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ABSTRACT

Evaluation of the White Bear Lake Senior High School New Design Program made by the Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc. is presented. Sets of objectives were formulated for students, graduates, staff and community during a three-day workshop. Measurements devices used were questionnaires for students, teachers, and randomly selected community residents; Iowa Test of Educational Development for all seniors; personal interviews with 50 parents and 50 non-parents; a school survey inventory for teachers; and a questionnaire for graduates for the past five years. Areas are identified as strength, acceptable, or problem areas. The community indicated concern over student freedom and had a negative attitude toward the teachers. The teachers widely accept the New Design even though they express a desire for closer relations with the students. The students' general impression of the program is good. Achievement tests indicate that the learning rate does not differ significantly from the typical groups of seniors nationally. The graduates indicated that they received an education that adequately prepared them for life. (DJ)

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An Evaluation
of the
White Bear Lake
Senior High School Program

March 15, 1971

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FINAL REPORT

of the

EVALUATION OF

THE WHITE BEAR LAKE SENIOR HIGH SCHOOL PROGRAM

Presented to the Board of Education

March 15, 1971

by

The Educational Research and Development Council
of the Twin Cities Metropolitan Area, Inc.

Dr. Wayne W. Welch
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The Educational Research and Development Council of the Twin Cities Metropolitan Area commends the Board of Education for its awareness of the need for evaluative procedures and its commitment of resources to accomplish the task.

The evaluation team expresses its sincere appreciation to the evaluation committee of the senior high school. Without the professional expertise and value judgments of this group, the study could not have been completed. Finally, to the students, graduates, staff, and community, we say a hearty "thank you" for your cooperation in the data collection process.

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INTRODUCTION

The past decade has witnessed profound change and innovation in curricular and instructional programs in our public schools as well as organizational restructuring to implement these new designs. Modular flexible scheduling, individualized instruction, team teaching, and the use of performance curriculums are but a few of the many components of these designs. Educators and their local constituencies feel the need to examine the products of their recent efforts in educational innovation in order to make decisions regarding modification and/or continuation of the new programs. The present decade will become one of accountability where those responsible for school programs must find answers to the questions: "What evidence is there that the program achieves its objectives?" "To what extent are the objectives achieved?" "Is it worth the cost?" Providing data to help answer these and other similar questions has become the primary focus of evaluation efforts. These efforts are geared to the gathering of information to give decision makers data essential for sound, effective decisions.

White Bear Lake Senior High School, a school on the national forefront of new innovation, moved to a new program design in the 1967-68 school year. This "New Design" was based on a coordination of the educational concepts and models of Trump and Allen.[1] Under the directorship of Dr. Fred Rohde, the school district has conducted an internal evaluation of its senior high school program. The school board has requested the Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc. (ERDC) to supplement this study in order to evaluate the impact of the "New Design."

STATEMENT OF THE PROBLEM

An evaluation study should identify changes due to the implementation of the new program. Ideally some type of comparative data should be used.

[1]For such concepts and models see Bush, R.N. and Allen, Dwight, A New Design for High School Education, McGraw-Hill Book Co., New York, N.Y., 1964, and/or Trump, J. Lloyd and Boynham, Dorsey, Guide to Better Schools: Focus on Change, Rand McNally and Company, Chicago, 1961.

This could take the form of a control group (a similar school not using components of the New Design) or a comparison of pre and post test data (change over time due to the New Design). In White Bear Lake, as in most real situations, neither of these methods are feasible because base line data are not available, and comparable schools either do not exist or are not readily accessible. A new evaluation strategy was proposed (See Appendix A) which would examine the high school program by precisely determining the degree to which the goals of the new program have been met.

As stated in the report of the internal evaluation of the White Bear Lake school, the following are the five objectives of their "New Design":[2]

1. To individualize instruction by focusing on the individual student through the use of performance curriculum.
2. To offer an expanded program to students by permitting and encouraging them to enroll in additional courses for credit or noncredit.
3. Better staff utilization through the team approach and use of teacher assistants, teaching interns, teacher aids, instructional secretaries, material specialists, and a comprehensive inservice education program.
4. To make change possible as the need arises through the use of flexible modular scheduling.
5. To teach students to become more responsible for their own learning through the use of independent study.

The evaluation strategy was built upon the development of specific objectives that would measure these overall objectives of the program. The degree to which the objectives are achieved would be an indication of the success of the high school program and would indicate components of the New Design needing modification and improvement.

PROCEDURE

Formulation of specific objectives and determination of standards for measuring the degree to which the objectives have been achieved demands the

[2] Evaluation of White Bear Lake Senior High School Instructional Design, 1968-69, White Bear Lake Senior High School, White Bear Lake, Minnesota, 1969, (mimeo).

input from professionals with extensive knowledge of the New Design and its implementation. Therefore, the coordinated effort of the evaluation team from ERDC and the evaluation committee from White Bear Lake Senior High School were required to develop and set criterion levels for the objectives. Sets of objectives were formulated for students, graduates, staff, and community during a three day workshop in June. (A summary of the 3-day workshop in found in Appendix B).

With several sets of objectives in hand the ERDC evaluation team set out to eliminate duplicates, consolidate overlap, and clarify and refine all objectives. A total of 163 objectives together with desired performance levels were developed to serve as the guideline for the evaluation. (Some of these objectives could not be tested because of the scope of the evaluation project.)

Uaing these refined objectives as a base for measurement, instruments and techniques were selected and developed for gathering data. (See Appendix C). Review of the instruments, agreement on the specific refined objectives, and consensus on the criterion levels were accomplished in a day's workshop by the evaluation committee of the school system with the aid of the evaluation team.

The development and selection of the instruments resulted in the following data gathering devices:

1. Questionnaires for all students, teachers, and 300 randomly selected community residents. All three questionnaires contain a common core of 25 questions plus individual components for each specific referent group.
2. A community questionnaire to be used through a personal interview technique for 50 parents and 50 non-parents randomly selected.
3. The Iowa Test of Educational Development for all seniors.
4. The School Survey, a standardized 120 item inventory for all teachers covering opinions and attitudes about their work.
5. A questionnaire for all graduates of the past five years including questions to measure specific White Bear Lake objectives.

In addition to the instruments mentioned above, structured observational techniques were used in the classroom and school environment to supplement the data obtained through this instrumentation.

Data was gathered during the five-month period of October-February, 1970-71. The community interviews were conducted in October and November by four professional educators with training in interview techniques. The paper and pencil tests, questionnaires, and inventories were administered by school personnel in December. On-site observation and interviews were conducted in January and February. All data collected was statistically summarized and matched with the specific objectives and desired criterion levels. Results of these comparisons are found in the next section, "Results." (A flow diagram of the entire evaluation procedures is found in Appendix D).

RESULTS

In the following sections the results of the data gathered through questionnaires, community interviews, achievement tests, and on-site observations are presented. It is well to remind oneself again that the purpose of evaluation is to provide information to assist in making effective school decisions. Accordingly, a variety of kinds of information are presented in this report. A careful examination of the data is necessary to maximize the usefulness of this evaluation report. The responses to each item will bear on various school decisions; and staff in decision-making positions must examine the data carefully. However, for the purpose of summarizing the findings, part of this section shall concern itself with a synopsis of results. This synopsis is based upon the tables of data that follow. In this way a general summary of the strength and problem areas of the system is presented.

The procedure used in the results section is to list items from the data-gathering instruments together with the apriori determined desired favorable levels, the percent of favorable responses, and a rating of the results. The ratings will take one of three forms. If the desired level has been exceeded by more than 10 percentage points, this is defined as a strength area. If the percent favorable response is within a range spanned by the desired level plus or minus 10 percentage points, this is considered an acceptable rating. If, on the other hand, the percent favorable response was less than 10 percentage points below the desired level, this is considered a problem area. The choice of the 10 percentage points as the cut-off levels is based upon tests of statistical difference. For a complete listing of the responses, the reader is referred to Appendix C. However, for summary purposes, items, desired favorable levels, and response levels are presented in the following tables. The results section is divided into four categories: Community, Teachers, Students, and Graduates.

COMMUNITY

Data about community attitudes were gathered by two methods. First, a paper and pencil questionnaire was mailed to a scientifically selected sample of 300 people in the White Bear Lake school district. A total of 143 persons returned usable questionnaires. The second method used to assess community attitude was through direct interview with a random sample

of 100 adults in the community. A total of 94 adult interviews were obtained in this manner.

Table 1 presents the summary of the Community Questionnaires. There appears to be a strong favorable impression in the overall quality of the school as evidenced by the response to Item No. 10. Additional strength areas are indicated by the knowledge of the system's goals and structure, particularly through Items 13, 16, 18, 19, and 22. These items refer to various components of flexible modular scheduling in which the community attitude appears to be quite positive. This includes such things as the variety of course offerings, the value of team teaching, and the value of individualized instruction. Strength is also indicated in the extracurricular activity area.

NOTE: Interpretation of Results in Tables

All percentages are listed as desired and obtained favorable levels regardless of the specific response. Thus, a favorable response to a positive statement about the school's program is "Agree (A)", while a favorable response to a negative statement is "Disagree (D)". Similarily, a favorable response to a negative adjective such as "Unnecessary" is not to respond.

This procedure of using only favorable response levels is done in the tables to allow the reader to easily identify problem and strength areas. If the response level exceeds the desired level in absolute value, it approaches a strength area in the program. If, however, the response level falls below the desired level, it approaches a problem area.

If necessary, the reader should refer to the appropriate instrument in Appendix C for identification of favorable responses.

TABLE I

Summary of Community Questionnaires

N = 142	Desired Favorable Response	% Favorable Response	Rating
1. All students should have the opportunity to attend a school with modular scheduling. (A)	50%	42%	Acceptable
2. The senior high school has better teachers than other area high schools. (A)	50%	53%	Acceptable
3. Students are given too much responsibility for their own learning. (D)	50%	39%	Problem Area
4. There are more discipline problems among our students than in other schools. (D)	75%	76%	Acceptable
5. The majority of our students are satisfied with the school. (A)	90%	62%	Problem Area
6. Most of our teachers care more for getting high salaries than for improving students' learning. (D)	75%	57%	Problem Area
7. The school facilities are inadequate for present needs as to size and design. (D)	90%	49%	Problem Area
8. Students are evaluated and graded fairly. (A)	75%	76%	Acceptable
9. The tax dollar is being well spent on the high school. (A)	50%	53%	Acceptable
10. The senior high school is providing quality education for the children of the community. (A)	50%	78%	Strength Area
11. Less independent study time should be given to students. (D)	90%	40%	Problem Area
12. Use of individual performance standards to judge student progress tends to lower the quality of work produced. (D)	80%	63%	Problem Area
13. Too many different courses are offered in the high school. (D)	75%	86%	Strength Area
14. More than half of their independent study time is wasted by students. (D)	80%	29%	Problem Area
15. Too much emphasis is placed on inter-scholastic athletics. (D)	50%	71%	Strength Area
16. Students can learn better in a regular class than through individualized instruction. (D)	50%	68%	Strength Area
17. Team teaching contributes to improved student learning. (A)	60%	68%	Acceptable
18. Students should be limited to a maximum of four courses at any one time. (D)	60%	83%	Strength Area
19. Listening to the teacher lecture is the best way for high school students to learn. (D)	50%	86%	Strength Area
20. Teachers are readily available to consult with individual students. (A)	80%	37%	Problem Area

TABLE I

	Desired Favorable Response	% Favorable Response	Rating
21. Instructional secretaries, teacher aides, media specialists, and other supportive staff are too costly for the value they provide. (D)	90%	60%	Problem Area
22. The most useful component of modular scheduling is the small group. (A)	50%	84%	Strength Area
23. There should be no required courses in senior high school.	(Information item; see appendix)		
24. I would recommend our high school to a friend. (A)	80%	75%	Acceptable
25. There is an adequate variety of extracurricular activities for students. (A)	75%	88%	Strength Area
Part II			
1. Buildings and facilities	80%	75%	Acceptable
2. Job placement	80%	80%	Acceptable
3. Athletic program	80%	94%	Strength Area
4. Student control	80%	54%	Problem Area
5. School administration	80%	75%	Acceptable
6. Individualized instruction	80%	61%	Problem Area
7. Curriculum	80%	89%	Acceptable
8. Teachers' salary	80%	91%	Strength Area
9. Career information	80%	68%	Problem Area
10. Extracurricular activities	80%	94%	Strength Area
11. Instruction	80%	78%	Acceptable
12. Resource materials	80%	88%	Acceptable
13. School board decision making	80%	73%	Acceptable
14. Personal counseling	80%	66%	Problem Area
15. Parent-teacher communication	80%	62%	Problem Area

Part III.	Desired Favorable Response	% Favorable Response	Rating		Desired Favorable Response	% Favorable Response	Rating
Useful	75%	37%	Problem	Unnecessary	75%	71%	Acceptable
Expensive	75%	71%	Acceptable	Valuable	75%	29%	Problem
Innovative	75%	34%	Problem	Rigid	75%	98%	Strength
Harmful	75%	70%	Acceptable	Traditional	75%	100%	Strength
Dangerous	75%	82%	Acceptable	Poor	75%	66%	Acceptable
Effective	75%	28%	Problem	Individualizing	75%	33%	Problem
Impersonal	75%	66%	Acceptable	Adequate	75%	19%	Problem
Old	75%	100%	Strength	Extravagant	75%	83%	Acceptable
Stimulating	75%	32%	Problem				

On the other side of the coin, several problem areas are suggested. Perhaps the most prevalent of these is the concern over student freedom under the new system. This feeling is perhaps most typically illustrated in a 71 percent belief in the statement that "More than half of their independent study time is wasted by students."

A serious problem area is the general negative attitude held toward teachers (see Item 6 and 20). Other problem areas are indicated in the general area of inadequate facilities (7), needed improvement in student guidance opportunities (39), high cost of instructional secretaries, teacher aides, and the like (21), the community perception of student satisfaction with the new system (5), and parent-teacher communication (38).

It is also important to note the particulsr items that reach the desired levels and are rated as adequate in Table 1. An example is the 75 percent agreement to the statement "I would recommend our high school to a friend." While these will not be discussed individually, decision-makers should consider the attainment of the desired level as a positive reaction toward the school system and the new program.

Additional information concerning community attitude toward the White Bear Lake Senior High School was obtained using community interviews. The results of the interviews are presented in Table 2. Again, items are listed together with the desired favorable level, the percent favorable response, and the suggested rating.

TABLE II

Summary of Community Interviews

N = 94	Desired Favorable Response	% Favorable Response	Rating
2. What type of program does White Bear Lake Senior High School have? (Flexible modular)	75%	94%	Strength Area
3. White Bear Lake Senior High School has: (Yes)			
A work-release program	75%	87%	Strength Area
More than one teacher for a single course	75%	61%	Problem Area
Open campus (No)	75%	67%	Acceptable
Possibility to complete high school in two years	75%	33%	Problem Area
A grading system with no failures	75%	44%	Problem Area
Rating of students based on individual merit	75%	63%	Problem Area
A planned program for parents to visit the school	75%	78%	Acceptable
Specially designed small group instruction	75%	82%	Acceptable
4. Have you ever done any of the following?			
Participated in a visitation program at the school	35%	31%	Acceptable
Attended a school board meeting	35%	11%	Problem Area
Talked to a teacher regarding the program	35%	42%	Acceptable
Attended PTA, or other education meetings	35%	51%	Strength Area
5. (Information item; see appendix)			
6. In general, do you prefer the new design or the traditional program? (New)	60%	46%	Problem Area
7. In general, do the students like or dislike the high school program? (Like)	60%	67%	Acceptable
8. How does White Bear Lake Senior High School compare with other suburban schools? (Above average)	60%	66%	Acceptable
9. Is White Bear Lake Senior High School providing students with the background for success in college?	60%	84%	Strength Area
10. Is White Bear Lake Senior High School providing saleable skills for job entry? (Yes)	60%	77%	Strength Area
11. What is your opinion of the extra-curricular activities at White Bear Lake Senior High? (Sufficient)	75%	90%	Strength Area
12. How much independent study time should senior high school students have? (Some of his time)	60%	55%	Acceptable
13. How much freedom does the student have under the new design? (About right)	60%	31%	Problem Area
14. How is control of students or discipline? (About right)	60%	47%	Problem Area
15 - 19 (Information items; see appendix)			
20. Is the administration sensitive or insensitive to the community's educational needs and desires? (Sensitive)	60%	77%	Strength Area
21 - 24 (Information items; see appendix)			

Several strength areas have been identified as a result of the community interviews. These include an indication of community interest as evidenced by their attendance at educational group meetings, a knowledge of the flexible modular scheduling system used in the high school, and a strong perception of the worth of the extracurricular activity program. The preparation function of the school for either college or for entering a job is given a very strong endorsement as indicated by the responses to Items 9 and 10. In addition, the community perceives the administration of the school to be sensitive to the community needs.

