

Report to the Board of Education
Urbana School District on the State of our Schools

A research paper submitted in partial fulfillment of the requirements for

EDU 5655 Data Analysis

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Introduction:

Like all large systems, the Urbana school system is a complex, interdependent system made up of important constituencies. The researchers were asked to survey those constituencies; consisting of students, teachers, parents and the community at large, in an effort to understand their viewpoints around the state of our system and areas that should be maintained and those that are in need of improvement.

Careful attention was paid to the variable of anonymity in an effort to ensure that responses were honest and ultimately valid. As such, while no research is without its flaws, the researchers sought to ensure validity through the frequency of questions that were asked and the number of respondents asked. Above all else, the researchers sought to ascertain an honest picture of the state of our schools.

Research Methodology

Four surveys consisting of a range of survey questions from 97 to 101 questions (see Appendices A-P for complete list of survey questions by index) were distributed to the four major constituencies. Of those surveys, the number of respondents included, 396 students, 164 parents, 164 teachers and 46 community members.

The initial analysis of the data included looking at the four major constituencies and determining the most and least important priorities for them. The researchers then organized the data into a proven research framework. The questions were categorized into Dr. Frank Smith's *Advocacy Design Center (ADC) Model*. This framework divides school organizations into the four major categories of *Instruction, Organization, Governance* and *Accountability (IOGA)*. For the purpose of this study, these are defined as follows:

Instruction: All questions related to the instructional process, assessment and the work of teaching and learning.

Organization: All questions that revolve around the manner by which the schools are organized and the subsequent effect on teaching and learning.

Governance : All questions that describe the way in which the Board, and schools within the district and its constituencies are governed and operate.

Accountability: All questions that relate to the manner by which the district informs the public and its constituent members on the issues that impact the schools within the district.

Within those larger categories, indices were created in an effort to better understand the data in a more meaningful and precise manner.

Instructional indices include:

1. **Curriculum Practice** – This index includes questions that describe the day to day teaching and learning that goes on in classrooms.
2. **Curriculum Assessment** – This index includes questions that relate to the ways in which student growth is measured using various forms of assessment.
3. **Teacher Support**- This index includes the questions that relate to the ways in which teachers support students both in and out of the classroom.

Organizational indices include:

1. **Climate (Tone/Safety)** - This index includes all questions that relate to the climate and general conditions of the District's schools with an emphasis on safety and tone.

Governance indices include:

1. **Resources** – This index includes all questions that refer to budget, available resources and the ways in which the District utilizes its resources.
2. **Collaboration and Communication between Constituencies** – This index relates to all questions that refer to the manner by which the various constituencies communicate within themselves and with each other. Additionally, it also includes questions that

revolve around collegiality amongst all staff members including teachers and administrators.

Accountability indices include:

1. **Community Support** – This index includes all questions that refer to the degree by which the community is accountable to the District, its schools, and students.
2. **Parental Support**- This index includes all questions that refer to the degree by which Parents are accountable to their children, the District, and its schools.
3. **Educational Perceptions** – This index includes all questions that describe the ways the District and its schools are perceived by the various constituencies.
4. **Educational Expectations** – This index includes all questions that describe the ways various constituencies hold expectations of each other, the District, and schools relative to educational outcomes.

Excluding the nominal biographical data, the questions on the surveys were ordinal with a response of “1” representing strongly agree, “2” agree, “3” undecided, “4” disagree, and “5” strongly disagree. In order to understand the data, the questions were ordered within each of the ten major indices. They were then placed into their framework assignment and then ranked based on the mean of responses.

As mean was used as the main vehicle for understanding this meta- study, it is of note that a mean below 2 represents an index category that demonstrates agreement amongst the majority of respondents in a particular constituency. Conversely, a mean score above 2 would suggest

movement towards disagreement. A mean score above 3 would suggest disagreement by a particular constituency on a given index. Any score above 3 is certainly a target area of concern for the district (See Appendices A-P for each index, the questions included in it, and its mean score).

After compiling the index questions, mean score for each index and, constituency, the mean was determined. This led to an overall mean score for each of the indices by constituency.

Findings

The summative findings are represented by the tables below:

Table 1- Summative Means for all Indices

Conceptual Framework Categories	Indices	Teachers	Parents	Students	Community
INSTRUCTIONAL	Curriculum Practice	2.01	2.41	2.58	2.8
INSTRUCTIONAL	Curriculum Assessment	2.25	2.34	2.38	2.66
INSTRUCTIONAL	Teacher Support	1.72	2.56	2.2	3.12
ORGANIZATIONAL	Climate (Tone/Safety)	2.46	2.57	2.81	2.87
GOVERNANCE	Resources	3.12	2.62	3.28	3.28
GOVERNANCE	Collaboration & Communication btw Constituencies	3.01	2.56	2.97	3.23
ACCOUNTABILITY	Community	N/A	3.56	2.6	3.29
ACCOUNTABILITY	Parental Support	2.83	1.91	2.55	2.11
ACCOUNTABILITY	Educational Perceptions	2.1	2.21	2.46	3.04
ACCOUNTABILITY	Educational Expectations	2.73	2.44	2.27	3.19

Table 1a- Summative Means for all Indices

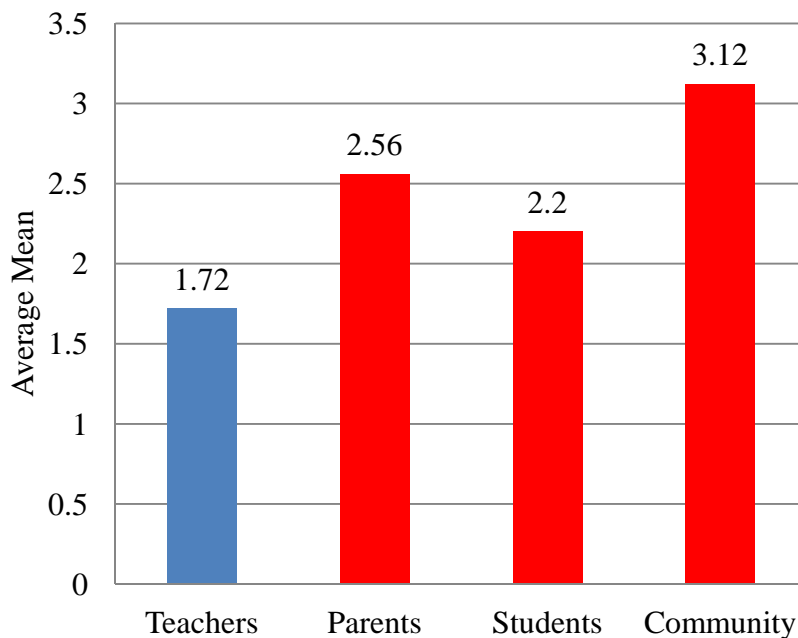
Framework	INST.	INST.	INST.	ORG.	GOV.	GOV.	ACCT.	ACCT.	ACCT.	ACCT.
Index	Curr. Prac.	Curr. Assmt.	Tchr. Supp.	Climate	Resources	Collab & Comm.	Commty. Supp.	Parental Supp.	Percept.	Expect.
Teachers	2.01	2.25	1.72	2.46	3.12	3.01	N/A	2.83	2.10	2.73
Parents	2.41	2.34	2.56	2.87	2.62	2.56	3.56	1.91	2.21	2.44
Students	2.58	2.38	2.20	2.81	3.28	2.97	2.60	2.55	2.46	2.27
Community	2.80	2.66	3.12	2.87	3.28	3.23	3.29	2.11	3.04	3.19

