</td>
<td>2.8</td>
</tr>
<tr>
<td>D. School Plant and Facilities</td>
<td>2.1</td>
</tr>
<tr>
<td>E. School and Community Relations</td>
<td>3.1</td>
</tr>
<tr>
<td>F. School Improvement Plans/Student Outcome</td>
<td>1.7</td>
</tr>
</tbody>
</table>

* Scale is 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent

The following report contains a detailed breakdown of the above information.
II. Using the results

The staff and administration must set the criteria for what is an acceptable level of performance. The guidelines below merely suggest a starting point of discussion for the staff to develop their own standards:

<table>
<thead>
<tr>
<th>Score</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>If the average score for an item of sectional average falls within this area, it is probably an indication that the area needs further investigation to identify if a problem exists. It is possible that the &quot;problem&quot; may really be a failure in communication or in staff perception. Once a problem is truly identified, all of the following action alternatives should be considered:</td>
</tr>
</tbody>
</table>

1. **Change in communication.** New or different ways of communicating between the staff should be explored.

2. **Organizational change.** This could take many forms; new committees, new committee responsibilities, new policies and practices.

3. **Staff training.** It may be that the problem lies in the way staff are trained, or that the problem could be greatly reduced by specific in-service.

4. **Additional materials and equipment.** This alternative is listed last because typically it is usually the first one that staff considers. Many organizations tend to react to problems with the belief that the solution is to spend more money. It is not always the case that money is the solution! Many problems can be solved by the above alternatives without additional money. It is a false assumption to believe the phrase "If we only had more money we could..." This does not mean however that adequate resources must not be considered.

| 3     | Good. The essential needs of the students and staff are perceived to be met. There may still be a need to explore strategies for improvement, but may not be as high a priority as other areas that score lower. |

| 4-5   | Good to excellent. In general, this means that staff perceives this area to be functioning well. A word of caution: In a very few cases, the staff's perceptions may be inconsistent with the actual circumstance. This problem is addressed by the site visit team. But never forget to reinforce the positives, praise the staff for a job well done! |

**Interpretation of Graphic Results**

In this section we will demonstrate how the results will be displayed using an example school district. All of the graphic results will be reported by group mean and section mean scores and displayed like Figure 1.

**Figure 1. Illustration of Graphic Results**
The dark line represents the school's mean response. In Figure 1, this score represents a mean score of 2.5. It measures the group's average response. The mean represents the midway point of all responses to the question.

The darker gray box in Figure 1 reflects the interquartile range. The interquartile range represents the points where most of the scores fall. It represents the points between the 25th and 75th percentiles. This measure gives the reader a graphic display of the amount of agreement the staff has in answering this question.

The lighter gray box in Figure 1 represents the response range. In this case, the scores range from 1 to 4. This means that at least one person in the group answered 1 or Poor on this question. This measure gives the reader an idea of just how broad the most extreme opinions are on that question. These individual figures are combined to yield a profile of opinions like Figure 2 below.

**Figure 2. Example Elementary School Profile**

Figure 2 shows the overall profile of staff opinion by each subsection of scores. This profile allows you to view overall staff opinion at a glance. The lowest average (mean) ratings fall in the area of school plant and facilities (indicated by the dark line; average mean response = 2.5). The highest rating is section A. The variation of opinion appears about the same (all interquartile ranges are about even).
Interpretation of Tabled Results