Although some components of the New Design are understood by the community, a number of them do not realize the many varied components of the school. This is evidenced by the low response to items concerning the possibility to complete high school in two years, and a grading system with no failures. Also, 33 percent incorrectly thought White Bear Lake High School has an open campus. Another problem is indicated by the fact that only 11 percent of the community has ever attended a school board meeting.

Responses to Item 6 where only 46 percent say they prefer the new design to the traditional indicates a real problem area. The discipline and lack of responsibility mentioned in the written questionnaire are supported through the interview questionnaire. The community is concerned about apparent lack of discipline of the students and the failure of students or the school to accept the responsibility given them in the large amount of independent time. Questions 13 and 14 particularly highlight this community concern.

Again, it must be pointed out that the several items that attain an acceptable rating indicate a positive attitude toward the school system. It appears that the community in general is knowledgeable about the program and has a general overall favorable impression. It seems that both the school board and the administration would be well advised to inform the community what steps are being taken in the problem areas or to present a philosophical justification for the freedom provided students and the need for students to learn how to assume the responsibility for their own time.

TEACHERS

Attitudes of teachers toward the White Bear Lake High School and toward the New Design were assessed using two instruments; the Senior High School Questionnaire for teachers and an externally developed instrument called the School Survey. The first 59 items of the High School Questionnaire are identical to those found on the Community Questionnaire and also the same as those found on the Student Questionnaire to be described in the next section. In addition, there were items designed specifically for teachers. The responses of the teachers to the items of the questionnaire are summarized in Table 3. For a complete listing of the results of this questionnaire, the reader is referred to Appendix C. Again, the same rating system was used as in the previous section; that is, the item, desired favorable level, the percent of the favorable response, and the rating are listed. The achievement of the objective is then rated according to the code; strength area, problem area, or acceptable.

As in the analysis of the previous questionnaire, an objective was considered to be achieved if the responses were within 10 percentage points of the desired level. If the response was greater than 10 percentage points of the desired level, this suggested that the objective being tested was being exceeded. Similarly, if the response was more than 10 points less than the desired level, this indicated a problem area because of the failure of the objective to be achieved.

It is possible to summarize the attitudes of the teacher toward the school system and the New Design in the following ways. Responses to several items suggest that the New Design is widely accepted by the teachers. They see the value of team teaching, they are in agreement with the need for a variety of courses, and they see the value of small groups. In addition, the responses to Part 3 of this Teacher Questionnaire indicate a general favorable impression of the value of the New Design. This is also suggested by the many adequate and strong responses to the items of Part 5.

As with the community, the teachers perceived the athletic program to be strong as well as the program of extracurricular activity. Finally, the positive response to the item concerning the expenditure of tax dollars suggests that the teachers believe that the system is operating at an efficient level.

TABLE III

Summary of Teacher Questionnaires

N = 143	Desired Favorable Response	% Favorable Response	Rating
1. All students should have the opportunity to attend a school with modular scheduling. (A)	95%	76%	Problem Area
2. The senior high school has better teachers than other area high schools. (A)	90%	64%	Problem Area
3. Students are given too much responsibility for their own learning. (D)	50%	52%	Acceptable
4. There are more discipline problems among our students than in other schools. (D)	75%	73%	Acceptable
5. The majority of our students are satisfied with the school. (A)	90%	73%	Problem Area
6. Most of our teachers care more for getting high salaries than for improving students' learning. (D)	90%	90%	Acceptable
7. The school facilities are inadequate for present needs as to size and design. (D)	90%	6%	Problem Area
8. Students are evaluated and graded fairly. (A)	75%	76%	Acceptable
9. The tax dollar is being well spent on the high school. (A)	50%	64%	Strength Area
10. The senior high school is providing quality education for the children of the community. (A)	90%	84%	Acceptable
11. Less independent study time should be given to students. (D)	90%	39%	Problem Area
12. Use of individual performance standards to judge student progress tends to lower the quality of work produced. (D)	80%	80%	Acceptable
13. Too many different courses are offered in the high school. (D)	75%	79%	Acceptable
14. More than half of their independent study time is wasted by students. (D)	80%	34%	Problem Area
15. Too much emphasis is placed on inter-scholastic athletics. (D)	50%	68%	Strength Area
16. Students can learn better in a regular class than through individualized instruction. (D)	90%	81%	Acceptable
17. Team teaching contributes to improved student learning. (A)	60%	78%	Strength Area
18. Students should be limited to a maximum of four courses at any one time. (D)	60%	94%	Strength Area
19. Listening to the teacher lecture is the best way for high school students to learn. (D)	90%	99%	Acceptable
20. Teachers are readily available to consult with individual students. (A)	80%	66%	Problem Area

TABLE III

		Desired Favorable Response	% Favorable Response	Rating
21.	Instructional secretaries, teacher aides, media specialists, and other supportive staff are too costly for the value they provide. (D)	90%	90%	Acceptable
22.	The most useful component of modular scheduling is the small group. (A)	50%	71%	Strength Area
23.	There should be no required courses in senior high school.	(Information item; see appendix)		
24.	I would recommend our high school to a friend.(A)	80%	82%	Acceptable
25.	There is an adequate variety of extracurricular activities for students. (A)	75%	92%	Strength Area

Part II

1.	Buildings and facilities	80%	17%	Problem Area
2.	Job placement	80%	87%	Acceptable
3.	Athletic program	80%	95%	Strength Area
4.	Student control	80%	40%	Problem Area
5.	School administration	80%	82%	Acceptable
6.	Individualized instruction	80%	58%	Problem Area
7.	Curriculum	80%	65%	Problem Area
8.	Teachers' salary	80%	78%	Acceptable
9.	Career information	80%	89%	Acceptable
10.	Extracurricular activities	80%	96%	Strength Area
11.	Instruction	80%	77%	Acceptable
12.	Resource materials	80%	84%	Acceptable
13.	School board decision making	80%	68%	Problem Area
14.	Personal counseling	80%	65%	Problem Area
15.	Parent-teacher communication	80%	45%	Problem Area

Part III	Desired Favorable Response	% Favorable Response	Rating		Desired Favorable Response	% Favorable Response	Rating
Useful	75%	74%	Acceptable	Unnecessary	75%	96%	Strength
Expensive	75%	66%	Acceptable	Valuable	75%	62%	Problem
Innovative	75%	73%	Acceptable	Rigid	75%	90%	Strength
Harmful	75%	88%	Strength	Traditional	75%	99%	Strength
Dangerous	75%	91%	Strength	Poor	75%	92%	Strength
Effective	75%	59%	Problem	Individualizing	75%	66%	Acceptable
Impersonal	75%	87%	Strength	Adequate	75%	18%	Problem
Old	75%	100%	Strength	Extravagant	75%	94%	Strength
Stimulating	75%	60%	Problem				

TABLE III

		Desired Favorable Response	% Favorable Response	Rating
1.	I know my students better under the modular schedule than I did under a traditional program. (A)	80%	52%	Problem Area
2.	This evaluation of the high school is a waste of money. (D)	90%	88%	Acceptable
3.	Written behavioral objectives are useful in teaching my courses. (A)	85%	78%	Acceptable
4.	The in-service programs have improved my teaching. (A)	90%	61%	Problem Area
5.	The faculty senate is a waste of time. (D)	75%	78%	Acceptable
6.	My students proceed through the class materials at the same pace throughout the year. (D)	90%	86%	Acceptable
7.	I use written student evaluations of my courses to improve instruction. (A)	80%	73%	Acceptable
8.	The majority of school decisions are made without consulting teachers. (D)	75%	58%	Problem Area
9.	I prefer traditional scheduling to modular scheduling. (D)	75%	87%	Strength Area
10.	The N grade should be abolished. (D)	75%	70%	Acceptable
11.	With what percent of your students have you had a private conference this year?	90%/90%	18%/90%	Problem Area
12.	Check which of the following supportive staff are <u>not</u> being used effectively:			
	clerical staff	90%	93%	Acceptable
	interns	90%	68%	Problem Area
	media and material specialists	90%	70%	Problem Area
13.	Do you enjoy teaching at White Bear Lake Senior High?	90%	92%	Acceptable
Part V	(Caused by New Plan Figures - Information item; see Appendix)			
1.	Higher teacher salaries	75%	89%	Strength Area
2.	More discipline problems	75%	58%	Problem Area
3.	Improved learning	75%	68%	Acceptable
4.	More individualized instruction	75%	87%	Strength Area
5.	Improved administration	75%	64%	Acceptable
6.	Better facilities	75%	43%	Problem Area
7.	Poorer athletic teams	75%	94%	Strength Area
8.	Greater professional role for teachers	75%	70%	Acceptable
9.	More staff assistance	75%	85%	Strength Area
10.	Better student-teacher relations	75%	66%	Acceptable
11.	Less challenging teaching	75%	92%	Strength Area
12.	More teacher freedom	75%	82%	Acceptable
13.	Differentiated staffing	75%	46%	Problem Area
14.	Greater variety of media used	75%	87%	Strength Area
15.	More courses for students	75%	92%	Strength Area
16.	Fewer in-service programs	75%	95%	Strength Area
17.	Better teacher-teacher relations	75%	36%	Problem Area
18.	More student responsibility	75%	77%	Acceptable
19.	Less school spirit	75%	47%	Problem Area

In the problem area, which we have defined as objectives that are not being achieved, we note several places where future action is suggested. Perhaps most apparent of these is the need for improved facilities in the Senior High School. Because such improvements are already under way, it seems that the board, administration, and the community already have favorably responded to this need. A second problem area concerns the free time that is allotted to students under the New Design. Concern over student discipline, as well as the concern about the waste of the independent time, identifies a real problem area in the school system. As with the community, teachers recognize that many students are not assuming the responsibility that the great deal of independent study time gives them.

A third problem area is suggested by the responses to Item 20 and to Items 1 and 11 under Part 4. These items suggest that teacher-pupil relations are not as good as the desired levels would recommend. For example, teachers do not seem to be readily available for pupil assistance and teachers do not seem to be seeing their students as much as they did under a more traditional plan.

Several items suggest the need for greater teacher involvement in the decision-making process and a need to improve individualized instruction opportunities, the curriculum, and the counseling services provided to the students. Teachers, as well as the community, expressed a need for better parent-teacher communication. This is an alarm area that is indicated by this questionnaire and by the School Survey. There seems to be a rather low impression of teacher-teacher relation. This will be discussed further in the following section.

The many items that were rated "acceptable" suggest that the overall goals of the system and the New Design are being achieved. Typical of the responses to these questions are the achieving of the desired levels to the following three items. Eighty-seven percent of the teachers prefer modular scheduling to traditional scheduling, 92 percent of the teachers say they enjoy teaching in White Bear Lake Senior High School, and 82 percent of the teachers report they would recommend White Bear Lake High School to a friend. These items typify the large number of acceptable responses from the teacher questionnaire.

The next instrument to be discussed is the School Survey, an instrument developed at the Industrial Relations Center at the University of Chicago. The desired levels for the School Survey were set at the norm for data available with the instrument. A summary of the findings in 14 different categories is presented in Table 4. For each of these categories, a number of items were averaged together together to get the White Bear Lake responses and the norm reaponses. The bottom line of Table 4 is the norm percent favorable response while the top line is the mean of 143 profesaional staff at White Bear Lake Senior High School.

Strength areas, that is those categories where the response exceeds the norm level by more than 10 percentage points, include the following: materials and equipment, special services, and voice in the overall educational program. "The materials and equipment category provides information on the respondents' opinions about the selection, quality, quantity, and use of instructional materials, aids, and equipment in the school." Special services, as defined in the School Survey manual, is to determine whether the school provides those services that are adequate to meet the varying needs of students. It deals both with the availability of programs and the interpersonal relations between teachers and special service personnel. A typical example is the item, "Our library services for students are very satisfactory."

The category labeled "voice in educational program" is designed primarily to measure the teacher satisfaction with planning the school's educational program. It deals with curriculum development and choice of materials. A typical item is "the administration usually tries to take action on complaints from the faculty of this school."

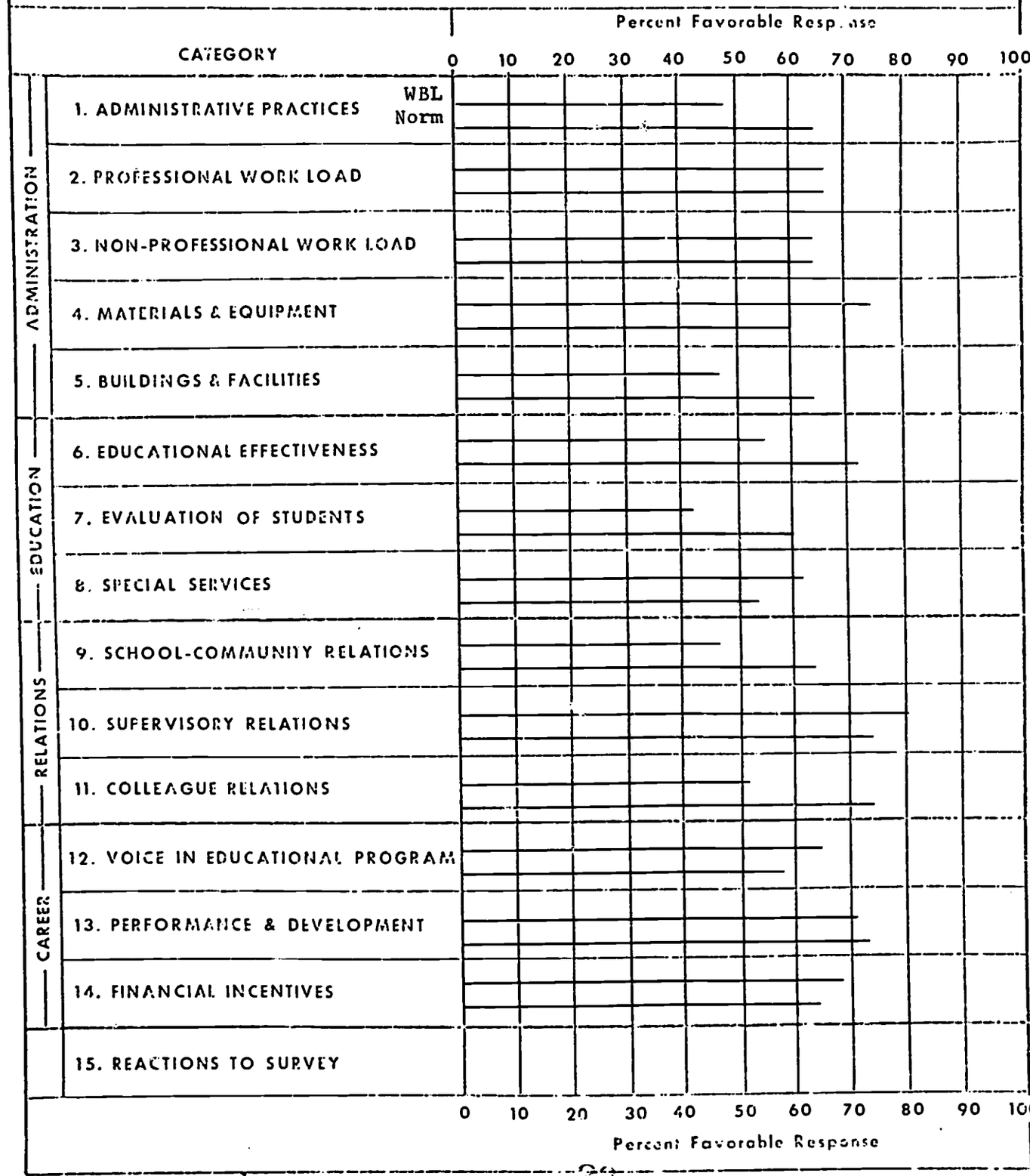
A further word of explanation is in order about the School Survey because the desired levels were determined by normative groups. The acceptable or desired levels are much lower than those of the previous questionnaires. For example, in the item just listed, the normative positive response is 55 per cent. The response for the White Bear Lake teachers was 64 percent, exceeding the desired level even though both the desired and the actual are lower than many of the questionnaire items.