The findings on this table reveal many important understandings about the District and its constituencies. The highlighted **yellow/orange** columns represent the **most significant index** in their framework category. The means highlighted in **blue** represent means that show **agreement**. Means highlighted in **red** show **significant disagreement**. In the columns, numbers highlighted in **purple** denote **movement toward disagreement** in significant index.

The indices where there appears to be agreement are minimal. They include teacher questions around their practice and the degree to which they support students. Additionally, parents believe they support students. What makes these indices noteworthy is the vast level of disagreement within the index by varying constituencies.

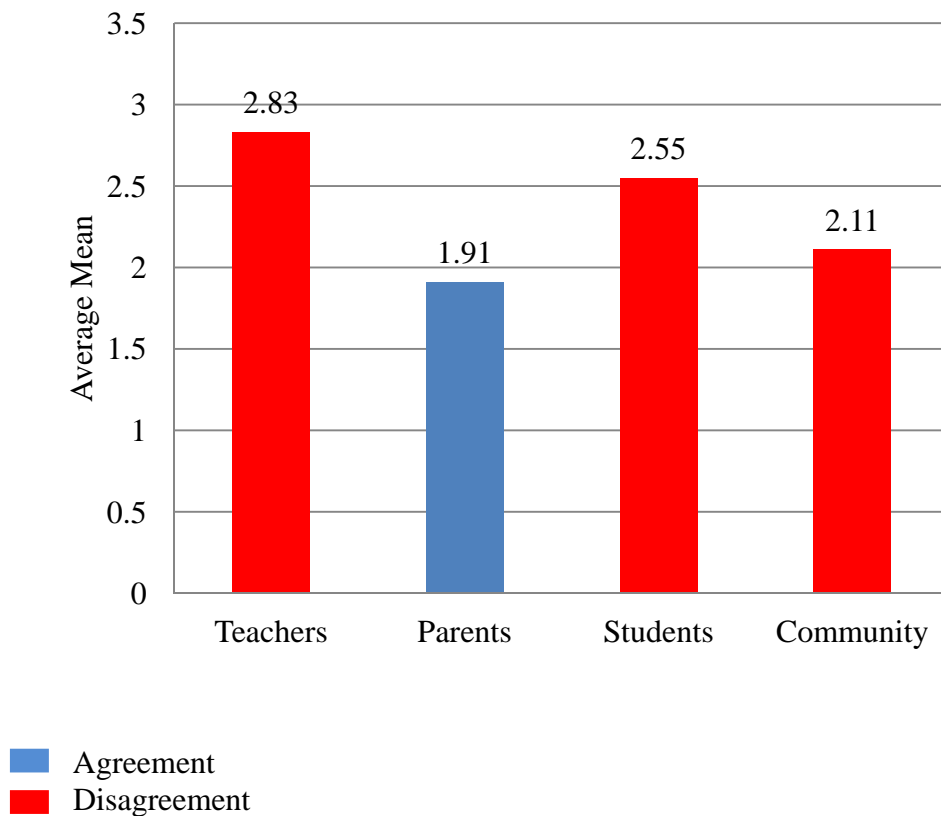
Most notably, in the *Instructional* index, the teachers believe strongly that they support students, however, no other constituency does. In fact, the community overwhelmingly disagrees with a mean score of 3.12 in regard to teacher support of students. See graph below:

Graph 1: *Instruction*: Teacher Support Index



A similar phenomenon exists in the *Accountability* index for Parental Support. According to parents, they are in strong agreement that they support the students in the district. The data suggests that they hold this belief solely. In fact, teachers hold a mean score of 2.83 in regard to parental support. See graph below:

Graph 2: *Accountability*: Parent Support Index

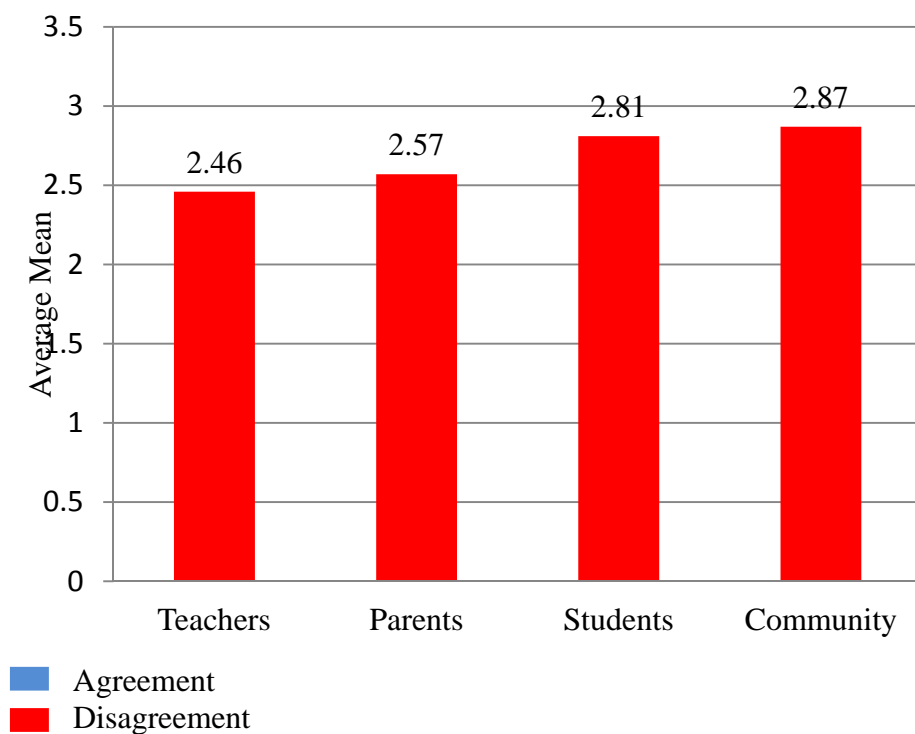


These indices reveal a critical finding. While both teachers and parents believe they support students, neither constituency believes the other does. Additionally, the other constituencies

including the community at large and even the students themselves do not believe that students are supported.