Table 1 is an example of the section by section analysis of each question on the survey. The average mean responses and the number of people who answered that question are ranked from lowest to highest.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>N</th>
<th>Mean Responses</th>
<th>Inter 'Q1'</th>
<th>Inter 'Q3'</th>
</tr>
</thead>
<tbody>
<tr>
<td>107. Performing arts area</td>
<td>32</td>
<td>2.0</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>106. Science class and equip</td>
<td>32</td>
<td>2.5</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>91. Sufficient staff space</td>
<td>32</td>
<td>3.0</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>94. Safe storage of materials</td>
<td>32</td>
<td>3.0</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>103. Art room design and equip</td>
<td>32</td>
<td>3.0</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>104. Music room design and equip</td>
<td>32</td>
<td>3.0</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>93. Sufficient communication, equip</td>
<td>32</td>
<td>3.5</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>102. PE area and equip adequate</td>
<td>32</td>
<td>3.5</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>105. Computer availability</td>
<td>32</td>
<td>3.5</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>78. Plant meets instruct needs</td>
<td>32</td>
<td>4.0</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>80. Plant properly maintained</td>
<td>32</td>
<td>4.0</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>89. Adequately equipped</td>
<td>32</td>
<td>4.0</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>90. Large group assembly adequate</td>
<td>32</td>
<td>4.0</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>95. Storage of hazardous material</td>
<td>32</td>
<td>4.0</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>79. Safe/Comfort Env</td>
<td>32</td>
<td>4.5</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>92. School office equipped</td>
<td>32</td>
<td>4.5</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>96. Food prep/service area</td>
<td>32</td>
<td>4.5</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>97. Sufficient maintenance, equip</td>
<td>32</td>
<td>4.5</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>98. Library/media center adequate size</td>
<td>32</td>
<td>4.5</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>99. Library/media center adequate equip</td>
<td>32</td>
<td>4.5</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>100. Instruct classroom adequate size</td>
<td>32</td>
<td>4.5</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>101. Instruct classroom adequate equip</td>
<td>32</td>
<td>4.5</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Average</td>
<td>32</td>
<td>3.6</td>
<td>1.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Implications of the example

The school may wish to begin gathering evidence from the staff in the lowest rated categories. The school staff should further discuss why they feel that the design of the classroom(s) and equipment are not meeting their needs for effectively achieving student outcomes in the areas of science and art. Also notice that Question 107 only had six respondents. This raises the question as to why other staff members did not answer that question. Did they feel it did not pertain to them? When low there are low responses on questions, the staff may need to further explore that area.

Possible alternatives for discussion should include the use of existing building space and equipment along with the possible need for new equipment. For example, the use of the computer lab (see question 105), for use in the Sciences is one possible alternative (ie. science simulations, packages, etc.). Further discussion should also question how the teaching practices and goals may help or hinder this potential problem.

Alternatives such as field trips to nature areas, use of the school grounds, new video and computer materials, science exploration using common household materials, should all be considered.

The science question is all the more important since the Michigan Educational Assessment Program now includes a science exam. The same process may be considered for the question of art. This process of exploring and prioritizing potential problem areas should continue on a section by section basis.
III. School-wide Profile

E. S. - VISIT - SPRING 1990

A. Administrative and Organization
B. School Curricula
C. School Staff
D. School Plant and Facilities
E. School and Community Relations
F. School Improvement Plans/Student Outcome

June 6, 1990
IV. Profile of Results by Section

Section A. Administrative and Organizational

1. School philosophy
2. Planned curricula
3. Curricula evaluation
4. Policies consistent
5. Staff assignment
6. Staff development plan
7. Staff evaluation
8. Comply with Title IX
9. Record keeping/accounting
10. Written code of conduct
11. Process for guidance
13. Report student achievement
14. Operational plan maintenance
15. Clerical services process
16. School/community partnership
17. Principal has authority
18. Principal delegates authority
19. Principal-effective leadership
20. Principal inspires students-staff
## Section B. School Curricula

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Mission for each curricula area</td>
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<tr>
<td>22. Consistent objectives with philosophy</td>
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<td>23. Scope and sequence continuity</td>
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<td>24. Staff involvement</td>
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<td>25. Accommodating differences</td>
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<td>26. Student interaction to develop self/communic.</td>
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<td>27. Materials relevant to meet objectives</td>
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<td>28. Curricula development and evaluation</td>
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<tr>
<td>29. Data to evaluate instruct./student learning</td>
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<tr>
<td>30. Use of library/media in instruction</td>
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<tr>
<td>31. Balanced instructional program</td>
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<tr>
<td>32. Reading &amp; English programs develop skills</td>
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<td></td>
</tr>
<tr>
<td>33. Read. &amp; Eng. programs enable other areas</td>
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<tr>
<td>34. Read &amp; Eng / life-long appreciation of lit.</td>
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<tr>
<td>35. Lang Arts- oral expression</td>
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<tr>
<td>36. Lang Arts- composition for communication</td>
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<td>37. Lang Arts- creative self-expression</td>
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<td>38. Spelling curricula</td>
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<tr>
<td>39. Handwriting curricula</td>
<td></td>
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<tr>
<td>40. Math computation /problem solving</td>
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<td></td>
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<tr>
<td>41. Math basic concepts</td>
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<tr>
<td>42. Math practical life experiences</td>
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<tr>
<td>43. Science skills</td>
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<td>44. Environmental awareness</td>
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<td>51. Special instruction programs meet needs</td>
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<td>53. Keyboarding/Typing instruction</td>
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<td>54. Computer literacy</td>
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June 6, 1990
### Section C. School Staff