TABLE IV

SCHOOL SURVEY - Summary Profile

GROUP PROFILED: Professional Staff
GROUP CODE NO.: White Bear Lake
NO. IN GROUP: 141

LEGEND:



INDUSTRIAL RELATIONS CENTER THE UNIVERSITY OF CHICAGO

Because the School Survey is a trial tested and externally developed instrument, it is the recommendation of our evaluation group that the responses of this instrument be considered very carefully. We believe it detects some of the key problems and key strengths in the school system.

Problem areas suggested by the professional staff response to the School Survey are listed below. Next to each category title is a sentence or two explaining what the category title means. For a complete listing of the items and the White Bear Lake response, the reader is referred to Appendix C.

Problem Areas

1. Administrative Practices

   This category measures the respondent's evaluation of the work of the administration in the school system. It includes both human relations and administrative aspects of the work at this level. It is designed to assess the more general aspects of the administrator-teacher relationship.

2. Educational Effectiveness

   This category deals mainly with the effectiveness of the school in meeting the educational needs of the community. It attempts to determine whether the teachers feel that the school is fulfilling its community responsibilities.

3. Evaluation of Students

   This category attempts to assess the respondent's attitude toward the process of evaluating and reporting student progress. It includes the general provision of teacher-student relationships primarily in the area of reporting student promotion, grading and the like.

4. School-Community Relations

   This category reflects the teacher's understanding of the roles and responsibilities of the administration, school board, and community in operating the school system. It reports that the teachers do not consider existing relationships to be adequate to provide an effectively functioning school system.

5. Colleague Relations

   This category deals with the friendliness of people in the school and the interpersonal relationships among the various groups in the school. It is concerned both with the professional and social relationships.

6. Building and Facilities

   This category assesses the physical working conditions within and immediately surrounding the school. It also measures the teacher's feelings about the adequacy of the facilities and the administrative interest in maintaining and improving them.

A further word of explanation is in order about the above categories. The average White Bear Lake teacher response is below the norm group approximately 15 to 20 percentage points. However, the norm group is a sample of 959 teachers in seven districts in Illinois, particularly in the Chicago area. When interpreting the above results, the nature of the norm group must be kept in mind. Those readers interested in a precise definition of the items making up the categories of the School Survey are referred to the School Survey manual itself.

The several categories where the objectives are rated acceptable include professional workload, supervisor relations, financial incentives, nonprofessional workload, and performance and development. Again the decision makers are reminded of the need to carefully examine the responses to individual items comprising the above categories. It is believed that this analysis will yield clues as to the source of the strength areas as well as the problem areas.

STUDENTS

The achievement of student objectives was assessed using the Student Questionnaire and the scores on the Iowa Test of Educational Development (ITED). The Student Questionnaire was concerned primarily with determining students' attitudes while the ITED was used to determine variations in achievement levels. The attitudes of students will be discussed first.

TABLE V

Summary of Student Questionnaires

N = 293	Desired Favorable Response	% Favorable Response	Rating
1. All students should have the opportunity to attend a school with modular scheduling. (A)	75%	88%	Strength Area
2. The senior high school has better teachers than other area high schools. (A)	70%	64%	Acceptable
3. Students are given too much responsibility for their own learning. (D)	50%	76%	Strength Area
4. There are more discipline problems among our students than in other schools. (D)	75%	66%	Acceptable
5. The majority of our students are satisfied with the school. (A)	90%	74%	Problem Area
6. Most of our teachers care more for getting high salaries than for improving students' learning. (D)	75%	61%	Problem Area
7. The school facilities are inadequate for present needs as to size and design. (D)	90%	31%	Problem Area
8. Students are evaluated and graded fairly. (A)	75%	66%	Acceptable
9. The tax dollar is being well spent on the high school. (A)	50%	50%	Acceptable
10. The senior high school is providing quality education for the children of the community. (A)	70%	85%	Strength Area
11. Less independent study time should be given to students. (D)	90%	84%	Acceptable
12. Use of individual performance standards to judge student progress tends to lower the quality of work produced. (D)	80%	68%	Problem Area
13. Too many different courses are offered in the high school. (D)	80%	94%	Strength Area
14. More than half of their independent study time is wasted by students. (D)	80%	48%	Problem Area
15. Too much emphasis is placed on inter-scholastic athletics. (D)	50%	76%	Strength Area
16. Students can learn better in a regular class than through individualized instruction. (D)	75%	80%	Acceptable
17. Team teaching contributes to improved student learning. (A)	60%	70%	Strength Area
18. Students should be limited to a maximum of four courses at any one time. (D)	60%	88%	Strength Area
19. Listening to the teacher lecture is the best way for high school students to learn. (D)	70%	87%	Strength Area
20. Teachers are readily available to consult with individual students. (A)	80%	49%	Problem Area

TABLE V

		Desired Favorable Response	% Favorable Response	Rating
21.	Instructional secretaries, teacher aides, media specialists, and other supportive staff are too costly for the value they provide. (D)	90%	64%	Problem Area
22.	The most useful component of modular scheduling is the small group. (A)	50%	80%	Strength Area
23.	There should be no required courses in senior high school.	(Information item; see appendix)		
24.	I would recommend our high school to a friend. (A)	80%	85%	Acceptable
25.	There is an adequate variety of extracurricular activities for students. (A)	75%	80%	Acceptable

Part II

1.	Buildings and facilities	80%	59%	Problem Area
2.	Job placement	80%	86%	Acceptable
3.	Athletic program	80%	92%	Strength Area
4.	Student control	80%	70%	Problem Area
5.	School administration	80%	80%	Acceptable
6.	Individualized instruction	80%	79%	Acceptable
7.	Curriculum	80%	91%	Strength Area
8.	Teachers' salary	80%	88%	Acceptable
9.	Career information	80%	78%	Acceptable
10.	Extracurricular activities	80%	90%	Strength Area
11.	Instruction	80%	88%	Acceptable
12.	Resource materials	80%	80%	Acceptable
13.	School board decision making	80%	73%	Acceptable
14.	Personal counseling	80%	85%	Acceptable
15.	Parent-teacher communication	80%	85%	Acceptable

Part III	Desired Favorable Response	% Favorable Response	Rating		Desired Favorable Response	% Favorable Response	Rating
Useful	75%	84%	Acceptable	Unnecessary	75%	93%	Strength
Expensive	75%	80%	Acceptable	Valuable	75%	58%	Problem
Innovative	75%	12%	Problem	Rigid	75%	92%	Strength
Harmful	75%	92%	Strength	Traditional	75%	98%	Strength
Dangerous	75%	93%	Strength	Poor	75%	93%	Strength
Effective	75%	66%	Acceptable	Individualizing	75%	57%	Problem
Impersonal	75%	89%	Strength	Adequate	75%	39%	Problem
Old	75%	98%	Strength	Extravagant	75%	94%	Strength
Stimulating	75%	36%	Problem				

TABLE V

	Desired Favorable Response	% Favorable Response	Rating
1. Greater freedom of movement within the school has created a better learning environment. (A)	75%	73%	Acceptable
2. Teachers are available for individual help. (A)	75%	56%	Problem Area
3. There is no place in the school to go for self-study. (D)	80%	72%	Acceptable
4. The N grade should be abolished. (D)	75%	66%	Acceptable
5. There should be no required courses. (A)	(Information item; see appendix)		
6. I feel most of my teachers are interested in me as a person. (A)	75%	56%	Problem Area
7. Certain departments have discouraged the taking of extra courses by students. (D)	75%	62%	Problem Area
8. The curriculum has been individualized to meet my needs. (A)	50%	61%	Strength Area
9. I feel a counselor is helpful to me in working out my personal problems. (A)	75%	40%	Problem Area
10. Most of my courses are very boring. (D)	75%	69%	Acceptable
11. I am not personally involved in the activities of the school. (D)	80%	56%	Problem Area
12. There is enough freedom in the course selection to meet the personal needs of the students. (A)	75%	77%	Acceptable
13. The school administration is interested in the students. (A)	75%	56%	Problem Area
14. I have had a private conference this year with at least one of my teachers. (A)	80%	56%	Problem Area
15. What percent of your class meetings do you skip on the average each week?	90%/90%	90%/90%	Acceptable
16. What percent of your unscheduled time do you think is wasted each week?	80%/50%	84%/50%	Acceptable
17. In how many courses are you enrolled this semester?	40%/6	40%/6	Acceptable
18. Are you involved in an independent study program for any of your courses?	50%	33%	Problem Area
19. Have you ever visited a class in which you were not enrolled as a regular student?	50%	57%	Acceptable
Part V			
Dull - Interesting	3.0	3.3	Acceptable
Strict - Lenient	3.0	3.0	Acceptable
Pleasant - Unpleasant	3.0	3.3	Acceptable
Heaven - Hell	3.0	2.8	Acceptable
Helpful - Harmful	3.0	3.9	Strength Area
Good - Bad	3.0	3.8	Strength Area
Weak - Strong	3.0	3.4	Acceptable
Friendly - Cold	3.0	3.3	Acceptable
Fun - Drudgery	3.0	3.3	Acceptable
Easy - Hard	3.0	3.1	Acceptable
Valuable - Worthless	3.0	3.9	Strength Area
Exciting - Boring	3.0	3.0	Acceptable
Rewarding - Punishment	3.0	3.7	Strength Area
Zoo - Museum	3.0	2.4	Strength Area

Strength areas as far as students' attitudes are concerned were indicated when the responses exceeded the desired levels by more than 10 percentage points. Similarly, problem areas were defined as those items that failed to reach the desired levels by more than 10 percentage points. We can summarize the strength areas by stating that the student's general impression of the school and the flexible modular program is good. On items concerning those two points, the students exceeded the desired levels. In addition, they accurately valued the components of the New Design; individualized instruction, variety of courses, the value of team teaching, the value of small groups, and the like. Similarly, they rated the athletic program as excellent as well as the extracurricular activity program.

The students themselves see very little threat with flexible modular scheduling as judged by their responses to Part 3.

In Part 5 we found the students likely to rate White Bear Lake Senior High School as helpful, good, valuable, and rewarding with none of the negative terms being the highest rated term for that criteria.

Another strong area as judged by the students was the response to the item "students are given too much responsibility for their own learning." Only 24 percent of the students expressed agreement to that item, suggesting that they believe they are able to handle this responsibility. Later we will see that answers to other items tend to conflict with this response.

The identified problem areas according to students' responses can be seen by carefully examining Table 5. The major concern of students centers upon their perception of teachers and administrators caring about and being available for students. Items that suggest this characteristic are the fact that 39 percent of the students believe that teachers care more for getting higher salaries than for improving student learning, and only 49 percent of the students agreed that "teachers are readily available to consult with individual students." Desired levels were not achieved on items concerning the administrators' responses to students' needs and in the number of times that students had private conferences with teachers or with counselors.

Students also perceived the need for improved facilities and questioned whether or not the learning aids in the form of teacher aides,

media specialists, and other supportive staff were being used effectively. In Part 3 of the questionnaire, the students tended to rate the system not as innovative, stimulating, valuable and adequate as the desired levels would suggest. They were also below the adequate levels in the response to the fact that some departments (36 percent) do discourage taking of extra courses and that 67 percent of the students reported they are not involved in any independent study whatsoever.

One of the more interesting findings of the student responses when compared with the adult responses is their failure to perceive the problem in lack of responsibility for their free time. This is perhaps not too surprising considering the students are doing the rating yet it points out a conflict area between what students perceive ought to be the situation regarding their own responsibility and what teachers and the community perceive as the usefulness of their independent time.

In the category labeled "acceptable" (the objectives are being achieved) a large number of items met these standards. Some typical responses are that 66 percent of the students felt they were evaluated and graded fairly while 69 percent of the students reported that their courses were not boring. A final comment on the student responses concerns the semantic differential technique used in Part 5 where we note that students were more likely to rate White Bear Lake Senior High School as a zoo than as a museum. The meaning of this rating is not clear in the minds of the evaluators.

ACHIEVEMENT RESULTS - IOWA TEST OF EDUCATIONAL DEVELOPMENT

Of interest in an evaluation study is examining the effect a school's program has on the achievement of students proceeding through this program. For these purposes, the Iowa Tests of Educational Development (ITED) were administered to seniors and the results of these tests compared with their results in grades ten and eleven. This gives a rough estimate of achievement growth for a single class (Class of 1971) as it progresses through the program. Table 6 shows the results of these tests in composite scores on ITED.

TABLE VI

Iowa Tests of Educational Development
Summary of Composite Scores for the Class of 1971

	Grade 10	Grade 11	Grade 12
Class Enrollment - White Bear Lake	718	701	723
N for Testing - White Bear Lake	664	586	554
Mean Standard Score - National	16.4	18.5	19.6
Mean Standard Score - White Bear Lake	16.8	19.4	20.6
Student Norm %	68	69	72
Projected Growth Scales on National Norms	518.0	540	555
Growth Scales - White Bear Lake	518.0	548.9	562.5

Although the class enrollment remained fairly constant, the number actually being tested (N) dropped markedly. It cannot be safely assumed that the 169 seniors not tested as seniors (23.4%) are a representative sample of all seniors.

Using the data on students tested, White Bear Lake Seniors rank at the seventy-second percentile on national norms. Growth rates reflected in the rise in percentile rank and the growth scales show slight gains from grade 10 to grade 12. Because nearly one-fourth of the seniors were not present for testing, it seems safe only to conclude that the growth rate through the senior high school program of the present White Bear Lake Seniors does not differ significantly from the typical group of seniors nationally.

GRADUATES

In cooperation with TIES (Total Information for Educational Systems), the responses to several selected items from students graduating three years ago and five years ago are reported in this section. The characteristics of the graduates over the past five years are presented in Table 7. The purpose of this table is to present what the graduates of White Bear Lake Senior High School are likely to be doing during the five years following graduation. It is interesting to note that 67 percent of last year's graduates are now students and also to note how that number decreases with time, particularly after 1967. We also noticed that the number of graduates who find themselves in the military or who become housewives gradually increases as time progresses.

TABLE VII

Characteristics of Graduates

		Year				
If given your choice, would you elect to send your children to White Bear Lake Senior High School? (Yes)		1970	1969	1968	1967	1966
		70%	71%	76%	67%	75%
Number of Respondents		230	260	185	122	147
		1970	1969	1968	1967	1966
Current status of graduates	Unemployed	6	4	5	2	4
	Working	20	25	26	26	39
	Student	67	61	46	40	16
	Military	4	5	8	10	12
	Housewife	1	5	14	20	27
	Other	3	-	1	1	2

(Percentages)

The TIES questionnaire was designed independently of the evaluation study; however, several items were thought to measure the objectives developed by the evaluation committee of the school and the evaluation staff at ERDC. These items measure objectives and are reported in Table 8.