The area of *Organization* is represented by the Climate Index. The climate index included questions around safety and school tone. In this index, the scores range from 2.46 – 2.87. These mean scores suggest a community and district that does not feel comfortable or safe in their schools. See graph below:

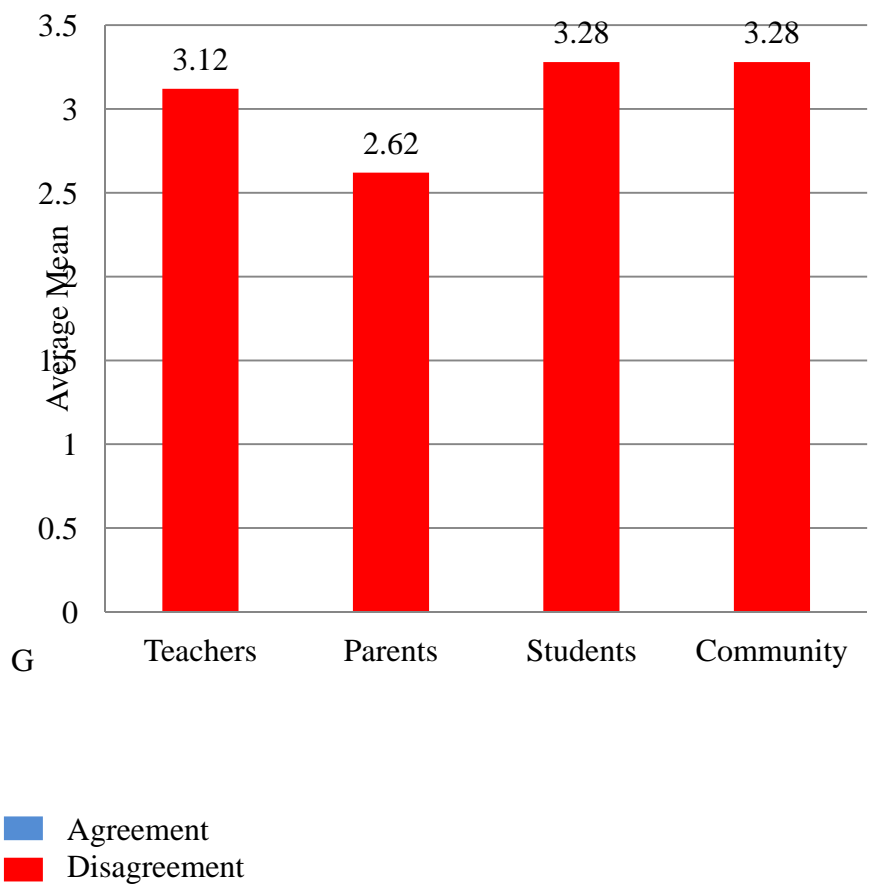
Graph 3: *Organization*: Climate Index



The area of *Governance* is best represented by the Resource index. According to this index, there is a great deal of concern by all constituencies in regard to resources. This is represented by a range of mean scores from 2.62 – 3.28. Additionally, three of the four constituencies had a mean

score above 3 in this category. This suggests that this is a target areas of concern due to a high level of disagreement by all constituencies with regard to the availability of resources. See graph below.

Graph 4: *Governance* : Resource Index



Beyond the aforementioned indices, there are several targeted areas suggested by mean scores above 3. These areas are notable, because they represent significant degrees of disagreement around important questions of instruction, organization, governance, and accountability. They include Collaboration and Communication for teachers and the community. Community support

as stated by parents and the community itself. Additional target areas include perceptions of the schools and schooling by the community and the community's expectations for the students and schools.

Conclusions and Recommendations

The Urbana School district has constituencies that care very much about their schools, students and the community at large. The data reveal many areas of concern for the indices of Curriculum Practice, Assessment, Teacher Support, Climate, Resources, Collaboration and Communication, Community Support, Parental Support, Perceptions and Expectations. However, they also reveal a foundation upon which to build. First steps toward progress should include the following:

- Greater collaboration amongst all constituencies through the establishment of a community-wide task force. This task force should be comprised of members from each constituency to address the target areas of concern around resources, safety, and accountability.
- Parent workshops, run by school personnel, to support student achievement and foster meaningful between teachers and parents.
- The creation of real world curriculum projects to foster citizenship and pride in the community and improve overall community relations with students.
- A comprehensive professional development and curriculum alignment plan to assist teachers in developing curricula that fosters rigor, depth of understanding, and engagement.

Appendix

Appendix A

InstructionTEACHERS – Curriculum Practice **Avg. Mean: 2.01**

	N	Range	Minimum	Maximum	Mean	Variance
Q19: Teachers familiar with other grade-level instruction	100	4	1	5	3.15	1.301
Q7: Curriculum Emphasizes Skills	100	4	1	5	2.84	1.590
Q48: Assign workbk pages and dittos	95	4	1	5	2.66	1.524
Q66: Need more time to wk with clsmates	97	4	1	5	2.45	1.125
Q43: Small group work done in class	100	4	1	5	2.13	1.084
Q56: Let stdnts work on what interests them	99	3	1	4	1.95	.681
Q91: Try to get stdnts to question reading,TV	99	4	1	5	1.83	.715
Q55: Students work together on projects	100	3	1	4	1.81	.539
Q44: Provide class time for discussion	100	3	1	4	1.71	.572
Q75: I encourage stdnts to do creative work	101	4	1	5	1.59	.384
Q26: I Stress reasons for what I teach	101	3	1	4	1.56	.328
Q64: I organize small stdnt wk groups	100	3	1	4	1.56	.330
Q51: Relate class to current issues	98	3	1	4	1.53	.355
Q50: Don't mind student ?s in class	101	1	1	2	1.37	.234
Valid N (listwise)	89					