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<td>59. Staff influence decisions</td>
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<td>60. Clear staff positions defined</td>
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<td>61. Positive staff/student climate</td>
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<td>62. Sufficient certified staff</td>
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<td>63. Sufficient certified admin staff</td>
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<td>64. Sufficient remedial/basic teaching</td>
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<td>65. Sufficient Special Education staff</td>
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<td>66. Sufficient guidance counselors</td>
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<td>67. Sufficient library/media staff</td>
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<td>68. Sufficient physical education staff</td>
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<td>69. Sufficient music teacher staff</td>
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<td>70. Sufficient art teacher staff</td>
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<td>71. Adequate access to health care staff</td>
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<td>72. Sufficient skilled office staff</td>
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<td>73. Sufficient custodian/maintenance</td>
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<td>74. Sufficient transportation staff</td>
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<td>75. Sufficient food services staff</td>
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<td>76. Sufficient school aide staff</td>
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<td>77. Sufficient community volunteer staff</td>
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*June 8, 1990*
### Section D. School Plant and Facilities

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<td>80. Plant properly maintained</td>
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<td>81. Instructional areas equipped to meet needs</td>
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<td>82. Large-group assembly areas equipped to meet needs</td>
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<td>83. Staff areas equipped to meet needs</td>
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<td>84. School office areas equipped to meet needs</td>
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<td>85. Building has sufficient communication equipment</td>
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<td>86. Plant has sufficient and safe storage</td>
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<td>87. Adequate facilities for hazardous waste storage</td>
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<td>88. Food preparation/service areas equipped to meet needs</td>
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<td>90. Library/media areas equipped to meet needs</td>
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<tr>
<td>91. Library/media area facilitate teaching &amp; learning</td>
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<td>92. Instructional classrooms sufficiently large enough</td>
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<td>93. Instructional classroom design meets student needs</td>
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<td>94. Physical education facilities meet student needs</td>
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<td>95. Art classrooms facilitate teaching &amp; learning</td>
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<td>96. Music classrooms facilitate teaching &amp; learning</td>
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<td>97. Computer availability commensurate with instruction</td>
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<tr>
<td>98. Science classrooms meet instructional needs</td>
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<td>99. Performing arts area meets instructional needs</td>
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<td>101. Industrial Arts meets instructional needs</td>
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### Section E. School and Community Relations

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<tr>
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<td>103. Philosophy, goals, object. define relations</td>
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<td>104. Philosophy, goals, objectives communicated</td>
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<td>105. Provide for comm input</td>
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<td>106. School/Comm work cooperative in evaluation</td>
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<td>107. Direction in dealing with sensitive issues</td>
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<td>108. Use of comm organizations in instruction</td>
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<td>109. Students are informed on issues/events</td>
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<td>110. Demographic data used in programs</td>
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**Section F. Student Improvement Plan/Student Outcome**

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<td>111. Improvement plan identifies strengths/weaknesses</td>
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<td>112. Improvement plan specifies actions to improve</td>
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<td>113. Staff develops, implements, updates plan annually</td>
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<td>114. Improvement plan identifies necessary resources</td>
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<td>115. Plan projects results, gives evaluation/feedback</td>
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<td>116. Plan considers all facets of program</td>
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<tr>
<td>117. School staff collects, analyzes, and utilizes data</td>
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<td>118. Plan includes prioritized list of actions</td>
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<td>119. Improvement plan promotes progressive change</td>
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<td>120. Instructional objectives based on data / give direction</td>
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<td>121. Comprehensive self-study quantitative/qualitative</td>
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<td>122. Utilize cognitive student measures</td>
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<td>123. Utilize school climate measures</td>
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<td>124. Utilize affective student measures</td>
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June 6, 1990
### A. Administration and Organization

**Table 2. Mean Responses for Administration and Organization**

*(ranked from lowest to highest)*

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<th>Criteria</th>
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<td>18. Principal delegates authority</td>
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### D. School Plant and Facilities