Selected items from the TIES questionnaire for graduates of three years ago and graduates of five years ago are shown. In general the graduate responses indicate that the objectives established by the school are being achieved. Only in Item 7 do the graduates of both years fail to reach the desired levels. This item concerns the opportunity for informal personal discussion with half the teachers and the number responding was not quite to the desired level established. However, the responses to the remainder of the items suggest that graduates from White Bear Lake Senior High School leave the school with a feeling that they have received an education that is adequately preparing them for their future life. We think the responses to the item "if given your choice, would you send your children to White Bear Lake Senior High School" typify quite well the general positive feelings possessed by these graduates.

TABLE VIII

Summary of Selected Responses for 1968 and 1966 Graduates

	N (1968) = 185 N (1966) = 143		Desired Favorable Response	% Favorable Response	Rating
1.	If after graduating from high school you entered into a vocational, trade, or business school, how satisfied were you with the benefits derived from industrial arts, vocational education, business education, and/or home economics at White Bear Lake High School? (Satisfied)	1968	70%	74%	Acceptable
		1966	70%	86%	Strength Area
2.	As a college or college-bound student, do you feel you were well prepared for college? (Yes)	1968	75%	73%	Acceptable
		1966	75%	64%	Problem Area
3.	If given your choice, would you elect to send your children to White Bear Senior High School? (Yes)	1968	70%	76%	Acceptable
		1966	70%	75%	Acceptable
4.	Did White Bear Senior High School provide a vehicle for social involvement and growth? (Yes)	1968	80%	75%	Acceptable
		1966	80%	66%	Problem Area
5.	Did you have an informal personal discussion with more than half of your teachers at White Bear Senior High School? (Yes)	1968	90%	77%	Problem Area
		1966	90%	76%	Problem Area
6.	Were the communication skills obtained at White Bear Senior High School adequate for daily living? (Yes)	1968	90%	95%	Acceptable
		1966	90%	96%	Acceptable
7.	Did your high school experiences enable you to develop self-discipline? (Yes)	1968	85%	90%	Acceptable
		1966	85%	91%	Acceptable

ON-SITE OBSERVATIONS AND INTERVIEWS

Following are overviews of the impressions of several visits to the White Bear Lake Senior High School during January, February, and March. The data that follows is subjective in nature and reflects the opinions and interpretations of the on-site observers and interviewers:

1. The overwhelming opinion of students and staff regarding the "New Design" is very positive. Neither group would prefer a traditional scheduling pattern.

2. Many of the problems identified in this report are related to the lack of space and facilities.

    a) Many students anticipating work on assignments find no available space in resource centers and leave to visit with their friends in the halls and cafeteria area.

    b) The library is often overcrowded during times when the entire cafeteria area is unavailable for student use due to the heavy lunch schedule.

    c) There is no area available for small groups of students to discuss assignments. They must either work independently in resource centers and the library or be exposed to the often noisy environment of the cafeteria area.

    d) Students all mentioned the lack of space and time to eat their lunch.

3. The students interviewed indicated they used their independent study time wisely, but that a large portion (30-50 percent) of the student body did not. (There seems to be improvement as one progressed through the program, i.e., seniors had learned to use their time more wisely than they did as sophomores.) Even while using the resource centers some students indicated there was nothing to do, and at times they could not find needed materials in some centers.

4. A significant number of students indicated they had difficulty meeting with teachers during independent study time or that they did not choose to meet with teachers. Some teachers often make appointments with students during free mods, others do not. Regardless of the source of responsibility for student-teacher conferences, a large number of students are not meeting individually with their teachers.

5. The Core students were generally very pleased with their curriculum and instruction. The program is moving in a positive direction in meeting the curricular and instructional needs of the students. The staff is dedicated and is generally interested in the student and relates well to him. The physical facilities are inadequate as to design. For example, Core students may elect science as a Core subject, yet laboratory use seems almost nonexistent. Provision also should be made to allow for subdivision of the large room into smaller instructional areas when desired. There is also a public relations problem both within and without the school. The Core students perceive that non-Core teachers and community people "look down on them". In interviews with some non-Core teachers and community residents, a negative attitude toward Core was evident.

CONCLUSION

The purpose of an evaluation study is to collect data useful in the decision-making process. It is not the intent of this report to make recommendations. That task properly falls under the domain of the decision maker. The data summarized in the foregoing section is presented in a form intended to be of greatest value to those responsible for decisions regarding continuation and/or modifications of the various components of the school program.

The decision makers at all levels within the school district should critically analyze the data, set priorities on problem areas, examine alternative strategies for change, and make recommendations. During the implementstion of any recommended change, evaluative procedures should be utilized to determine the extent to which the desired change is being achieved. This calls for implementation or process evaluation as well as a final or product evaluation.

If the continued use of this evaluation model is desirable in the future, those responsible for the evaluation study should periodically review and modify objectives and criterion levels to be consistent with current professional judgement.

The tables in the previous section represent only a portion of the wealth of data collected and available to decision makers. By careful examination of the instruments and responses in the appendix, one can gain access to additional information. The scope and usefulness of this report requires that much of the detailed and complex data be simplified and/or deleted. This detailed information has been recorded and is available on data keypunch cards and computer printouts and, if desired, can be gleaned from these sources. This data includes breakdown by sex, professional levels, parent-nonparent, age, and other characteristics of referent groups in addition to a more detailed breakdown of the dependent variables or responses.

The data collected and reported here meets and goes beyond the efforts and expectations originally proposed. We believe educators responsible for

the White Bear Lake Senior High School program will find it to be a valuable tool in the process of continuing, strengthening and/or modifying aspects of their program.

After careful examination of this report priorities and recommendations should be determined, and the design and implementation of changes should, with evaluation procedures, commence as soon as possible.

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School Survey (Yellow)
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NOTE: 1. Rating code for instruments

S = Strength Area
A = Acceptable
P = Problem Area

2. The symbol "-" before a percentage means "less than".
The symbol "+" before a percentage means "more than".

APPENDIX D
Flow Diagram of Evaluation Procedures

Administrative Leadership

APPENDIX A

Scheduling Designs: Innovation and Evaluation

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
COLLEGE OF EDUCATION
UNIVERSITY OF MINNESOTA

Fall, 1970
Volume VII
Number I

"The performance based evaluation model gives administrators a tool by which the success of programs can be determined in order to make sound decisions about their continuation and improvement."

A Performance Based Model for Program Evaluation

Introduction

The influx of federal money into education during the decade of the sixties resulted in the development of thousands of new programs. The goal of most of these new programs was departure from the traditional ways of educating our youth. Much time and effort was spent in designing new and, hopefully, improved means for attacking educational problems. However, the closing of the decade brought with it a reduction in federal spending, and pressure was exerted to initiate evaluation programs that would give some indication which of the many programs were successful. Unfortunately, the time and support available for evaluation planning and implementation was minimal, and little was available to guide program developers in setting up useful evaluation designs. As a result, there was considerable pressure for evaluation, but little available in the way of strategy to conduct these evaluations. This paper is a description of one attempt to add to the storehouse of available evaluation models.

Evaluation is the gathering of information to give decision makers data essential for sound, effective decisions. The usual reasons for these decisions are for program improvement (formative or process evaluation), program information (summative or product evaluation), or for reinforcement of those human efforts put forth in the program development (supportive evaluation).[1] The last is quite frequently the purpose for evaluative efforts even though it has little effect on

[1] Welch, Wayne W., "Evaluation of the PSNS Course, Part I: Design and Implementation", University of Minnesota, Minneapolis, 1970, (mimeo).

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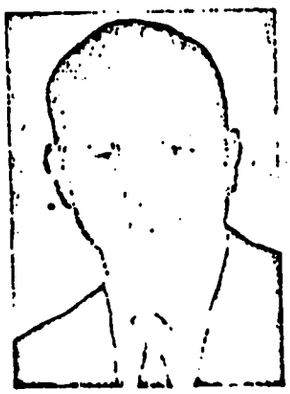

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subsequent decision making. An additional and often overriding reason lies in what has become known as "accountability". No longer is there enough money to fund every proposed program. Decision makers must answer these questions to community and federal fund sources: "What evidence is there that the program achieves its objectives?" "Is it worth the cost?" Providing data to help answer these and other similar questions has become the primary focus of evaluation efforts.

In addition to determining the reasons for conducting an evaluation study, the evaluator must obtain answers to the question, "What is being evaluated?" Specifically answering this question causes school people frustration and many agonizing moments. Yet, it is essential to clearly communicate the objectives of the program to the evaluator to enable him to know exactly what is to be evaluated.

Model Conception

The decade of the 60's was the decade of change and innovation in the public schools — modular flexible schedules, differentiated staffing, team teaching, performance curriculum, independent study, non-gradedness, and many others. Schools involved in these and other innovations are

under pressure from funding agencies and their local constituency to provide evidence that new programs are worthwhile. More and more, these schools are turning to outside agencies to evaluate their new programs. In response to these requests, a performance-based evaluation model was developed by the authors* and is currently being implemented in a St. Paul suburban high school, White Bear Lake.

Ideally an evaluation design should include some type of comparative data. This could be either the use of a control group or a comparison of pre and post test date. In many real situations, however, base line data are not available, and comparable schools either do not exist or are not readily accessible. It is desirable that some other strategy is available. A method must be designed to evaluate the program by precisely determining if the goals of a new program have been met. Such is the purpose of the performance based evaluation model described below.

The proposed strategy is to formulate as specifically as possible objectives that would measure the goals originally stated as the objectives of the program to be evaluated. The degree to which the objectives are achieved would be an indication of the success of this new program and would indicate components of the program needing modification and improvement. The testing of this model in the White Bear Lake Senior High School evaluation situation would allow for its refinement and subsequent use on a wider base.

Model Formulation

What is being evaluated? In this sample case, it is a program based on a coordination of the concepts and models of Trump and Allen.[2] The White Bear Lake Senior High School moved to a new design in secondary education in the fall of 1967. As stated in the report of their internal evaluation,[3]

*The model herein described was developed by Wayne W. Welch as a project of the Educational Research and Development Council of the Twin Cities Metropolitan Area and is currently being tested by Dwight Lindbloom and Maureen Flahaven in the White Bear Lake Senior High School.

[2] For such concepts and models see Bush, R.N. and Allen, Dwight, *A New Design for High School Education*, McGraw-Hill Book Co., New York, N.Y., 1964, and/or

Trump, J. Lloyd and Boynham, Dorsey, *Guide to Better Schools: Focus on Change*, Rand McNally and Company, Chicago, 1961.

[3] *Evaluation of White Bear Lake Senior High School Instructional Design, 1968-69*, White Bear Lake Senior High School, White Bear Lake, Minnesota, 1969, (mimeo).

the following are the five objectives of their "New Design":

1. To individualize instruction by focusing on the individual student through the use of performance curriculum.
2. To offer an expanded program to students by permitting and encouraging them to enroll in additional courses for credit or noncredit.
3. Better staff utilization through the team approach and use of teacher assistants, teaching interns, teacher aids, instructional secretaries, material specialists, and a comprehensive inservice education program.
4. To make change possible as the need arises through the use of flexible modular scheduling.
5. To teach students to become more responsible for their own learning through the use of independent study.

Why evaluate? The purpose of this evaluation is to give feedback as to the success of the program in achieving its goals. But more important, the information from this study will be used to make decisions regarding the improvement of the ongoing program.

Using the five objectives stated above as a base, specific operational or performance objectives were formulated with given criterion levels. Only in this way could the degree of objective achievement be assessed. Identification of specific objectives and criterion levels demands input from professionals with a good knowledge of the program evaluated. Therefore, the translation of the overall objectives into operational terms required a coordinated effort of the evaluation team and the program staff most closely involved in the design and implementation of the new program. Referent groups — students, graduates, staff, and community — were identified, and sets of objectives regarding these groups as well as overall specific objectives were formulated during a three day workshop. A total of 163 objectives and acceptable performance levels were developed to serve as the guideline for the evaluation.

A specific objective for students was, "At least 75% of the students will attend and work in open labs, resource centers, and/or the library at least 85% of their unscheduled time." Another typical objective for teachers was, "At least 85% of the teachers are developing and utilizing written behavioral objectives." Agreement on objectives as well as

tentative consensus regarding criterion levels was accomplished by the action of the total evaluation committee.

Model Refinement

With several sets of objectives in hand the evaluation team set out to eliminate duplicates, consolidate overlap, and clarify and refine all objectives formulated at the initial workshop. Using these refined objectives as a base for measurement, instruments and techniques were selected and developed for gathering data. Review of the instruments, agreement on the specific refined objectives, and consensus on the criterion levels were accomplished with the aid of the evaluation team in a day's workshop with program staff of the school system.

The development and selection of the instruments resulted in the following data gathering devices:

1. Questionnaires for all students, teachers, and 300 randomly selected community residents. All three questionnaires contain a common core of 25 questions plus individual components for each specific referent group.
2. A community questionnaire to be used through a personal interview technique for 50 parents and 50 non-parents randomly selected.
3. The Iowa Test of Educational Development for all students.
4. The *School Survey*, a standardized 120 item inventory for all teachers covering opinions and attitudes about their work.
5. A questionnaire for all graduates of the past five years including questions to measure specific White Bear Lake objectives.

In addition to the instruments mentioned above, structured observational techniques will be used in the classroom and school environment to supplement the data obtained through this instrumentation.

Model Testing

Data will be gathered during a three-month period. The community interviews will be conducted by four professional educators with training in interview techniques. The paper and pencil tests, questionnaires, and inventories will be administered by school personnel. All data collected will be statistically summarized and matched with the specific objec-

tives and related criterion levels. For example one objective states: "80% of students and teachers agree that performance standards or criterion measures provided in the performance curriculum are a strong incentive for students to do their best work." On the common core of test items for teachers and students, the respondent must agree or disagree with the statement: "Use of individual performance standards to judge student progress tends to lower the quality of work produced." In cases where criterion levels have been met and/or surpassed, (in the above example, 80%), the program objective will be considered met and the program a success at those points. If, however, the criterion levels have not been met, the evaluation committee will make specific recommendations for program improvement. If, for example, the data show that the community is not well informed on program changes, the recommendation may be to provide fiscal and human resources to strengthen the public relations program of the school. If it is determined that teachers behave similarly in small and large groups, this has implications for recommending inservice education in group dynamics. The decision makers at the secondary level will then have the data and alternative recommendations available to make decisions regarding the implementation of program improvement.

Model Generalization (Application)

It is difficult to make recommendations about the model in a generalized sense until its final testing at White Bear Lake. However, the model proposed by the writers has many possibilities (as well as problems) for program evaluation. Its major asset is that it can be used in a variety of settings and for a multitude of unique programs. It can also be combined with a statistical comparison approach when control groups are available. This performance based design can be used as a model for an internal evaluation where the use of control groups is extremely difficult. It is important that educators with knowledge of the program also be skilled in stating objectives behaviorally and work closely with the evaluation team in setting performance goals.

Weaknesses of this design stem to a large degree from its early stage of development and lack of refinement. Some of the problems are:

(1) Translation of the general objectives into specific performance terms. Although these objectives are specific and not subjective in nature, they are formulated by the subjective value judgments of the professionals.

(2) Determination of the criterion levels. These are also based on value judgments and therefore subjected to the potential unreliability of professional opinion. A distinction must be continually made between "what do we want" and "what do we expect".

(3) Selection, development, and validation of appropriate instruments and techniques for data collection that are relevant to the objectives.

This evaluative design shares the problems inherent in any evaluation in that it is situation-oriented. It is complex and difficult to define; the data collected are determined by feasibility and reflect the value judgments of decision makers; and, there is a lack of precise variable control. Because of the nature of evaluation, these studies will never obtain the precision and control of researeh studies. However, evaluation is now in its infancy in scientific development, and hopefully some of the problems will be resolved with the growth and refinement of its techniques.

It is the opinion of the writers that this performance-based model is applicable to a wide range of situations. Administrators and other decision makers will find in it a tool by which pertinent information can be collected and summarized regarding the success of programs in order to make sound decisions about their continuation and/or improvement.