TEACHERS – Curriculum Assessment Avg. Mean : 2.25

	N	Range	Minimum	Maximum	Mean	Variance
Q98: Videotape oral reports?	92	4	1	5	3.73	1.453
Q36: Grade stdnts by my acad. standards	96	4	1	5	2.71	1.472
Q96: I assign independent research projts	92	4	1	5	2.63	1.334
Q41: Penalize for incomplete work	99	4	1	5	2.59	1.368
Q97: Stdnts do oral reports	94	4	1	5	2.41	1.385
Q68: Give choices in assignments	98	4	1	5	2.35	.992
Q47: Provide optional assignments	99	3	1	4	2.25	.885
Q37: Grade on basis of effort	98	4	1	5	2.16	.942
Q94: Give writing assignments once a wk	97	21	1	22	2.07	5.068
Q38: Provide cls time for stdnt projects	99	3	1	4	2.02	.693
Q39: I give challenging assignments	98	4	1	5	1.87	.694
Q63: I give enough tests	95	3	1	4	1.83	.482
Q34a: I reviewed homework...	96	4	1	5	1.82	1.600
Q67: Stdnts have # of ways to demo learning	100	2	1	3	1.75	.311
Q34: Frequency of homework I assign	97	4	1	5	1.60	1.639
Q40: Provide time for stdnts to finish assignments	100	3	1	4	1.55	.331
Q32: I let students know when they do well	101	3	1	4	1.16	.195
Valid N (listwise)	85					

TEACHERS – Teacher Support **Avg. Mean: 1.72**

	N	Range	Minimum	Maximum	Mean	Variance
Q93: Aware of what stdnts do after school	99	4	1	5	2.60	1.182
Q16: Teachers exchange information about students and instruction	99	4	1	5	2.48	1.395
Q10: I am available for help	100	4	1	5	1.71	.935
Q87: I worry about how stdnts doing in school	99	4	1	5	1.63	.543
Q35: Make self available for help	101	3	1	4	1.45	.330
Q61: I enjoy working with my students	102	3	1	4	1.43	.406
Q29: Interested in students as individuals	101	4	1	5	1.25	.308
Q33: Try to help students material	101	2	1	3	1.22	.192
Valid N (listwise)	96					

*Appendix B*OrganizationTEACHERS- Organization **Average Mean: 2.46**

	N	Range	Minimum	Maximum	Mean	Variance
Q59: Most colleagues enjoy working here	102	4	1	5	3.17	1.210
Q74: I feel safe in our school	100	4	1	5	2.69	1.671
Q23: Admin encourages teamwork	98	4	1	5	2.59	1.357
Q73: Admin cares about students & future	101	4	1	5	2.20	1.180
Q83: Princ. interested in what I teach	99	4	1	5	2.12	1.067
Q8: Teachers feel pressured...	100	4	1	5	1.97	1.484
Valid N (listwise)	95					

Appendix C

Governance

TEACHERS – Resources Avg. Mean: 3.12

	N	Range	Minimum	Maximum	Mean	Variance
Q57: Stdnts use computers for assignments	95	4	1	5	3.80	1.502
Q12: Materials and resources available	98	4	1	5	3.76	1.362
Q81: Student home computer access?	101	4	1	5	3.75	.968
Q92: Stdnt have access to home computers	97	4	1	5	3.47	1.648
Q79: Stdnts can use computer to help	97	4	1	5	3.23	1.823
Q89: I help stdnts use library effectively	95	4	1	5	2.64	1.062
Q85: Take stdnts of ed. field trips?	95	4	1	5	2.39	1.411
Q90: I use library regularly	97	4	1	5	1.89	1.060
Valid N (listwise)	89					

TEACHERS – Collaboration and Communication Between Constituencies

Avg. Mean: 3.01

	N	Range	Minimum	Maximum	Mean	Variance
Q18: Climate of teacher empowerment exists	101	4	1	5	3.96	1.158
Q17: Teachers and parents work together closely	100	4	1	5	3.78	1.042
Q21: Bd/Comm Support	101	3	2	5	3.56	.948
Q15: District has adequate staff development	101	4	1	5	3.50	1.292
Q22: Involved in Materials Selection	99	4	1	5	3.43	1.248
Q24: Have input into student decisions	100	4	1	5	3.31	1.509
Q20: Teachers and Administrators relationships are positive	101	4	1	5	3.23	1.518
Q82: Princ. knows faculty as individuals	100	4	1	5	2.34	1.580
Q14: Staff continue to seek improvement	100	4	1	5	2.25	1.280
Q80: Comfortable discussing problems	100	3	1	4	1.88	.470
Q84: I participate in prof. outside groups	99	4	1	5	1.87	.625
Valid N (listwise)	96					

Appendix D

Accountability

TEACHERS – Parental Support Avg. Mean: 2.83

	N	Range	Minimum	Maximum	Mean	Variance
Q11: Parents are supportive	101	4	1	5	3.34	1.226
Q49: Students get homework help @ home	96	4	1	5	3.00	.926
Q88: Stdnts talk about school wrk at home	98	4	1	5	2.92	1.333
Q77: Stdnts' families satisfied with grades	101	4	1	5	2.82	.808
Q95: Parents interested in school work	99	4	1	5	2.51	1.028
Q46: Doing well important to families	98	4	1	5	2.38	.938
Valid N (listwise)	92					

TEACHERS – Educational Perceptions Avg. Mean: 2.10

	N	Range	Minimum	Maximum	Mean	Variance
Q25: Good job preparing students for society	101	4	1	5	3.51	1.232
Q62: Students can work independently	98	4	1	5	2.61	1.477
Q72: Stdnts do best they can	100	4	1	5	2.45	1.018
Q86: Stdnts think what learned is import?	98	4	1	5	2.40	.984
Q71: Stdnts proud of school work	99	4	1	5	2.27	.996
Q27: % of students whose needs I meet	97	4	1	5	2.23	.865
Q13: Staff members do a good job	100	4	1	5	2.06	.926
Q42: Students interested in what I teach	97	3	1	4	1.98	.500
Q30: My classes are interesting to students	101	3	1	4	1.68	.499
Q28: I'm proud of my teaching	101	4	1	5	1.45	.490
Q52: Interested in students' opinions	101	2	1	3	1.43	.267

Q53: I care if students learn or not	101	1	1	2	1.20	.160
Valid N (listwise)	90					

TEACHERS- Educational Expectations Avg. Mean: 2.73

	N	Range	Minimum	Maximum	Mean	Variance
Q9: Curriculum meets student abilities	100	4	1	5	3.53	1.282
Q70: Academic wk too hard for stdnts	98	4	1	5	3.48	1.098
Q69: Stdnts use library effectively	98	4	1	5	3.30	1.283
Q60: Stdnts responsible for their learning	101	4	1	5	3.15	1.488
Q58: Students like challenging work	98	4	1	5	3.04	1.318
Q54: Stdnts feel good grades impportant	99	4	1	5	2.70	1.193
Q65: Stdnts can learn on own with time	100	4	1	5	2.67	1.435
Q76: Students do best they can	100	4	1	5	2.57	1.116
Q45: Doing well important to students	99	4	1	5	2.48	1.252
Q78: Given chance, stdnts can do imaginative work	101	4	1	5	1.83	.601
Q31: I clearly communicate expectations	101	3	1	4	1.31	.275
Valid N (listwise)	94					