**Table 5. Mean Responses for School Plant and Facilities**  
*(ranked from lowest to highest)*

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<td>98. Science classrooms meet instructional needs</td>
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<td>97. Computer availability commensurate with instruction</td>
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<tr>
<td>99. Performing arts area meets instructional needs</td>
<td>2</td>
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<td>95. Art classrooms facilitate teaching &amp; learning</td>
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<td>94. Physical education facilities meet student needs</td>
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<td>86. Plant has sufficient and safe storage</td>
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<td>82. Large-group assembly areas equipped to meet needs</td>
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<td>83. Staff areas equipped to meet needs</td>
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<td>96. Music classrooms facilitate teaching &amp; learning</td>
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<td>93. Instructional classroom design meets student needs</td>
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<td>79. Safe/Comfort Env</td>
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<td>84. School office areas equipped to meet needs</td>
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<tr>
<td>92. Instructional classrooms sufficiently large enough</td>
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<td>85. Building has sufficient communication equipment</td>
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<tr>
<td>101. Industrial Arts meets instructional needs</td>
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<td>100. Home Economics meets instructional needs</td>
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### E. School and Community Relations

**Table 6. Mean responses for School and Community Relations**  
*(ranked from lowest to highest)*

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<th>'Q3'</th>
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<tr>
<td>102. School/community interactive</td>
<td>2</td>
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<tr>
<td>107. Direction in dealing with sensitive issues</td>
<td>2</td>
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<td>105. Provide for comm input</td>
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<tr>
<td>103. Philosophy, goals, object. define relations</td>
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<tr>
<td>106. School/Comm work cooperative in evaluation.</td>
<td>2</td>
<td>3.0</td>
<td>3.0</td>
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<tr>
<td>108. Use of comm organizations in instruction</td>
<td>2</td>
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<tr>
<td>109. Students are informed on issues/events</td>
<td>2</td>
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<tr>
<td>104. Philosophy, goals, objectives communicated</td>
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<td>110. Demographic data used in programs</td>
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### C. School Staff

**Table 4. Mean Responses for School Staff**  
*(ranked from lowest to highest)*

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<thead>
<tr>
<th>Criteria</th>
<th>N</th>
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<th>1Q</th>
<th>3Q</th>
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<td>66. Sufficient. guidance counselors</td>
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<td>64. Sufficient remedial/basic teaching</td>
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<td>70. Sufficient art teacher staff</td>
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<td>68. Sufficient physical education staff</td>
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<td>69. Sufficient music teacher staff</td>
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<tr>
<td>67. Sufficient library/media staff</td>
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<td>77. Sufficient community volunteer staff</td>
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<tr>
<td>65. Sufficient Special Education staff</td>
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<td>57. Structure and responsibilities</td>
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<td>59. Staff influence decisions</td>
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<td>71. Adequate access to health care staff</td>
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<td>58. Operational plans and procedures</td>
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<td>76. Sufficient school aide staff</td>
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<tr>
<td>61. Positive staff/student climate</td>
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<td>62. Sufficient certified staff</td>
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<td>73. Sufficient custodian/maintenance</td>
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<td>74. Sufficient transportation staff</td>
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<td>75. Sufficient food services. staff</td>
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<td>72. Sufficient skilled office staff</td>
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<td><strong>Average</strong></td>
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### Table 3. Mean Responses for School Curricula  
*(ranked from lowest to highest)*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>N</th>
<th>'Q1</th>
<th>'Q3</th>
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<tr>
<td>52. Foreign language instruction</td>
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<tr>
<td>43. Science skills</td>
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<td>53. Keyboarding/Typing instruction</td>
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<tr>
<td>54. Computer literacy</td>
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<tr>
<td>50. Art programs and creativity</td>
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<td>28. Curricula development and evaluation</td>
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<tr>
<td>27. Materials relevant to meet objectives</td>
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<tr>
<td>37. Lang Arts- creative self-expression</td>
<td>1</td>
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<td>2.0</td>
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<tr>
<td>29. Data to evaluate instruct./student learning</td>
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<tr>
<td>23. Scope and sequence continuity</td>
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<tr>
<td>30. Use of library/media in instruction</td>
<td>2</td>
<td>2.5</td>
<td>2.0</td>
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<tr>
<td>47. Citizenship</td>
<td>2</td>
<td>2.5</td>
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<td>21. Mission for each curricula area</td>
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<td>25. Accommodating differences</td>
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<td>36. Lang Arts- composition for communication</td>
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<tr>
<td>24. Staff involvement</td>
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<td>38. Spelling curricula</td>
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<tr>
<td>22. Consistent objectives with philosophy</td>
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<tr>
<td>39. Handwriting curricula</td>
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<tr>
<td>48. Vocal/music appreciation</td>
<td>2</td>
<td>3.0</td>
<td>2.0</td>
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<tr>
<td>46. Social studies/ cultural awareness</td>
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<tr>
<td>45. Health/safety awareness</td>
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<tr>
<td>42. Math practical life experiences</td>
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<tr>
<td>44. Environmental awareness</td>
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<tr>
<td>41. Math basic concepts</td>
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<td>51. Special instruction programs meet needs</td>
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<tr>
<td>40. Math computation /problem solving</td>
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<td>49. Physical education &amp; lifelong activities</td>
<td>2</td>
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<td>55. Balance of co-curricular activities</td>
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<tr>
<td>26. Student interaction to develop self/comm.</td>
<td>2</td>
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<tr>
<td>31. Balanced instructional program</td>
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<tr>
<td>33. Read. &amp; Eng., programs enable other areas</td>
<td></td>
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</tr>
<tr>
<td>32. Reading &amp; English, programs develop skills</td>
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</tr>
<tr>
<td>35. Lang Arts- oral expression</td>
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<td></td>
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<tr>
<td>34. Read &amp; Eng / life-long appreciation of lit.</td>
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<tr>
<td>56. Industrial Arts &amp; Home economics</td>
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</tbody>
</table>