APPENDIX B

SUMMARY OF EVALUATION WORKSHOP
WHITE BEAR LAKE SENIOR HIGH SCHOOL

In partial fulfillment of its agreement to conduct an evaluative study of the White Bear Lake Senior High School, an evaluation team from the staff of the Educational Research and Development Council of the Twin Cities Metropolitan Area (ERDC) met with the evaluation committee of the White Bear Lake Senior High School in a three-day workshop, June 8, 9, and 10, 1970.

The purpose of this workshop was to initiate strategies by identifying and formulating behavioral objectives for the new educational program in the high school.

The participants and objective formulators present included the following:

ERDC Staff:
Dr. Wayne Welch, Director of Research
Dwight Lindbloom, Research Assistant
Maureen Flahaven, Research Secretary

Evaluation Committee, White Bear Lake Senior High School:
Dr. Fred Rohde, Assistant Superintendent, Secondary Education
Paul Brynell, Counseling
Larry Cozad, Principal - Curriculum
William Fredell, Media
William Murray, Physical Education
Edward Holtz, Industrial Arts
Clarence Barta, Science
Ron Johnstone, Vocational Education
Joseph Tamillo, English
Al Hibbard, Foreign Language

The specific objectives of this workshop were:

1. To write a set of overall school behavioral objectives to serve as a basis for gathering evaluation data during the fall, 1970.
2. To state behaviorally, school goals regarding students, teachers, community, graduates, and other identifiable referent groups.
3. To select and/or develop specific instruments and techniques for gathering data to determine if objectives are being achieved.

The following procedure was followed to meet the objectives stated above:

1. The members of the evaluation team from ERDC and White Bear Lake High School were introduced.
2. The purpose of the evaluation, the proposed procedure (based on behaviorally stated objectives), possible forms of instrumentation, and possible forms of the outcome were explained and discussed.

3. Members of the White Bear Lake Evaluation Committee discussed the philosophy, concepts, implementation and operation of the New Design in White Bear Lake Senior High School.
4. To introduce all members to behavioralizing objectives on a school-wide basis, a general "warm-up" session was conducted in which members agreed on the form of these objectives.
5. The total group was subdivided into four groups representing students, graduates, faculty, and community, in order to formulate behavioral objectives in these specific areas.
6. The total group met to review a few of the objectives from each subgroup in order to gain consensus on the behavioral nature of the objective and its criterion level.
7. Subgroups met again to review, alter, clarify, and add to the objectives for their representative group.
8. The objectives for each group were totally reviewed and revised with agreement as to criterion levels by the total evaluation group.
9. New subgroups were formed to construct objectives for the overall school program geared specifically to the components of the New Design.
10. Again, review, revision, and clarification of these objectives was accomplished with agreement on specific criterion standards for each objective by the entire group.
11. All of the objectives were given to the staff of ERDC for refinement and instrument selection.
12. A review of procedure, related instrumentation, and projection for further total group involvement concluded the three-day workshop.

Summary and Evaluation

All the objectives stated above were accomplished. The ERDC evaluation staff found the White Bear Lake Evaluation Committee cooperative, congenial, and extremely competent in the formulation of behavioral objectives. All members of the evaluation committee participating in the workshop exhibited patience in explaining the intricate workings and components of the New Design, giving the ERDC personnel the needed framework within which the evaluation can successfully be conducted.

It was a wise decision to conduct a three-day rather than a five-day initial workshop, thereby reserving two days for later review, revision and evaluation.

It is essential to work with the members of the evaluation committee in the development of questionnaires and instruments designed to measure the objectives formulated at the workshop.

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APPENDIX C

SENIOR HIGH SCHOOL QUESTIONNAIRE

TM 002 104

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SENIOR HIGH SCHOOL QUESTIONNAIRE

Number of Respondents = 142

Parent of High School Student: Yes _____ No _____

Below are listed a number of statements about your senior high school, its students, and teachers. Please circle the appropriate letters that describe how you feel about the statement. Circle:

DD if you strongly disagree with the statement.

D if you disagree mildly with the statement.

A if you agree mildly with the statement.

AA if you strongly agree with the statement.

Thank you for helping us in this evaluation.

Desired Level	% Agree	Code		
			I.	
+50%	42%	A	1.	All students should have the opportunity to attend a school with modular scheduling. DD D A AA
+50%	53%	A	2.	The senior high school has better teachers than other area high schools. DD D A AA
-50%	61%	P	3.	Students are given too much responsibility for their own learning. DD D A AA
-25%	24%	A	4.	There are more discipline problems among our students than in other schools. DD D A AA
+90%	62%	P	5.	The majority of our students are satisfied with the school. DD D A AA
-25%	43%	P	6.	Most of our teachers care more for getting high salaries than for improving students' learning. DD D A AA
-10%	51%	P	7.	The school facilities are inadequate for present needs as to size and design. DD D A AA
+75%	76%	A	8.	Students are evaluated and graded fairly. DD D A AA

Desired Level	% Agree	Code			
+50%	53%	A	9.	The tax dollar is being well spent on the high school.	DD D A AA
+50%	78%	S	10.	The senior high school is providing quality education for the children of the community.	DD D A AA
-10%	60%	P	11.	Less independent study time should be given to students.	DD D A AA
-20%	37%	P	12.	Use of individual performance standarda to judge student progreas tends to lower the quality of work produced.	DD D A AA
-25%	14%	S	13.	Too many different coursea are offered in the high school.	DD D A AA
-20%	71%	P	14.	More than half of their independent study time is wasted by students.	DD D A AA
-50%	29%	S	15.	Too much emphasis is placed on inter-scholastic athletics.	DD D A AA
-50%	32%	S	16.	Students can learn better in a regular class than through individualized instruction.	DD D A AA
+60%	68%	A	17.	Team teaching contributes to improved atudent learning.	DD D A AA
-40%	17%	S	18.	Students should be limited to a maximum of four courses at any one time.	DD D A AA
-50%	14%	S	19.	Listening to the teacher lecture is the best way for high achool students to learn.	DD D A AA
+80%	37%	P	20.	Teachers are readily available to consult with individual students.	DD D A AA
-10%	40%	P	21.	Instructional secretaries, teacher aides, media specialiats, and other supportive staff are too costly for the value they provide.	DD D A AA
+50%	84%	S	22.	The most useful component of modular scheduling is the small group.	DD D A AA
	6%		23.	There should be no required courses in senior high school.	DD D A AA
+80%	75%	A	24.	I would recommend our high school to a friend.	DD D A AA
+75%	88%	S	25.	There is an adequate variety of extracurricular activities for students.	DD D A AA

PLEASE TURN THE PAGE

II.

In the spaces below, mark with a (✓) any areas where you think real improvement is needed in the senior high school.

Desired Level	% Checked	Code	
-20%	25%	A	_____ buildings and facilities
-20%	20%	A	_____ job placement
-20%	6%	S	_____ athletic program
-20%	46%	P	_____ student control
-20%	25%	A	_____ school administration
-20%	39%	P	_____ individualized instruction
-20%	11%	A	_____ curriculum
-20%	9%	S	_____ teachers' salary
-20%	32%	P	_____ career information
-20%	6%	S	_____ extracurricular activities
-20%	22%	A	_____ instruction
-20%	12%	A	_____ resource materials
-20%	27%	A	_____ school board decision making
-20%	34%	P	_____ personal counseling
-20%	38%	P	_____ parent-teacher communication
-20%	7%	S	_____ none that are obvious
-20%	15%	A	_____ others (list them) _____

III.

Mark with a (✓) those words that in your opinion describe the flexible modular scheduling program being used in the senior high school. Check all words you think are applicable.

Desired Level	% Checked	Code		Desired Level	% Checked	Code	
+75%	37%	P	_____ useful	-25%	29%	A	_____ unnecessary
-25%	29%	A	_____ expensive	+75%	29%	P	_____ valuable
+75%	34%	P	_____ innovative	-25%	2%	S	_____ rigid
-25%	30%	A	_____ harmful	-25%	0	S	_____ traditional
-25%	18%	A	_____ dangerous	-25%	34%	A	_____ poor
+75%	28%	P	_____ effective	+75%	33%	P	_____ individualizing
-25%	34%	A	_____ impersonal	+75%	19%	P	_____ adequate
-25%	0	S	_____ old	-25%	17%	A	_____ extravagant
+75%	32%	P	_____ stimulating				

APPENDIX C

WHITE BEAR LAKE
COMMUNITY INTERVIEW QUESTIONNAIRE

Number of respondents = 94

Hello, I'm _____, from the Educational Research and Development Council of the Twin Cities, and we are doing a study and evaluation of the new program in the Senior High School. I believe you received a letter of introduction stating we are interested in your opinions concerning the new program.

1. Have you had children attending White Bear Lake Senior High School?

   Yes _____ No _____

   If Yes, when _____ If No, any future attendance _____

   Grade _____ What school presently attending?

   Sex _____ _____

Desired Level	Rating Code	% Agree	
			2. What type of program does White Bear Lake Senior High School have?
		1%	Traditional
+75%	S	94%	Flexible Modular
		_____	Contract Method
		_____	Non-graded
		(5%	Don't Know)
			3. Some suburban schools have added various components to their school program; to your knowledge does White Bear Lake Senior High School have any of the following:
+75%	S	87%	A work-release program
+75%	P	61%	More than one teacher for a single course
-25%	A	33%	Open campus (students able to leave school grounds when not in class)
+75%	P	33%	Possibility to complete high school in two years
+75%	P	44%	A grading system with no failures
+75%	P	63%	Rating of students based on individual merit rather than group comparison
+75%	A	78%	A planned program for parents to visit the school
+75%	A	82%	Specially designed small group instruction for all students

Desired Level	Rating Code	% Agree	
			4. Have you ever done any of the following:
+35%	A	31%	Participated in a visitation program at the school
+35%	P	11%	Attended a school board meeting
+35%	A	42%	Talked to a teacher regarding the program
+35%	S	51%	Attended PTA, Citizens for Better Education or other education meetings (Underscore which)

5. Under the high school's new program, do you think the rate of the following has increased, stayed the same or decreased?

Daily Attendance:	27%	Increased	35%	Stayed the same	31% Decreased
Dropouts:	34%	Increased	32%	Stayed the same	26% Decreased
Non-graduates:	33%	Increased	35%	Stayed the same	21% Decreased
Achievement:	48%	Increased	21%	Stayed the same	24% Decreased
Student Interest:	42%	Increased	27%	Stayed the same	30% Decreased

6. In general, do you prefer the new design or the traditional program?

+60% P New 46% Old ____

Most Like: 35% made no comment.

1. 22% - Students can achieve more by themselves; individualized
2. 14% - The program is good for bright students.

Least Like: 3. 14% - There's a good variety of courses.

22% made no comment.

1. 24% - There is a lack of discipline or control.
2. 17% - There is too much free time.
3. 16% - The program is poor for the average or slower student.

7. In general, do the students like or dislike the high school program?

+60% A Like 67% Dislike 24%

Most Like:

Least Like:

Desired Level	Rating Code		% Agree
		8. In general, how do you think White Bear Lake Senior High School compares with other suburban schools? That is, is White Bear:	
+60%	A	Above Average	66%
		Average	26%
		Below Average	1%

9. Would you say White Bear Lake Senior High School is, or is not, providing students with the background for success in college or other post high school training?

+60%	S	Is	84%
		Is Not	

10. Would you say White Bear Lake Senior High School is, or is not, providing saleable skills for job entry for students who desire them?

+60%	S	Is	77%
		Is Not	

11. What is your opinion of the extra-curricular activities (including drama, music and the arts, athletics, and debate) at White Bear Lake Senior High? That is, would you say the program is:

+75%	S	More than sufficient	30%
		Sufficient	60%
		Insufficient to meet the needs and interests of the students	4%
		(Don't Know)	(6%)

(Too much?_____)
(Which areas?_____)

12. How much independent study time (that time when students are not in assigned classes) should senior high school students have:

		All of his time	6%
		Most of his time	11%
+60%	A	Some of his time	55%
		Very little of his time	22%
		None of his time	2%

Desired Level	Rating Code	% Agree	
			13. How much freedom does the student have under the new design?
		56%	Too much
+60%	P	31%	About right
		3%	Too little

14. Under the new design, is control of students or discipline:

		1%	Too strict
+60%	P	47%	About right
		44%	Too permissive

15. Should restrictions be placed on White Bear Lake Senior High School students regarding dress and appearance?

Yes 68% No 32%

If Yes, what kind of restrictions? 108 restrictions were offered

1. 38 asked for general or overall restrictions.
2. 30 wanted restrictions on long hair on boys.
3. 15 wanted to ban jeans, shorts and slacks on girls.

16. Should the school be involved in discussing current and controversial issues, such as:

Drugs:	Yes 99%	No ____
Birth Control:	Yes 87%	No ____
Gun Control:	Yes 92%	No ____
Sex Education:	Yes 94%	No ____
Draft Information:	Yes 95%	No ____
U. S. Involvement in War:	Yes 95%	No ____
Civil Rights:	Yes 98%	No ____

Other: _____

How do you think students would respond to the above? Positive 96%

17. Rank in order the kinds of information you would like to have about White Bear Lake Senior High School:

% Ranked First

76% Curriculum and program

11% Costs

7% Calendar of events

5% Minutes of School Board meetings

____ Other - what?

18. How do you usually find out what is going on at the high school?

50% Students

7% Teachers or other school personnel

7% Friends or neighbors

33% Newspapers, radio or television

1% Newsletter

____ Other - what?

19. How do you feel you can best be kept informed about the school?

23% Students

28% Newspapers, radio or television

33% Newsletter

13% Meetings

3% Other - what?

20. Do you feel that the White Bear Lake Senior High School administration is generally sensitive or generally insensitive to the community's educational needs and desires?

+60% S Sensitive 77% Insensitive 18%

21. Should there be more citizen involvement in making school decisions?

Yes 67% No _____

If Yes, concerning what areas?

20% - General
13% - New programs

22. Rank in order what you feel is the most effective means of reporting a student's progress:

3 Report card

1 Parent-teacher conference

2 Written statement by teacher

_____ Other - what?

23. Is the new design at White Bear Lake Senior High School more, the same, or less expensive than the traditional system?

More 54% Same 16% Less 14%

If More, is it worth the cost?

Yes 30% No 21%

24. If more money were made available to the senior high, where should this money be spent?

34% Smaller classes

10% Additional courses

3% Teacher salaries

3% More teacher training for present teachers

18% Educational materials

20% Facilities

6% Communication with community

3% Other - what?

25. Are there any other comments you would like to make about White Bear Lake Senior High School?

61% made no comment. A total of 155 comments were offered.

9 said the facilities were overcrowded.
9 said teachers and counselors were unavailable.
8 said there was too much free time.
8 said more supervision and control was needed.
7 said it was a good school and a good program.

BACKGROUND INFORMATION: 59 Parents; 35 Non-parents
41 Males; 53 Females

I. Name:_____

Address:_____

II. Education (Last school year completed) (of those interviewed)
12% non-high school graduates
44% were high school graduates
39% had post high school training
5% had post college training

(Spouse)_____

III. Occupation:_____

(Spouse)_____

IV. Age Estimate: less than 20-25 3% 25-30 10% 30-35 7%
35-40 22% 40-45 24% 45-50 17% 50-55 7%
55-60 3% 60-65 1% 65-70 and over 4% 70-75 ____

V. Length of Residence in White Bear Lake: less than 5 yrs. 22% 10-25 yrs. 43%
5-10 yrs. 19% over 25 16%

ED 069658

APPENDIX C

TEACHER QUESTIONNAIRE

WHITE BEAR LAKE SENIOR HIGH SCHOOL

TM 002 105

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SENIOR HIGH SCHOOL QUESTIONNAIRE

Number of Respondents = 143

Below are listed a number of statements about your senior high school, its students, and teachers. Please circle the appropriate letters that describe how you feel about the statement. Circle:

DD if you strongly disagree with the statement.