Appendix E
Instruction

PARENTS- Curriculum Practice Avg. Mean: 2.41

	N	Range	Minimum	Maximum	Mean	Variance
Q97: chld learns job skills in school	290	4	1	5	2.85	1.552
Q9a: curriculum meets needs of stdnts	290	4	1	5	2.68	1.449
Q19: tchrs know other levels of curriculum	291	4	1	5	2.65	1.131
Q56: stdnts can work on interesting projects	296	4	1	5	2.52	1.240
Q38: class-time provided for stdnt projects	295	4	1	5	2.50	1.237
Q66: stdnts need to work more with others	291	4	1	5	2.50	1.058
Q26: tchrs stress reasons for whats taught	295	4	1	5	2.46	1.331
Q91: stdnts asked to question reading	296	4	1	5	2.18	1.063
Q34: Tchrs assign homework	281	4	1	5	1.40	.806
Valid N (listwise)	245					

PARENTS- Curriculum and Assessment Avg. Mean: 2.34

	N	Range	Minimum	Maximum	Mean	Variance
Q68: tchrs give stdnts choices of assignments	295	4	1	5	2.66	1.170
Q37: tchrs grade on effort--not quality	293	4	1	5	2.55	1.269
Q96: tchrs assign research projs/papers	287	4	1	5	2.54	1.417
Q41: stdnts penalized for incompl work	288	4	1	5	2.45	1.210
Q63: tchrs give enough tests	293	4	1	5	2.29	.809
Q40: enough time provided for homework	293	4	1	5	2.17	.923
Q67: test only 1 way to measure learning	290	4	1	5	2.08	1.060
Q36: Chld graded fairly on work quality	298	4	1	5	2.01	1.067
Valid N (listwise)	265					

PARENTS- Teacher Support Avg. Mean: 2.56

	N	Range	Minimum	Maximum	Mean	Variance
Q29: tchrs interested in individual stdnts	297	4	1	5	2.75	1.308
Q10: teachers help students	293	4	1	5	2.54	1.427
Q61: tchrs like their students	296	4	1	5	2.41	1.104
Valid N (listwise)	285					

Appendix F
Organization

PARENTS- Climate(Tone/Safety) **Avg. Mean: 2.57**

	N	Range	Minimum	Maximum	Mean	Variance
Q49: bad students interfere with my chlds learning	292	4	1	5	3.03	1.552
Q74: I feel safe in our schools	297	4	1	5	2.90	1.551
Q20: schls generally safe	297	4	1	5	2.89	1.714
Q48: stdnts should be thrown out when bad	293	4	1	5	2.44	1.870
Q83: principal interested in what's taught	299	4	1	5	2.30	1.212
Q47: schls have serious discipln problems	296	4	1	5	1.91	1.287
Valid N (listwise)	282					

Appendix G
Governance

PARENTS- Collaboration and Communication Between Constituencies Avg. Mean: 2.56

	N	Range	Minimum	Maximum	Mean	Variance
Q16: Bd. responsive to parents and comm	296	4	1	5	2.84	1.585
Q17: tchrs & prnts work together on goals	293	4	1	5	2.82	1.576
Q15: dist has staff development prog	286	4	1	5	2.69	.932
Q21: Bd and comm support tchrs & prncpls	291	4	1	5	2.62	1.208
Q23: Schls encourage teamwork	293	4	1	5	2.54	1.325
Q18: prnts listened to about stdnt needs	295	4	1	5	2.50	1.700
Q82: principal tries to know parents	297	4	1	5	2.45	1.722
Q64: PTO is positive force in schls	289	4	1	5	2.35	1.166
Q24: I have input regarding my chld	297	4	1	5	2.26	1.485
Valid N (listwise)	265					

PARENTS- Resources Avg. Mean: 2.62

	N	Range	Minimum	Maximum	Mean	Variance
Q12: necessary resources for teachers	296	4	1	5	3.09	1.455
Q81: chld has computer avail at home	285	4	1	5	3.07	1.956
Q57: my chld uses computers at school	286	4	1	5	2.64	1.706
Q92: chld can use computer at school	291	4	1	5	2.62	1.444
Q79: chld can use computer to help him	294	4	1	5	2.48	1.458
Q90: I use libraries	292	4	1	5	2.26	1.293
Q55: class sizes too large	292	4	1	5	2.23	1.511

Valid N (listwise)

261

Appendix H
Accountability

PARENTS- Community Support Avg. Mean: 3.56

	N	Range	Minimum	Maximum	Mean	Variance
Q98: chld has after school/wkend job	274	4	1	5	3.56	1.793
Valid N (listwise)	274					

PARENTS- Parental Support Avg. Mean: 1.91

	N	Range	Minimum	Maximum	Mean	Variance
Q84: I participate in PTO	287	4	1	5	2.90	1.479
Q11: understand and support schl goals	295	4	1	5	2.77	1.568
Q22: prnts have input into running schls	299	4	1	5	2.73	1.465
Q89: I help chld use library effectively	293	4	1	5	2.20	1.091
Q85: I do educational things with my chld	291	4	1	5	2.09	1.109
Q87: worry about how chld is doing in school	295	4	1	5	1.95	1.110
Q88: chld talks about schl work at home	298	4	1	5	1.90	1.017
Q75: I encourage chld to be creative	296	4	1	5	1.81	.712
Q80: chld discusses problems with me	297	4	1	5	1.77	.949
Q94: I've read chld's papers(research)	293	4	1	5	1.73	.829
Q50: I don't mind schl questions from chld	296	4	1	5	1.67	.987
Q32: I tell my chld when doing well in schl	294	4	1	5	1.62	.707
Q93: know what my chld does after schl	296	4	1	5	1.59	.779
Q33: I help chld with homework	298	4	1	5	1.53	.775
Q35: I make sure chld does homework	300	4	1	5	1.49	.719
Q95: interested in what chld does in schl	296	4	1	5	1.45	.642
Q51: I help chld learn schl import to future	296	4	1	5	1.38	.723

Valid N (listwise)