**Average**  
2.5  
2.2  
2.8
Appendix E

Interview: Louis Giannunzio, Superintendent
Marshall Public Schools
Appendix E

INTERVIEW QUESTIONS AND SUMMARY OF RESPONSES
Lou Giannunzio, Superintendent
Marshall Public Schools
Interview Date: February 15, 1991
Length: 30 minutes

Question 1:

What do you see occurring with elementary accreditation in the next year or two in Marshall?

Summary of Answer:

The Marshall School board adopted as a board policy the accreditation of all MPS buildings. The problem that has developed is that as of February, the standards have not been finalized by the State of Michigan. Therefore, our actions in this area are now on hold.

Question 2:

Please describe the Marshall School Board's level of awareness and level of enthusiasm.

Summary of Answer:

They have an understanding of the concept of accreditation since our high school has had Northwest accreditation for a number of years. However, they had to become familiar with the MAP so they could adopt a resolution for the state incentive grant money connected with the state aid. At that time we discuss and they become aware of they were agreeing to by passing the state aid resolution (work towards accreditation with 2 years, develop a school improvement team, etc.)

Question 3:

To your knowledge, have any of the school board members been to a conference where accreditation has been the topic or one of the topics?

Summary of Answer:

Not to my knowledge unless at the MASB new school board member conference. The biggest problem is that MAP is an unfinished product and how do you inservice until you know what it is.
Question 4: It has been 2 1/2 months since I interviewed Linda Foreward at the State Department. At that time she indicated that the standards would not be reduced but that there would be a more flexible time line for school districts to move towards meeting the standards. Do you have any more up-to-minute information on this?

Summary of Answer: No, the most recent information I have was that it would be late spring before they would complete the revisions, at least this revision. My impression is that they were simply too unrealistic; most schools would not pursue accreditation under such high expectations as they are too expensive to carry out.

Question 5: Linda Foreward was very clear that the State Board did not want to water down the standards but rather build in more flexibility to give school districts more time to achieve accreditation. The example she used was the requirements for the Media Specialist. She indicated that if all districts tried to hire the needed specialist now, there would not be enough specialists to fill all the vacancies. Consequently they are now willing to place a certified teacher in the position, to be replaced within a 3-4 year period with a media specialist. Is this the same message you received that the standards are not going to be reduced but time lines will be modified?

Summary of Answer: No. My impression was that they will be reducing the standards. The reality is that if we need to spend $200,000 to meet the standards and for that we will get $100,000 incentive money, it is a net cost to the district of $100,000 - now where is the incentive? I suspect no districts will be looking to up-grade their program so they can get accredited so they can spend an extra $100,000 (or whatever the amount) above what the state gives. I think the whole process will fall on it's face except from the very wealthy districts that may meet or exceed the standards now.
Question 6: What, if any, consequences do you see in the future for elementary schools who are not accredited?

Answer: The Headlee Amendment would force the state to pay for improvements they require. As long as it's an incentive plan, they do not bear the cost of the burden. If the state tried to force accreditation, there could be problems, unless they revoked the Headlee Amendment. Marshall Public Schools will not apply until I know exactly what I am buying into in terms of standards and costs.
BIBLIOGRAPHY