D if you disagree mildly with the statement.

A if you agree mildly with the statement.

AA if you strongly agree with the statement.

Thank you for helping us in this evaluation.

Desired Level	% Agree	Code			
			I.		
+95%	76%	P	1.	All students should have the opportunity to attend a school with modular scheduling.	DD D A AA
+90%	64%	P	2.	The senior high school has better teachers than other area high schools.	DD D A AA
-50%	48%	A	3.	Students are given too much responsibility for their own learning.	DD D A AA
-25%	27%	A	4.	There are more discipline problems among our students than in other schools.	DD D A AA
+90%	73%	P	5.	The majority of our students are satisfied with the school.	DD D A AA
-10%	10%	A	6.	Most of our teachers care more for getting high salaries than for improving students' learning.	DD D A AA
-10%	94%	P	7.	The school facilities are inadequate for present needs as to size and design.	DD D A AA
+75%	76%	A	8.	Students are evaluated and graded fairly.	DD D A AA

Desired Level	% Agreed	Code	2.		
+50%	64%	S	9.	The tax dollar is being well spent on the high school.	DD D A AA
+90%	84%	A	10.	The senior high school is providing quality education for the children of the community.	DD D A AA
-10%	61%	P	11.	Less independent study time should be given to students.	DD D A AA
-20	20%	A	12.	Use of individual performance standards to judge student progress tends to lower the quality of work produced.	DD D A AA
-25%	21%	A	13.	Too many different courses are offered in the high school.	DD D A AA
-20%	66%	P	14.	More than half of their independent study time is wasted by students.	DD D A AA
-50%	32%	S	15.	Too much emphasis is placed on inter-scholastic athletics.	DD D A AA
-10%	19%	A	16.	Students can learn better in a regular class than through individualized instruction.	DD D A AA
+60%	78%	S	17.	Team teaching contributes to improved student learning.	DD D A AA
-40%	6%	S	18.	Students should be limited to a maximum of four courses at any one time.	DD D A AA
-10%	1%	A	19.	Listening to the teacher lecture is the best way for high school students to learn.	DD D A AA
+80%	66%	P	20.	Teachers are readily available to consult with individual students.	DD D A AA
-10%	10%	A	21.	Instructional secretaries, teacher aides, media specialists, and other supportive staff are too costly for the value they provide.	DD D A AA
+50	71%	S	22.	The most useful component of modular scheduling is the small group.	DD D A AA
	18%		23.	There should be no required courses in senior high school.	DD D A AA
+80%	82%	A	24.	I would recommend our high school to a friend.	DD D A AA
+75%	92%	S	25.	There is an adequate variety of extracurricular activities for students.	DD D A AA

II.

In the spaces below, mark with a (✓) any areas where you think real improvement is needed in the senior high school.

Desired Level	% Checked	Code	
-20%	83%	P	_____ buildings and facilities
-20%	13%	A	_____ job placement
-20%	5%	S	_____ athletic program
-20%	60%	P	_____ student control
-20%	18%	A	_____ school administration
-20%	42%	P	_____ individualized instruction
-20%	35%	P	_____ curriculum
-20%	22%	A	_____ teachers' salary
-20%	11%	A	_____ career information
-20%	4%	S	_____ extracurricular activities
-20%	23%	A	_____ instruction
-20%	16%	A	_____ resource materials
-20%	32%	P	_____ school board decision making
-20%	35%	P	_____ personal counseling
-20%	55%	P	_____ parent-teacher communication
-20%	1%	A	_____ none that are obvious
-20%	10%	A	_____ others (list them) _____

III.

Mark with a (✓) those words that in your opinion describe the flexible modular scheduling program being used in the senior high school. Check all words you think are applicable.

Desired Level	% Checked	Code		Desired Level	% Checked	Code	
+75%	74%	A	_____ useful	-25%	4%	S	_____ unnecessary
-25%	34%	A	_____ expensive	+75%	62%	P	_____ valuable
+75%	73%	A	_____ innovative	-25%	10%	S	_____ rigid
-25%	12%	S	_____ harmful	-25%	1%	S	_____ traditional
-25%	9%	S	_____ dangerous	-25%	8%	S	_____ poor
+75%	59%	P	_____ effective	+75%	66%	A	_____ individualizing
-25%	13%	S	_____ impersonal	+75%	18%	P	_____ adequate
-25%	0	S	_____ old	-25%	6%	S	_____ extravagant
+75%	60%	P	_____ stimulating				

IV.

FOR TEACHERS ONLY.

Years taught in White Bear Lake _____

Sex M 63 F 36

Desired Level	% Agree	Code			
+80%	52%	P	1.	I know my students better under the modular schedule than I did under a traditional program.	DD D A AA
-10%	12%	A	2.	This evaluation of the high school is a waste of money.	DD D A AA
+85%	78%	A	3.	Written behavioral objectives are useful in teaching my courses.	DD D A AA
+90%	61%	P	4.	The in-service programs have improved my teaching.	DD D A AA
-25%	22%	A	5.	The faculty senate is a waste of time.	DD D A AA
-10%	14%	A	6.	My students proceed through the class materials at the same pace throughout the year.	DD D A AA
+80%	73%	A	7.	I use written student evaluations of my courses to improve instruction.	DD D A AA
-25%	42%	P	8.	The majority of school decisions are made without consulting teachers.	DD D A AA
-25%	13%	S	9.	I prefer traditional scheduling to modular scheduling.	DD D A AA
-25%	30%	A	10.	The N grade should be abolished.	DD D A AA
				If so, why?_____	
+90/90% 18/90%		P	11.	With what percent of your students have you had a private conference this year?	_____ %
			12.	Check which of the following supportive staff are <u>not</u> being used effectively:	
-10%	7%	A		_____ clerical staff	
-10%	32%	P		_____ interns	
-10%	30%	P		_____ media and material specialists	
+90%	92%	A	13.	Do you enjoy teaching at White Bear Lake Senior High School?	No Yes

V. TEACHERS

In column I circle YES or NO for those changes you think have occurred in the senior high school during the past three years. In column II, circle YES or NO if you think the "new educational plan" is the main cause of the change.

Desired Level	% Yes	Code	I. HAVE OCCURRED		CHANGE	II. CAUSED BY THE NEW PLAN % Yes		
+75%	89%	S	1. YES	NO	Higher teacher salaries	10%	YES	NO
-25%	42%	P	2. YES	NO	More discipline problems	55%	YES	NO
+75%	68%	A	3. YES	NO	Improved learning *	73%	YES	NO
+75%	87%	S	4. YES	NO	More individualized instruction *	89%	YES	NO
+75%	64%	A	5. YES	NO	Improved administration	52%	YES	NO
+75%	43%	P	6. YES	NO	Better facilities	43%	YES	NO
-25%	6%	S	7. YES	NO	Poorer athletic teams	6%	YES	NO
+75%	70%	A	8. YES	NO	Greater professional role for teachers*	69%	YES	NO
+75%	85%	S	9. YES	NO	More staff assistance*	82%	YES	NO
+75%	66%	A	10. YES	NO	Better student-teacher relations*	76%	YES	NO
-25%	8%	S	11. YES	NO	Less challenging teaching*	27%	YES	NO
+75%	82%	A	12. YES	NO	More teacher freedom *	87%	YES	NO
+75%	46%	P	13. YES	NO	Differentiated staffing *	46%	YES	NO
+75%	87%	S	14. YES	NO	Greater variety of media used *	81%	YES	NO
+75%	92%	S	15. YES	NO	More courses for students*	91%	YES	NO
-25%	5%	S	16. YES	NO	Fewer in-service programs*	31%	YES	NO
+75%	36%	P	17. YES	NO	Better teacher-teacher relations	63%	YES	NO
+75%	77%	A	18. YES	NO	More student responsibility*	82%	YES	NO
-25%	53%	P	19. YES	NO	Less school spirit	41%	YES	NO

* items test "new program"

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APPENDIX C

Code Number

a	b
c	d

SCHOOL SURVEY

Number of Respondents = 141

CODE NUMBER Please write your code number in the space provided at the top of this page NOW.

INSTRUCTIONS. This inventory contains 120 statements covering your opinions and attitudes about your work. Read each one carefully, and decide how you feel about it. You will agree with some statements and disagree with others. You may be undecided about some. To help you express your opinion, three possible responses are given beside each statement. All you have to do is choose the response that most nearly reflects your opinion, and mark an "X" in the box under it. Use a pencil, and if you make an error or wish to change your answer, simply make an erasure and then mark an "X" in the proper box.

WORK RAPIDLY, BUT ANSWER ALL STATEMENTS. Do not spend too much time on any one statement. Some of the statements may not be worded exactly the way you would like them to be However answer them as best you can. Be sure to respond to every statement. Mark only one box for each statement. If you cannot really decide about a statement, mark the "?" box and go on to the next statement. This is not a test; there are no "right" or "wrong" answers.

GENERAL INFORMATION. Statements about "immediate supervisor" refer to the person to whom you are immediately accountable in the performance of your duties. "Administration" refers to all person who are one step above your immediate supervisor, all the way up to and including the superintendent and central office personnel

Norm %	WBL %	Code			Agree	?	Disagr
66%	58%	A	1.	People in this community are "education-oriented."	☐	☐	☐
68%	48%	P	2	Many staff people here are more concerned with their own personal interests than with the over-all welfare of the school.	☐	☐	☐
77%	82%	A	3.	My work here provides me with ample opportunity for personal growth and development	☐	☐	☐
68%	73%	A	4	I have plenty of opportunity here to express my ideas about salary matters.	☐	☐	☐
72%	67%	A	5.	This school assumes too many educational responsibilities that properly belong in the home or to other community agencies	☐	☐	☐
72%	50%	P	6.	It seems to me that the school board should reconsider the amount of authority it has delegated to the top administration.	☐	☐	☐
79%	72%	A	7.	Insofar as they affect me, decisions made by the administration are fair and equitable	☐	☐	☐
82%	53%	P	8.	I am asked to read too many communications from higher-ups in this school system	☐	☐	☐
43%	79%	S	9	Our library services for students are very satisfactory.	☐	☐	☐
60%	53%	A	10.	The work of staff specialists in this school (guidance counselors, librarians, social workers, nurses, etc.) is well coordinated with the work of the classroom teachers	☐	☐	☐

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Norm %	WBL %	Code			Agree	?	Disagree
70%	62%	A	11.	I am asked to spend too much time in meetings around here	☐	☐	☐
48%	55%	A	12.	Our salary system fails to compensate us sufficiently for years of service	☐	☐	☐
84%	85%	A	13.	My immediate supervisor backs me up in my dealings with parents	☐	☐	☐
58%	31%	P	14.	Physical facilities for our personal use (lounge, washroom, etc.) need to be greatly improved	☐	☐	☐
60%	78%	S	15.	The salary schedule here gives me little incentive to seek advanced training	☐	☐	☐
60%	43%	P	16.	From all I can gather, people who get promotions around here deserve them	☐	☐	☐
					Agree	?	Disagree
59%	45%	P	17.	Certain community pressure groups exert too much influence on the professional work of this school	☐	☐	☐
47%	59%	S	18.	The quality of supplementary materials for student use here needs to be greatly improved	☐	☐	☐
58%	31%	P	19.	The school board seems more concerned about keeping costs down than about building an effective school program	☐	☐	☐
22%	29%	A	20.	I feel our salary system adequately rewards outstanding work	☐	☐	☐
80%	67%	P	21.	I think my work performance is judged fairly here	☐	☐	☐
					Agree	?	Disagree
40%	47%	A	22.	The curriculum and methods assistance provided classroom teachers in this school is clearly effective	☐	☐	☐
58%	85%	S	23	The instructional materials provided for me here are very satisfactory	☐	☐	☐
50%	62%	S	24	A student here sometimes has to do without needed supplementary materials	☐	☐	☐
69%	66%	A	25	Little effort is made here to evaluate the effectiveness of our instructional program	☐	☐	☐
46%	77%	S	26.	The school library and reference materials are adequate to meet instructional needs	☐	☐	☐
56%	28%	P	27.	I think the school board does all it can to help build an effective educational program	☐	☐	☐
81%	81%	A	28.	My immediate supervisor seldom tries to get my ideas about things	☐	☐	☐

Go on to next page.

NORM %	WBL %	Code			Agree	?	Disagree
57%	34%	P	29.	School policy here for student promotion and retention is sound	☐	☐	☐
71%	72%	A	30.	The content of the textbooks my students use is poor	☐	☐	☐
73%	72%	A	31.	As far as I'm concerned, extracurricular duties (sponsoring student clubs and activities, etc.) are distributed fairly here	☐	☐	☐
80%	71%	P	32.	Most of the students I work with are at the grade level that is best for them	☐	☐	☐
84%	86%	A	33.	I would prefer a different work assignment (grade level, subject matter, etc.) from the one I now have	☐	☐	☐
79%	46%	P	34.	In general, I approve of school board policies	☐	☐	☐
63%	72%	A	35.	It is easy and convenient to get teaching aids and equipment into the classroom here	☐	☐	☐
					Agree	?	Disagree
57%	26%	P	36.	It seems to me that the school board fails to concern itself with some really important educational matters	☐	☐	☐
55%	53%	A	37.	The procedures for judging my performance are helpful to me in improving my work	☐	☐	☐
70%	66%	A	38.	Employee benefits here (sick leave, tuition refunds, personal leave, etc.) fail to fit our needs	☐	☐	☐
61%	32%	P	39	Almost all students here seem well prepared for advancement to the next grade level	☐	☐	☐
80%	60%	P	40.	In general, the parents of the students here are interested in helping us educate their children	☐	☐	☐
52%	33%	P	41.	I'm rarely told whether or not I'm doing good work	☐	☐	☐
					Agree	?	Disagree
49%	26%	P	42	There is an adequate program of student-teacher consultation here after each reporting period	☐	☐	☐
80%	74%	A	43.	I am seldom encouraged to attend outside professional conferences and workshops	☐	☐	☐
68%	65%	A	44.	I fail to understand how my work performance is evaluated	☐	☐	☐
68%	84%	S	45.	I have sufficient supplies for my work	☐	☐	☐
68%	75%	A	46.	I have adequate opportunity to express my viewpoints about the philosophy and goals of this school	☐	☐	☐
66%	72%	A	47.	The parents of students exert too great an influence on educational matters in this school	☐	☐	☐

Go on to next page.