254

PARENTS- Educational Perception Avg. Mean: 2.21

	N	Range	Minimum	Maximum	Mean	Variance
Q70: academic wrk too hard for my chld	293	4	1	5	3.54	1.188
Q60: stdnts are responsible for learning	293	4	1	5	2.99	1.911
Q44: schls should focus on personal needs	292	4	1	5	2.87	1.486
Q28: schls doing as well as they can	301	4	1	5	2.80	2.098
Q8: too much social promotion	292	4	1	5	2.74	1.453
Q65: stdnts can learn mostly on own	292	4	1	5	2.65	1.499
Q43: schls should just focus on academics	293	4	1	5	2.54	1.544
q7: teach the basic skills adequately	298	4	1	5	2.40	1.540
Q30: the schl is interested in my chld	296	4	1	5	2.34	1.338
Q59: our teachers like their work	295	4	1	5	2.32	1.068
Q69: my chld uses library effectively	295	4	1	5	2.26	1.243
Q73: Principal cares about stnds & futures	297	4	1	5	2.14	1.275
Q78: my chld can do imaginative work	296	4	1	5	2.00	.885
Q71: my chld is proud of schl work	295	4	1	5	1.98	.962
Q76: my chld does best (s)he can	296	4	1	5	1.95	1.079
Q86: stdnts think their learning is important	296	4	1	5	1.89	.943
Q42: chld feels must get good grades	298	4	1	5	1.85	1.042
Q72: chld does best (s)he can	295	4	1	5	1.83	.985
Q45: Doing well important to my chld	296	4	1	5	1.56	.749
Q52: interested in chld's opinions	297	4	1	5	1.42	.583

Q53: I care if chld learns what's taught	297	4	1	5	1.42	.670
Q46: chld doing well important to me	297	4	1	5	1.34	.618
Valid N (listwise)	262					

PARENTS- Educational Expectations Avg. Mean: 2.44

	N	Range	Minimum	Maximum	Mean	Variance
Q25: stdnts prepared for role in society	299	4	1	5	2.79	1.684
Q27: schls meet needs of what % of stdnts	290	4	1	5	2.76	1.580
Q9: curriculum meets abilities of stdts	290	4	1	5	2.73	1.400
Q13: schools educate most students	295	4	1	5	2.63	1.695
Q77: I'm satisfied with chld's grades	296	4	1	5	2.49	1.580
Q31: Admins communicate expectations	290	4	1	5	2.46	1.135
Q14: teachers communicate expectations	299	4	1	5	2.41	1.356
Q39: tchrs give challenging assignments	292	4	1	5	2.33	1.093
Q58: my chld likes hard assignments	293	4	1	5	2.29	1.140
Q62: chld works on own without prompting	292	4	1	5	2.26	1.258
Q54: my chld feels must get good grades	293	4	1	5	1.73	.850
Valid N (listwise)	258					

Appendix I

Instruction

STUDENTS- Curriculum Practice Avg. Mean: 2.58

	N	Range	Minimum	Maximum	Mean	Variance
Q37: We spend a lot of time on computers.	602	4	1	5	4.07	1.503
Q28: My time is spent doing workbooks and dittos.	604	4	1	5	3.33	1.960
Q29: Assignments are too hard.	600	4	1	5	3.20	1.676
Q23: We spend a lot of time in small groups.	608	4	1	5	3.14	2.016
Q21: My T's give too much homework.	604	4	1	5	2.95	2.351
Q36: We do a lot of projects of interest.	587	4	1	5	2.91	1.983
Q71: My T's get us to question...	587	4	1	5	2.83	1.857
Q77: We make presentations of our reports.	595	4	1	5	2.76	1.841
Q76: We do independent research in class.	595	4	1	5	2.72	1.783
Q74: We have writing work > once a week.	594	4	1	5	2.66	2.012
Q46: I need time to work with classmates	591	4	1	5	2.65	1.687
Q64: I spend time thinking about after school.	595	4	1	5	2.63	2.063
Q44: In groups, I'm with right classmates.	580	4	1	5	2.61	1.859
Q17: My T's treat students fairly.	607	4	1	5	2.61	1.727
Q42: We spend time working independently	596	4	1	5	2.51	1.877
Q35: We work with other students on projects.	594	4	1	5	2.49	1.927
Q80: We Iran a lot of history & geography.	596	4	1	5	2.41	1.815
Q73: We learn a lot about science.	597	4	1	5	2.40	1.751
Q59: I learned to use a computer in school	597	4	1	5	2.39	2.206
Q41: My T's like working with us.	597	4	1	5	2.36	1.482

Q31: We discuss a lot of current issues.	594	4	1	5	2.26	1.458
Q20: I need more time to complete work.	603	4	1	5	2.19	1.565
Q48: I'd like more choices in assignments	587	4	1	5	2.13	1.420
Q18: I wish I had more class time for my interests	604	4	1	5	2.13	1.785
Q66: I feel what we learn is important.	596	4	1	5	1.96	1.385
Q79: We learn a lot of math in school.	589	4	1	5	1.93	1.250
Q52: I try to do my best in school.	597	4	1	5	1.65	.951
Valid N (listwise)	496					

STUDENTS- Curriculum and Assessment **Avg. Mean: 2.38**

	N	Range	Minimum	Maximum	Mean	Variance
Q75: We write > one book report a month	595	4	1	5	2.99	2.131
Q30: My T's don't mind answering my questions.	603	4	1	5	2.47	1.665
Q10: My T's make classwork interesting	603	4	1	5	2.45	1.547
Q16: My T's grade fairly.	598	4	1	5	2.24	1.417
Q47: I'd like more ways to show what I learned	591	4	1	5	2.14	1.201
Q58: I enjoy projects which use imagination	594	4	1	5	2.04	1.438
Valid N (listwise)	558					

STUDENTS-Teacher Support **Avg. Mean: 2.202**

	N	Range	Minimum	Maximum	Mean	Variance
Q60: I can talk to my T about a problem.	595	4	1	5	2.79	2.100
Q32: My T's are interested in my opinion.	599	4	1	5	2.37	1.607
Q55: T's encourage me to be creative.	599	4	1	5	2.32	1.528

Q13: T's try hard to help me understand.	607	4	1	5	2.26	1.514
Q9: My T's are interested in me...	605	4	1	5	2.19	1.332
Q24: We spend time in class discussing things.	605	4	1	5	2.13	1.321
Q33: My T's seem to care if I learn.	597	4	1	5	2.09	1.478
Q15: My T's help me when I need help.	602	4	1	5	2.02	1.074
Q11: My T's let me know what to expect of me.	602	4	1	5	1.93	1.148
Q12: My T's let me know when I do well	607	4	1	5	1.92	1.060
Valid N (listwise)	562					

*Appendix J*Organization**STUDENTS-Climate(Tone/Safety) Avg Mean: 2.81**

	N	Range	Minimum	Maximum	Mean	Variance
Q54: I feel safe in school.	597	4	1	5	3.32	2.101
Q53: Our Principal seems to care...	600	4	1	5	2.59	2.373
Q63: Our P is interested in what we learn.	592	4	1	5	2.51	1.936
Valid N (listwise)	588					

Appendix K
Governance

STUDENTS- Collaboration and Communication Between Constituencies Avg. Mean: 2.97

	N	Range	Minimum	Maximum	Mean	Variance
Q62: Our principal tries to get to know us.	594	4	1	5	2.97	2.146
Valid N (listwise)	594					