Norm %	WBL %	Code			Agree	?	Disagree
50%	30%	P	48.	Our system for reporting student progress to parents needs considerable improvement	☐	☐	☐
76%	83%	A	49.	We are permitted to discuss controversial matters with students as long as we remain objective and factual	☐	☐	☐
68%	74%	A	50.	The administration seems to be willing to give careful consideration to our ideas and suggestions	☐	☐	☐
68%	78%	A	51.	My immediate supervisor keeps me well informed about matters affecting my work	☐	☐	☐
79%	53%	P	52.	This school lacks an "atmosphere of learning."	☐	☐	☐
64%	58%	A	53.	My salary is sufficient to give me a reasonable amount of security	☐	☐	☐
					Agree	?	Disagree
49%	74%	S	54.	The specialized programs here (music, art, drama, physical education, etc.) need to be greatly improved	☐	☐	☐
47%	75%	S	55.	My immediate supervisor seems to have sufficient influence with his superior in deciding what goes on in our work	☐	☐	☐
66%	14%	P	56.	Relations between the parents of students and the staff of this school need to be improved	☐	☐	☐
82%	24%	P	57.	The superintendent seems to have an effective working relationship with the school board	☐	☐	☐
36%	33%	A	58	Effective remedial help is available to any of my students who are failing in school	☐	☐	☐
48%	62%	S	59	I should have a greater voice in selecting student textbooks and reference materials	☐	☐	☐
82%	89%	A	60	There is a spirit of willingness to experiment with new curriculum ideas in this school	☐	☐	☐
					Agree	?	Disagree
73%	81%	A	61.	I seldom get the help I need in handling difficult discipline cases	☐	☐	☐
66%	48%	P	62.	The school board seems to recognize the professional character of our work in the schools	☐	☐	☐
53%	48%	A	63.	The emphasis on academic subjects in this district sometimes operates to the detriment of students who will not be pursuing academic programs later	☐	☐	☐
55%	45%	A	64.	The number of students I have to work with makes it difficult for me to do a good job	☐	☐	☐

Go on to next page

Norm %	WBL %	Code			Agree	?	Disagree
41%	32%	A	65.	The school board seems to be interested in obtaining our ideas and suggestions	☐	☐	☐
65%	50%	P	66.	I am required to do too much administrative paper work (attendance reports, tardy slips, statistical reports, etc.)	☐	☐	☐
48%	44%	A	67.	For my level of professional competence, I am adequately rewarded financially	☐	☐	☐
70%	61%	A	68.	The administration seems to lack interest in the personal welfare of the faculty of this school	☐	☐	☐
65%	53%	P	69.	Most of the time it's safe to say what you think around here	☐	☐	☐
50%	33%	P	70.	In my opinion, the school board seems to be divided on too many issues	☐	☐	☐
43%	66%	S	71.	In working with my students, I have adequate opportunity to allow for their individual differences	☐	☐	☐

					Agree	?	Disagree
56%	41%	P	72.	We lack satisfactory procedures here for evaluating student progress	☐	☐	☐
62%	48%	P	73.	Administrative matters seem to get more attention here than the educational program	☐	☐	☐
55%	43%	P	74.	There is adequate space and equipment for carrying out my work--including desk space, drawers, bookshelves, and the like	☐	☐	☐
67%	61%	A	75.	I am required to perform too many non-professional duties here (yard, hall, stair, lunchroom, and study hall duties)	☐	☐	☐
84%	48%	P	76.	People in this school cooperate well	☐	☐	☐

					Agree	?	Disagree
66%	81%	S	77.	The students I work with seem to need an unusual amount of discipline	☐	☐	☐
79%	86%	A	78.	My immediate supervisor fails to "go to bat" for us with his superiors	☐	☐	☐
75%	66%	A	79.	The buildings and grounds where I work are kept as clean and attractive as possible	☐	☐	☐
59%	46%	P	80.	In my opinion, our specialized services (EMH, speech therapy, guidance counseling, social work, etc.) fail to effectively meet the needs of students	☐	☐	☐
88%	84%	A	81.	Generally speaking, I feel I could do far better work with students different from those usually assigned to me	☐	☐	☐

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Norm %	WBL %	Code			Agree	?	Disagree
51%	35%	P	82.	Our standards for giving grades to students are satisfactory	☐	☐	☐
68%	71%	A	83.	My immediate supervisor seldom shows initiative in seeking ways to help us in our work	☐	☐	☐
78%	36%	P	84.	There are many cliques or groups in this school that create an unfriendly atmosphere	☐	☐	☐
82%	89%	A	85.	Interruptions (messages, monitors, intercom bulletins) are kept to a minimum here	☐	☐	☐
52%	36%	P	86.	Adequate facilities are available for my use during off-periods for grading papers, meeting with students and parents, and the like	☐	☐	☐
55%	64%	A	87.	The administration usually tries to take action on faculty complaints	☐	☐	☐
75%	43%	P	88.	The poor work performance of some people on this school staff makes it difficult to achieve adequate instructional goals	☐	☐	☐
					Agree	?	Disagree
88%	91%	A	89.	My immediate supervisor is fair in his dealings with me	☐	☐	☐
81%	62%	P	90.	The general physical condition of my work place (lighting, temperature, ventilation, etc.) hamper me in doing a good job	☐	☐	☐
75%	53%	P	91.	A few of the people in this school think they run the place	☐	☐	☐
62%	91%	S	92.	I receive sufficient clerical assistance to do my job effectively	☐	☐	☐
68%	82%	S	93.	There is little opportunity for me to take part in the development of the curriculum of this school	☐	☐	☐
51%	71%	S	94.	This school system fails to provide adequately for the needs of exceptional students (slow learners, gifted students, the handicapped)	☐	☐	☐
					Agree	?	Disagree
79%	75%	A	95.	My professional work load is fair and reasonable	☐	☐	☐
45%	37%	A	96.	Too many students here seem to be more interested in getting grades than in learning	☐	☐	☐
65%	40%	P	97	The classrooms, offices, and other work areas here need considerable improvement	☐	☐	☐
58%	53%	A	98.	Most of the meetings I am required to attend here are worthwhile	☐	☐	☐
67%	45%	P	99.	There seems to be too much friction between administrators in this district	☐	☐	☐

Go to next page

Norm %	WBL %	Code			Agree	?	Disagree
45%	45%	A	100.	Too often we are asked to work on committees whose efforts and reports are subsequently ignored	☐	☐	☐
73%	77%	A	101.	This school district lags behind other districts of comparable size and financial resources in introducing up-to-date materials and equipment	☐	☐	☐
70%	50%	P	102.	The layout of this school is inconvenient for the staff	☐	☐	☐
76%	70%	A	103.	Even when you take into account differences in student ability, other schools in this locality seem to be ahead of this one in educational effectiveness	☐	☐	☐
71%	62%	A	104.	My recommendations about promoting and retaining students are usually followed	☐	☐	☐
42%	53%	S	105.	I feel our school system is one big reason why people choose to live in this community	☐	☐	☐
78%	70%	A	106	My immediate supervisor seems to take suggestions for improvement as a personal criticism	☐	☐	☐
					Agree	?	Disagree
52%	56%	A	107.	We are seldom kept informed about what the school board and top administration are thinking	☐	☐	☐
54%	68%	S	108.	I would rate this district as one of the best for those who want to work in education	☐	☐	☐
53%	59%	A	109.	This district's in-service educational program helps me improve my professional skills	☐	☐	☐
55%	52%	A	110.	Jobs in this school district seem to be graded fairly with respect to salary	☐	☐	☐
85%	62%	P	111.	In my opinion, adequate educational standards are being upheld in this school	☐	☐	☐
					Agree	?	Disagree
65%	48%	P	112.	I'm essentially in agreement with the school's student retention policy	☐	☐	☐
80%	82%	A	113.	My immediate supervisor has an unrealistic view of what goes on in my work situation	☐	☐	☐
82%	74%	P	114.	Teachers and other professional personnel in this school freely share ideas and materials	☐	☐	☐
59%	72%	S	115.	Compared with other school districts in this locality, our salary scale here is okay	☐	☐	☐
73%	82%	A	116.	My students show normal consideration, courtesy, and respect	☐	☐	☐

Go to next page.

Norm %	WBL %	Code			Agree	?	Disagree
82%	24%	P	117.	Student absences are excessive in this school	☐	☐	☐
73%	70%	A	118.	I would definitely recommend this school to prospective teachers as a good place to work	☐	☐	☐
66%	62%	A	119.	Filling in this survey questionnaire is a poor way of finding out how I feel about my work in this district	☐	☐	☐
80%	81%	A	120.	Some good may come out of filling in this questionnaire	☐	☐	☐

COMMENTS.

APPENDIX C

STUDENT QUESTIONNAIRE

WHITE BEAR LAKE SENIOR HIGH SCHOOL

TM 002 107

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SENIOR HIGH SCHOOL QUESTIONNAIRE

Number of Respondents = 293

Below are listed a number of statements about your senior high school, its students, and teachers. Please circle the appropriate letters that describe how you feel about the statement. Circle:

DD if you strongly disagree with the statement.

D if you disagree mildly with the statement.

A if you agree mildly with the statement.

AA if you strongly agree with the statement.

Thank you for helping us in this evaluation.

Desired Level	% Agree	Code		
			I.	
+75%	88%	S	1. All students should have the opportunity to attend a school with modular scheduling.	DD D A AA
+70%	64%	A	2. The senior high school has better teachers than other area high schools.	DD D A AA
-50%	24%	S	3. Students are given too much responsibility for their own learning.	DD D A AA
-25%	34%	A	4. There are more discipline problems among our students than in other schools.	DD D A AA
+90%	74%	P	5. The majority of our students are satisfied with the school.	DD D A AA
-25%	39%	P	6. Most of our teachers care more for getting high salaries than for improving students' learning.	DD D A AA
-10%	69%	P	7. The school facilities are inadequate for present needs as to size and design.	DD D A AA
+75%	66%	A	8. Students are evaluated and graded fairly.	DD D A AA

Desired Level	% Agreed	Code	2.		
+50%	50%	A	9.	The tax dollar is being well spent on the high school.	DD D A AA
+70%	85%	S	10.	The senior high school is providing quality education for the children of the community.	DD D A AA
-10%	16%	A	11.	Less independent study time should be given to students.	DD D A AA
-20%	32%	P	12.	Use of individual performance standards to judge student progress tends to lower the quality of work produced.	DD D A AA
-20%	6%	S	13.	Too many different courses are offered in the high school.	DD D A AA
-20%	52%	P	14.	More than half of their independent study time is wasted by students.	DD D A AA
-50%	24%	S	15.	Too much emphasis is placed on inter-scholastic athletics.	DD D A AA
-25%	20%	A	16.	Students can learn better in a regular class than through individualized instruction.	DD D A AA
+60%	70%	S	17.	Team teaching contributes to improved student learning.	DD D A AA
-40%	12%	S	18.	Students should be limited to a maximum of four courses at any one time.	DD D A AA
-30%	13%	S	19.	Listening to the teacher lecture is the best way for high school students to learn.	DD D A AA
+80%	49%	P	20.	Teachers are readily available to consult with individual students.	DD D A AA
-10%	36%	P	21.	Instructional secretaries, teacher aides, media specialists, and other supportive staff are too costly for the value they provide.	DD D A AA
+50%	80%	S	22.	The most useful component of modular scheduling is the small group.	DD D A AA
	41%		23.	There should be no required courses in senior high school.	DD D A AA
+80%	85%	A	24.	I would recommend our high school to a friend.	DD D A AA
+75%	80%	A	25.	There is an adequate variety of extracurricular activities for students.	DD D A AA

II.

In the spaces below, mark with a (✓) any areas where you think real improvement is needed in the senior high school.

Desired Level	% Checked	Code	
-20%	41%	P	_____ buildings and facilities
-20%	14%	A	_____ job placement
-20%	8%	S	_____ athletic program
-20%	30%	P	_____ student control
-20%	20%	A	_____ school administration
-20%	21%	A	_____ individualized instruction
-20%	9%	S	_____ curriculum
-20%	12%	A	_____ teachers' salary
-20%	22%	A	_____ career information
-20%	10%	S	_____ extracurricular activities
-20%	12%	A	_____ instruction
-20%	20%	A	_____ resource materials
-20%	27%	A	_____ school board decision making
-20%	15%	A	_____ personal counseling
-20%	15%	A	_____ parent-teacher communication
-20%	12%	A	_____ none that are obvious
-20%	15%	A	_____ others (list them) _____

III.

Mark with a (✓) those words that in your opinion describe the flexible modular scheduling program being used in the senior high school. Check all words you think are applicable.

Desired Level	% Checked	Code		Desired Level	% Checked	Code	
+75%	84%	A	_____ useful	-25%	7%	S	_____ unnecessary
-25%	20%	A	_____ expensive	+75%	58%	P	_____ valuable
+75%	12%	P	_____ innovative	-25%	8%	S	_____ rigid
-25%	8%	S	_____ harmful	-25%	2%	S	_____ traditional
-25%	7%	S	_____ dangerous	-25%	7%	S	_____ poor
+75%	66%	A	_____ effective	+75%	57%	P	_____ individualizing
-25%	11%	S	_____ impersonal	+75%	39%	P	_____ adequate
-25%	2%	S	_____ old	-25%	6%	S	_____ extravagant
+75%	36%	P	_____ stimulating				

IV.

FOR STUDENTS ONLY.

CHECK: Grade: 10 37% 11 32% 12 29% Sex: M 46 F 52

Desired Level	% Agreed	Code		
+75%	73%	A	1. Greater freedom of movement within the school has created a better learning environment.	DD D A AA
+75%	56%	P	2. Teachers are available for individual help.	DD D A AA
-20%	28%	A	3. There is no place in the school to go for self-study.	DD D A AA
-25%	34%	A	4. The N grade should be abolished.	DD D A AA
	42%		5. There should be no required courses.	DD D A AA
+75%	56%	P	6. I feel most of my teachers are interested in me as a person.	DD D A AA
-25%	38%	P	7. Certain departments have discouraged the taking of extra courses by students.	DD D A AA
+50%	61%	S	8. The curriculum has been individualized to meet my needs.	DD D A AA
+75%	40%	P	9. I feel a counselor is helpful to me in working out my personal problems.	DD D A AA
-25%	31%	A	10. Most of my courses are very boring.	DD D A AA
-20%	44%	P	11. I am not personally involved in the activities of the school.	DD D A AA
+75%	77%	A	12. There is enough freedom in course selection to meet the personal needs of the students.	DD D A AA
+75%	56%	P	13. The school administration is interested in the students.	DD D A AA
+80%	56%	P	14. I have had a private conference this year with at least one of my teachers.	No Yes
-10% / +10%	10% / 10%	A	15. What percent of your class meetings do you skip on the average each week?	_____ %
-20% / +50%	16% / 50%	A	16. What percent of your unscheduled time do you think is wasted each week?	_____ %
+40% / 6 cr	40% / 6 cr	A	17. In how many courses are you enrolled this semester?	_____
+50%	33%	P	18. Are you involved in an independent study program for any of your courses?	No Yes
+50%	57%	A	19. Have you ever visited a class in which you were not enrolled as a regular student?	No Yes

20. What is the best thing about White Bear Lake Senior High School?

_____

_____

21. What is the greatest problem with the senior high school?

_____

_____

22. Which component of the school plan do you find most effective for your learning? (Circle one)

A. small group B. large group C. independent study D. laboratory

23. Check the reasons for taking courses other than required courses:

1	parent pressure	0	friend in course
0	like teacher	3	easy course
40	course content	8	other (what?_____)
		(46	omit)

V. STUDENTS

We want to find out how you feel about the senior high school. There are no "right" or "wrong" answers. Under the heading are pairs of words on a scale. You are to make a check in the box which best represents how you feel that word pair describes the senior high school.

Desired Level	Average	Code	WHITE BEAR LAKE SENIOR HIGH SCHOOL						
+3.0	3.3	A	DULL				*		INTERESTING
+3.0	3.0	A	STRICT			*			LENIENT
-3.0	2.7	A	PLEASANT			*			UNPLEASANT
-3.0	3.2	A	HEAVEN				*		HELL
-3.0	2.1	S	HELPFUL		*				HARMFUL
-3.0	2.2	S	GOOD		*				BAD
+3.0	3.4	A	WEAK				*		STRONG
-3.0	2.7	A	FRIENDLY			*			COLD
-3.0	2.7	A	FUN			*			DRUDGERY
-3.0	2.9	A	EASY			*			HARD
-3.0	2.1	S	VALUABLE		*				WORTHLESS
-3.0	3.0	A	EXCITING			*			BORING
-3.0	2.3	S	REWARDING		*				PUNISHMENT
3.0	2.4		ZOO		*				MUSEUM

ED 069661

FORM A 69

APPENDIX C

FORMER STUDENT FOLLOW-UP QUESTIONNAIRE

Your high school is interested in obtaining information about its former students. This information will enable school officials to assist students in planning their educational programs and in making career decisions.

Please answer the following questions to the best of your ability. All answers will be summarized by group and your individual identity will not be revealed.

DIRECTIONS:

(1) Mark your responses to the questionnaire items on the enclosed follow-up response card with a lead pencil. Since these responses will be machine tallied, it is imperative that the item letters on the questionnaire and on the response card correspond.

(2) Answer all questions. If a particular question is not relevant for you, mark the "not applicable" response.