STUDENTS- Resources Avg. Mean: 3.28

	N	Range	Minimum	Maximum	Mean	Variance
Q78: Sometimes we're videotaped...	593	4	1	5	3.94	1.643
Q65: We go on interesting field trips.	594	4	1	5	3.61	2.296
Q72: If I need to use a computer, I can.	589	4	1	5	3.56	1.947
Q69: I use the school library regularly.	593	4	1	5	3.56	1.869
Q87: I often use the public library.	593	4	1	5	2.89	2.149
Q70: I use the public library regularly.	596	4	1	5	2.85	2.182
Q49: I use the library to read what I want	596	4	1	5	2.57	2.084
Valid N (listwise)	561					

Appendix L
Accountability

STUDENTS- Community Support Avg. Mean: 2.60

	N	Range	Minimum	Maximum	Mean	Variance
Q89: I belong to groups outside school.	591	4	1	5	2.86	2.400
Q81: I play games or sports after school.	598	4	1	5	2.35	1.960
Valid N (listwise)	589					

STUDENTS- Parental Support Avg. Mean: 2.55

	N	Range	Minimum	Maximum	Mean	Variance
Q61: I have a computer at home for work.	592	4	1	5	3.57	2.228
Q85: I have a computer at home to learn things.	589	4	1	5	3.47	2.372
Q84: I have a computer at home to play games.	593	4	1	5	3.31	2.491
Q88: My family and I visit places like museums.	592	4	1	5	3.23	2.135
Q68: I talk about school with my family.	597	4	1	5	2.47	2.011
Q86: I often read books at home.	591	4	1	5	2.46	1.686
Q90: My family is satisfied w/ my grades.	586	4	1	5	2.22	1.528
Q83: I watch a lot of TV at home.	597	4	1	5	2.16	1.778
Q91: My family helps with my schoolwork.	593	4	1	5	2.16	1.649
Q82: My parents are interested in my work.	596	4	1	5	1.62	.968
Q26: Doing well is important to my family.	604	4	1	5	1.38	.611
Valid N (listwise)	558					

STUDENTS- Educational Perception Avg. Mean: 2.46

	N	Range	Minimum	Maximum	Mean	Variance
Q19: Assignments are too easy.	603	4	1	5	3.30	1.642
Q27: I have choices about what I learn.	606	4	1	5	3.24	2.115
Q39: My friends enjoy this school.	597	4	1	5	3.20	1.953
Q50: Schoolwork is hard for me.	594	4	1	5	3.01	1.841
Q43: We take too many tests.	597	4	1	5	2.90	2.063
Q45: I need more time to work by myself	584	4	1	5	2.78	1.742
Q38: I like difficult assignments.	601	4	1	5	2.65	1.778
Q14: Schoolwork is easy for me.	603	4	1	5	2.50	1.426
Q34: We feel we have to get good grades...	603	4	1	5	2.45	1.919
Q67: I worry about my schoolwork.	597	4	1	5	2.25	1.643
Q22: I learn a lot in school that is interesting.	606	4	1	5	2.23	1.475
Q57: I'm able to do work as well as others.	588	4	1	5	2.20	1.425
Q51: I'm proud of my schoolwork.	592	4	1	5	2.05	1.341
Q8: I am proud of my school work.	607	4	1	5	2.02	1.204
Q40: I'm responsible for my own learning	600	4	1	5	1.88	1.260
Q56: I do the best I can.	595	4	1	5	1.78	1.011
Q25: Doing well in school is important to me.	607	4	1	5	1.43	.700
Valid N (listwise)	543					

STUDENTS- Educational Expectations Avg. Mean: 2.27

	N	Range	Minimum	Maximum	Mean	Variance
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Q23: We spend a lot of time in small groups.	608	4	1	5	3.14	2.016
Q32: My T's are interested in my opinion.	599	4	1	5	2.37	1.607
Q13: T's try hard to help me understand.	607	4	1	5	2.26	1.514
Q31: We discuss a lot of current issues.	594	4	1	5	2.26	1.458
Q20: I need more time to complete work.	603	4	1	5	2.19	1.565
Q91: My family helps with my schoolwork.	593	4	1	5	2.16	1.649
Q47: I'd like more ways to show what I learned	591	4	1	5	2.14	1.201
Q58: I enjoy projects which use imagination	594	4	1	5	2.04	1.438
Q12: My T's let me know when I do well	607	4	1	5	1.92	1.060
Valid N (listwise)	553					

Appendix M

Instructional

COMMUNITY – Curriculum Practice Avg. Mean: 2.80

	N	Range	Minimum	Maximum	Mean	Variance
Q9: curriculum meets abilities of most	42	3	2	5	3.57	1.080
Q82: studnts get individual attention in schls	42	4	1	5	3.43	1.275
Q7: schools teach basic skills adequately	42	4	1	5	3.24	1.893
Q30: schl in interesting to students	39	4	1	5	3.05	1.734
tchrs Q26: stress reasons for what they teach	42	4	1	5	3.00	1.171
Q38: stdnts have class time for projects	41	4	1	5	2.80	.761
sQ66: stdnts need more time to work with other stdnts	42	3	1	4	2.71	.843
Q57: more creative new programs are needed	42	4	1	5	1.71	.648
Q34: teachers assign homework	32	4	1	5	1.66	1.201
Valid N (listwise)	31					

COMMUNITY – Curriculum Assessment Avg. Mean: 2.66

	N	Range	Minimum	Maximum	Mean	Variance
Q9a: curriculum meets needs of most	42	3	2	5	3.52	1.134
Q37: tchrs grade on effort--not quality	40	4	1	5	2.90	.810
Q68: grading system is too easy	41	4	1	5	2.80	1.061
Q63: teachers give enough tests	41	4	1	5	2.63	.788
Q34a: teachers grade homework	33	4	1	5	2.48	2.508
Q36: stdnts graded fairly on qual of work	35	3	1	4	2.17	.852
Q67: tests are not only way to show learning	42	3	1	4	2.12	.644

Valid N (listwise)

29

COMMUNITY – Teacher Support Avg. Mean: 3.12

	N	Range	Minimum	Maximum	Mean	Variance
Q29: tchrs and admin interested in individual stdnts	42	3	2	5	3.26	1.222
Q10: tchrs help individual students in need	42	4	1	5	2.98	1.390
Valid N (listwise)	42					

Appendix N

Organizational

COMMUNITY – Climate (Tone and Safety) **Avg. Mean: 2.87**

	N	Range	Minimum	Maximum	Mean	Variance
Q51: schls have positive climate for learning	41	4	1	5	3.90	1.190
Q20: schls safe for stdnts and tchrs	42	4	1	5	3.26	1.661
Q74: I feel safe in the schls	41	4	1	5	3.17	2.045
Q49: bad stdnts interfer with good stdnts	42	4	1	5	2.45	1.522
Q48: bad behaving stdnts should be thrown-out	42	4	1	5	2.40	2.296
schls Q47: every where have discipline probs	42	4	1	5	2.07	1.922
Valid N (listwise)	40					

Appendix O

Governance

COMMUNITY – Resources Avg. Mean: 3.28

	N	Range	Minimum	Maximum	Mean	Variance
Q56: too many special programs in schls	41	3	2	5	3.83	.795
Q12: necessary resources provided to tchrs	42	3	2	5	3.76	1.308
Q58: schl libraries are adequate	41	3	2	5	3.68	1.172
Q93: community make use of schls in evenings	42	4	1	5	3.52	1.280
Q80: guidance/counseling services adequate	42	4	1	5	3.48	1.231
Q88: schls make use of regional resources	42	3	2	5	3.43	.934
Q75: stdnts have adequate access to computers	42	4	1	5	3.40	1.515
Q40: schls provide for special needs stdnts	42	4	1	5	3.33	1.593
Q76: schls have adequate adult ed programs	41	4	1	5	3.10	1.140
Q62: schls provide opportunities for stdnts	42	4	1	5	3.10	1.259
Q89: I use the public library regularly	39	4	1	5	2.38	1.348
Q55: class sizes are too large	42	4	1	5	2.38	1.315
Valid N (listwise)	36					

COMMUNITY – Collaboration and Communication Between Constituencies

Avg. Mean: 3.23

	N	Range	Minimum	Maximum	Mean	Variance
Q17: tchrs and prnts work together toward goals	42	4	1	5	3.83	.874
Q41: schls communicate programs to comm	42	4	1	5	3.62	1.364
Q16: Bd is responsive to prnts and comm	42	3	2	5	3.45	1.083
Q19: comm input into costs of schools	38	4	1	5	3.45	1.335
Q81: Bd of Ed responsive to community	42	4	1	5	3.33	1.252
Q95: admin accessible to parents and comm	42	4	1	5	3.29	1.672
Q22: prnts have input into running schls	40	4	1	5	3.28	1.538
Q21: Bd & comm support tchrs & principals	41	4	1	5	3.15	1.228
Q23: chls encourage teamwork	42	4	1	5	3.00	1.512
Q92: I know what stdnts do on wkends	40	4	1	5	2.90	1.836
Q15: dist has staff development program	40	4	1	5	2.80	.933
Q64: P.T.A is positive, contributing force	42	4	1	5	2.64	1.406
Valid N (listwise)	35					

Appendix P

Accountability

COMMUNITY – Community Support **Avg. Mean: 3.29**

	N	Range	Minimum	Maximum	Mean	Variance
Q84: community has opportunities for stdnts	42	3	2	5	3.98	1.146
Q97: I know students who work after school	40	4	1	5	3.00	1.487
Q24: comm has input into schl decisions	42	4	1	5	2.90	1.552
Valid N (listwise)	40					

COMMUNITY – Parental Support **Avg. Mean: 2.11**

	N	Range	Minimum	Maximum	Mean	Variance
Q11: parents understand and support goals	42	3	2	5	3.81	1.134
Q87: stdnts talk about schl work at home	40	4	1	5	2.88	1.394
Q83: I participate in PTO	37	4	1	5	2.49	1.368
Q33: I help stdnts with homework	38	2	1	3	1.61	.516
Q50: I help stdnts when they ask questions	38	2	1	3	1.58	.467
Q32: I tell stdnts when they do something well	37	2	1	3	1.54	.477
Q94: I'm interested in what stdnts do in schl	41	4	1	5	1.54	.705
Q35: I see that my chld does homework	35	2	1	3	1.46	.432
Valid N (listwise)	33					

COMMUNITY – Educational Perceptions Avg. Mean: 3.04

	N	Range	Minimum	Maximum	Mean	Variance
Q70: academic work is too hard for stdnts	41	4	1	5	4.12	.910
Q77: I am satisfied with schools	42	4	1	5	4.12	1.229
Q91: boys get better education than girls	41	2	3	5	4.10	.640
Q69: grading system is too hard so stdnts quit	42	3	2	5	3.98	.707
Q90: girls get better education than boys	41	3	2	5	3.93	.920
Q71: stdnts are proud of their school	42	3	2	5	3.88	.839
Q54: stdnts are motivated to achieve in schl	41	4	1	5	3.76	1.289
Q42: stdnts see value of learning	42	4	1	5	3.74	1.174
Q13: schls educate most students	42	3	2	5	3.62	1.510
Q28: schls do as good a job as they can	42	4	1	5	3.50	1.963
Q78: schls help studnts develop special talents/interests	42	3	2	5	3.38	1.364
Q60: stdnts are responsible for own learning	42	4	1	5	3.24	2.088
Q44: schls should focus on stdnt personal probs	41	4	1	5	3.12	1.560
Q61: tchrs like their students	42	3	2	5	3.05	1.022
Q59: our teachers like their work	42	4	1	5	3.00	1.220
Q43: schls should focus on learning only	42	4	1	5	2.95	1.412
Q65: stdnts can learn by themselves with direction	42	4	1	5	2.83	.923
Q72: stdnts do best they can in schl	42	4	1	5	2.83	1.654
Q73: Principals care about stdnts	42	4	1	5	2.48	1.573
Q86: I worry about how children are doing	42	4	1	5	1.62	.681

Q45: education is important national priority	42	4	1	5	1.62	1.168
Q52: I'm interested in stdnt opinions	42	3	1	4	1.50	.451
Q53: I care if our stdnts learn	42	2	1	3	1.45	.303
Q46: that stdnts to do well in school is important	42	1	1	2	1.10	.088
Valid N (listwise)	39					

COMMUNITY- Educational Expectations Avg. Mean: 3.19

	N	Range	Minimum	Maximum	Mean	Variance
Q79: voc programs prepare stdnts for employment	42	4	1	5	3.64	1.308
Q96: Students learn valuable future job skills	42	4	1	5	3.62	1.510
Q27: schls meet needs of what % of stdnts	39	3	2	5	3.62	.927
Q25: schls prepare stdnts for society	42	4	1	5	3.50	1.329
Q18: comm has input into performance expectations	42	3	2	5	3.43	.739
Q14: tchrs communicate expectations to stdnts	42	4	1	5	3.02	1.097
Q31: Admins communicate expectations to stdnts	42	4	1	5	2.88	1.620
Q39: tchrs give challenging assignments	41	4	1	5	2.76	.939
Q8: too much social promotion	42	4	1	5	2.29	1.087
Valid N (listwise)	38					