(3) Several of the questions require that you select a code number from the lists on the back page. Be certain to mark each digit of your selected code number.

(4) Your high school may have enclosed an additional set of questions. If so, respond to these items beginning with item "AA" on your response card.

(5) Use the back of the response card to write any comments or suggestions that will better explain your responses.

(6) Return the response card and the current address card in the enclosed self-addressed envelope. Do not return the questionnaire.

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PERSONAL INFORMATION

A. What is your current marital status?

(1) Single
(2) Married
(3) Divorced
(4) Separated
(5) Widow
(6) Widower
(7) Other

B. How are you fulfilling your military obligation?

(1) Not applicable (women)
(2) Not yet called
(3) Exempt or rejected
(4) Deferred
(5) Six months reserve
(6) Enlistment
(7) ROTC program
(8) Drafted
(9) Other

C. In what branch of the military service are you serving?

(1) Not applicable
(2) Army
(3) Navy
(4) Air Force
(5) Marines
(6) Coast Guard
(7) National Guard
(8) Other

EDUCATIONAL INFORMATION

D. What type(s) of post-high school vocational training schools have you attended? (more than one possible)

(1) Have not attended
(2) Area vocational-technical school
(3) Private trade school
(4) Private business school
(5) On-the-job training
(6) Military service school
(7) Other

E. How many months of post-high school vocational training have you completed?

(1) None
(2) One to three months
(3) Four to six months
(4) Seven to twelve months

F. From the list of colleges and universities on the back page select the code number for the school that you first entered. (Mark the ten's or first digit in the upper row on your response card and the units or second digit in the lower row). If you have not entered a college, use the code number "00" for this item.

G. If you transferred, select the code number for the college or university that you then entered. (Use the same procedure as for F). If you have not entered a college or transferred, use the code number "00" for this item.

H. What is your approximate college grade-point-average (GPA)? (A = 4.0).

(1) Not applicable
(2) 3.5 to 4.0
(3) 3.0 to 3.4
(4) 2.5 to 2.9
(5) 2.0 to 2.4
(6) 1.5 to 1.9
(7) 1.4 and below

I. How did you finance your post-high school vocational or college education? (more than one possible)

(1) Not applicable
(2) Help from parents or relatives
(3) Scholarships or grants
(4) Loans
(5) Part time work
(6) Summer work
(7) Savings

J. From the list of post-high school vocational training and college majors on the back page select and mark the code number for your major. Use code number "00" if this item is not applicable.

OCCUPATIONAL INFORMATION

K. Which of the following best describes your current job status?

(1) Unemployed and seeking work
(2) Employed full time
(3) Student, not otherwise employed
(4) Student, employed part time
(5) In military service
(6) Housewife, not otherwise employed
(7) Housewife, employed full time
(8) Housewife, employed part time
(9) Other

L. If you are employed full time, how well satisfied are you with your present job?

(1) Not applicable
(2) Completely satisfied
(3) Somewhat satisfied
(4) Indifferent
(5) Somewhat dissatisfied
(6) Completely dissatisfied

M. What were the two most important factors in obtaining full time employment?

(1) Not applicable
(2) Family or friends
(3) State employment bureau
(4) Private employment agency
(5) Placement through training institution
(6) High School experience
(7) Personal search and application

COLLEGES AND UNIVERSITIES

UNIVERSITY OF MINNESOTA

01 College of Agric., Forestry, & Home Ec.
02 College of Liberal Arts
03 College of Education
04 Institute of Technology
05 General College
06 Duluth
07 Morris
08 Crookston Tech. Institute
09 U of M, Other

MINNESOTA LIBERAL ARTS COLLEGES

10 Augsburg
11 Bethel
12 Carleton
13 Concordia (Moorhead)
14 Concordia (St. Paul)
15 Dr. Martin Luther
16 Gustavus Adolphus
17 Hamline
18 Lea
19 Macalester
20 Mpls. School of Art
21 MacPhail College of Music
22 St. Benedict
23 St. Catherine
24 St. John
25 St. Mary, Winona
26 St. Olaf
27 St. Paul Bible
28 St. Paul Seminary
29 St. Scholastica
30 St. Teresa
31 St. Thomas
39 Other, Minn. Lib. Arts College

MINNESOTA STATE COLLEGES

40 Bemidji
41 Mankato
42 Southwest, Marshall
43 Moorhead
44 St. Cloud
45 Winona
49 Other, Minn. State College

MINNESOTA STATE JUNIOR COLLEGES

50 Anoka-Ramsey (Coon Rapids)
51 Austin
52 Brainerd
53 Fergus Falls
54 Hibbing
55 Itasca (Coleraine)
56 Lakewood (White Bear Lake)
57 Mesabi (Virginia)
58 Metropolitan (Mpls.)
59 Normandale (Bloomington)
60 North Hennepin (Osseo)
61 Northland (Thief River Falls)
62 Rainy River (International Falls)
63 Rochester
65 Vermillion (Ely)
66 Willmar
67 Worthington
79 Other Minn. State Jr. College

MINNESOTA PRIVATE JUNIOR COLLEGES

80 Bethany Lutheran (Mankato)
81 Corbett (Crookston)
82 Crosier Sem. (Onamia)
83 Golden Valley Lutheran
84 St. Clare (Little Falls)
85 St. Mary (Mpls.)
89 Other, Minn. Private Jr. College

OUT-OF-STATE COLLEGES & UNIVERSITIES

90 State University
91 State College
92 Private college or university
93 Junior college
94 Military Academy
98 Other Out-of-State college or university
99 College or University outside of U.S.

COLLEGE AND POST-HIGH SCHOOL VOCATIONAL TRAINING MAJORS

COLLEGE MAJORS

01 Accounting
02 Agriculture
03 Art
04 Biological Sciences
05 Business
06 Computer Science
07 Conservation, Forestry
08 Dentistry
09 Elementary Education
10 Engineering
11 English
12 Foreign Languages
13 Home Economics
14 Industrial Arts
15 Journalism
16 Law
17 Law Enforcement
18 Mathematics or Statistics
19 Medicine
20 Music
21 Nursing
22 Philosophy
23 Physical Education & Recreation
24 Physical Science
25 Psychology
26 Social Sciences
27 Speech and Drama
28 Theology
29 Veterinary Medicine
30 Vocational Education
39 Other, College Major

POST-HIGH SCHOOL VOCATIONAL TRAINING MAJORS

40 Agriculture-related occupation
41 Airline Hostess
42 Appliance Repair
43 Barbering
44 Clerical and Secretarial
45 Civil Highway Technology
46 Clothing-related occupation
47 Conservation Work
48 Construction Industry-related
49 Cosmetology
50 Data Processing Technology
51 Dental Assistant
52 Drafting Technology
53 Electricity and Electronics
54 Food-related occupation
55 Health & Medical-related occupation
56 Heavy Equipment Operation & Maintenance
57 Law Enforcement
58 Machine Trade occupation
59 Mechanics, Auto & Other
60 Photography
61 Printing & Graphic Arts
62 Radio Announcing
63 Sales and Marketing
64 Service-related occupations
65 Shoe Repair
66 Tailoring
67 Watch Repair
68 Welding
69 Other, Post-High School Vocational Training

ED 069662

FORM B 69

FORMER STUDENT FOLLOW-UP QUESTIONNAIRE

Your high school is interested in obtaining information about its former students. This information will enable school officials to assist students in planning their educational programs and in making career decisions.

Please answer the following questions to the best of your ability. All answers will be summarized by group and your individual identity will not be revealed.

DIRECTIONS:

(1) Mark your responses to the questionnaire items on the enclosed follow-up response card with a lead pencil. Since these responses will be machine tallied, it is imperative that the item letters on the questionnaire and on the response card correspond.

(2) Answer all questions. If a particular question is not relevant for you, mark the "not applicable" response.

(3) Several of the questions require that you select a code number from the lists on the back page. Be certain to mark each digit of your selected code number.

(4) Your high school may have enclosed an additional set of questions. If so, respond to these items beginning with item "AA" on your response card.

(5) Use the back of the response card to write any comments or suggestions that will better explain your responses.

(6) Return the response card and the current address card in the enclosed self-addressed envelope. Do not return the questionnaire.

MARITAL INFORMATION

A. What is your current marital status?

(1) Single
(2) Married
(3) Divorced
(4) Separated
(5) Widow
(6) Widower
(7) Other

B. How soon after leaving high school did you marry?

(1) Not married
(2) Married during high school
(3) Within six months
(4) Seven months to one year
(5) 13 months to two years
(6) 25 months to three years

C. How many children do you have?

(1) None
(2) One
(3) Two
(4) Three or more

EDUCATIONAL INFORMATION

D. What type(s) of post-high school vocational training schools have you attended? (more than one possible)

(1) Have not attended
(2) Area vocational-technical school
(3) Private trade school
(4) Private business school
(5) On-the-job training
(6) Military service school
(7) Other

TM 002 109

E. How many months of post-high school vocational training have you completed?

(1) None
(2) One to three months
(3) Four to six months
(4) Seven to twelve months
(5) 13 to 18 months
(6) 19 to 24 months
(7) 25 or more months

F. From the list of colleges and universities on the back page select the code number for the school that you first entered. (Mark the ten's or first digit in the upper row on your response card and the unit's or second digit in the lower row). If you have not entered a college, use the code number "00" for this item.

G. If you transferred, select the code number for the college or university that you then entered. (Use the same procedure as in F). If you have not entered a college or transferred, use the code number "00" for this item.

H. What was your main reason for transferring?

(1) Not applicable
(2) Distance from home
(3) Financial reasons
(4) Scholastic difficulty
(5) Changed educational objectives
(6) Disliked the college
(7) Pre-planned transfer
(8) Other

I. What is your approximate college grade-point average (GPA)? (A = 4.0)

(1) Not applicable
(2) 3.5 to 4.0
(3) 3.0 to 3.4
(4) 2.5 to 2.9
(5) 2.0 to 2.4
(6) 1.5 to 1.9
(7) 1.4 and below

J. How many total academic years have you attended college?

(1) None
(2) One half or less
(3) One year
(4) Two years
(5) Three years

K. From the list of post-high school vocational training and college majors on the back page select the code number for your major. Use the code number "OO" if this item is not applicable.

L. How did you finance your post-high school vocational or college education? (more than one possible)

(1) Not applicable
(2) Help from parents or relatives
(3) Scholarships or grants
(4) Loans
(5) Part time and summer work
(6) Savings
(7) G. I. Bill

M. If you left school before you reached your objective, what was the main reason?

(1) Not applicable
(2) Scholastic difficulty
(3) Financial reasons
(4) Health
(5) Marriage
(6) Changed objectives
(7) Other

N. What degrees or certificates do you hold? (more than one possible)

(1) None
(2) Certificate of completion
(3) Journeyman's card
(4) Associate of Arts degree
(5) Bachelor's degree
(6) Master's degree
(7) Other

OCCUPATIONAL INFORMATION

O. Which of the following best describes your current job status?

(1) Unemployed and seeking work
(2) Employed full time
(3) Student, not otherwise employed
(4) Student, employed part time
(5) In military service
(6) Housewife, not otherwise employed
(7) Housewife, employed full time
(8) Housewife, employed part time
(9) Other

P. How many full time jobs have you held since you left high school? (Do not include summer jobs)

(1) None
(2) One
(3) Two or three
(4) Four or five
(5) Six or more

O. How well satisfied are you with your present full time job?

(1) Not applicable
(2) Completely satisfied
(3) Somewhat satisfied
(4) Indifferent
(5) Somewhat dissatisfied
(6) Completely dissatisfied

R. What were the <u>two</u> most important factors in obtaining full time employment?

(1) Not applicable
(2) Family or friends
(3) State employment bureau
(4) Private employment agency
(5) Placement through training institution
(6) High school experience
(7) Personal search and application

MILITARY INFORMATION

S. How are you fulfilling or have you fulfilled your military obligation?

(1) Not applicable (women)
(2) Not yet called
(3) Exempt or rejected
(4) Deferred
(5) Six months reserve
(6) Enlistment
(7) ROTC program
(8) Drafted
(9) Other

T. In what branch of the military service are you serving or have you served?

(1) Not applicable
(2) Army
(3) Navy
(4) Air Force
(5) Marines
(6) Coast Guard
(7) National Guard
(8) Other

U. How long after leaving high school did you enter the military service?

(1) Not applicable
(2) Within six months
(3) Seven months to one year
(4) 13 months to two years
(5) 25 months to three years

COLLEGES AND UNIVERSITIES

UNIVERSITY OF MINNESOTA

01 College of Agric., Forestry, & Home Ec.
02 College of Liberal Arts
03 College of Education
04 Institute of Technology
05 General College
06 Ouluth
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09 U of M, Other

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14 Concordia (St. Paul)
15 Or. Martin Luther
16 Gustavus Adolphus
17 Hamline
18 Lea
19 Macalester
20 Mpls. School of Art
21 MacPhail College of Music
22 St. Benedict
23 St. Catherine
24 St. John
25 St. Mary, Winona
26 St. Olaf
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39 Other, Minn. Lib. Arts College

MINNESOTA STATE COLLEGES

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60 North Hennepin (Osseo)
61 Northland (Thief River Falls)
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93 Junior college
94 Military Academy
98 Other Out-of-State college or university
99 College or University outside of U.S.

COLLEGE AND POST-HIGH SCHOOL VOCATIONAL TRAINING MAJORS

COLLEGE MAJORS

01 Accounting
02 Agriculture
03 Art
04 Biological Sciences
05 Business
06 Computer Science
07 Conservation, Forestry
08 Oentistry
09 Elementary Education
10 Engineering
11 English
12 Foreign Languages
13 Home Economics
14 Industrial Arts
15 Journalism
16 Law
17 Law Enforcement
18 Mathematics or Statistics
19 Medicine
20 Music
21 Nursing
22 Philosophy
23 Physical Education & Recreation
24 Physical Science
25 Psychology
26 Social Sciences
27 Speech and Drama
28 Theology
29 Veterinary Medicine
30 Vocational Education
39 Other, College Major

POST-HIGH SCHOOL VOCATIONAL TRAINING MAJORS

40 Agriculture-related occupation
41 Airline Hostess
42 Appliance Repair
43 Barbering
44 Clerical and Secretarial
45 Civil Highway Technology
46 Clothing-related occupation
47 Conservation Work
48 Construction Industry-related
49 Cosmetology
50 Oata Processing Technology
51 Oental Assistant
52 Orafting Technology
53 Electricity and Electronics
54 Food-related occupation
55 Health & Medical related occupation
56 Heavy Equipment Operation & Maintenance
57 Law Enforcement
58 Machine Trade occupation
59 Mechanics, Auto & Other
60 Photography
61 Printing & Graphic Arts
62 Radio Announcing
63 Sales and Marketing
64 Service-related occupations
65 Shoe Repair
66 Tailoring
67 Watch Repair
68 Welding
69 Other, Post-High School Vocational Training

AA 1. If after graduating from high school you entered into a vocational, trade, or business school, how satisfied were you with the benefits derived from industrail arts, vocational education, business education, and/or home economics at White Bear Senior High School?
(1) Not applicable (3) Somewhat satisfied (5) Somewhat dissat.
(2) Completely satisfied (4) Indifferent (6) Completely dis.

BB 2. Are you employed in an occupation in which you are using a vocational skill that you acquired in high school?
(1) Yes (2) No (3) Not applicable

CC 3. Check those areas that you feel were given the proper amount of emphasis in the school curriculum. (More than one possible)

(1) Art	(5) Industrial Arts	(9) Physical Ed.
(2) Business Ed.	(6) Math	(10) Science
(3) English	(7) Mod. Languages	(11) Social Studies
(4) Home Ec.	(8) Music	(12) Vocational Ed.

4. As a college or college-bound student, do you feel you were well prepared for college?
(1) Yes (2) No (3) Not applicable

5. If given your choice, would you elect to send your children to White Bear Senior High School?
(1) Yes (2) No

6. Did White Bear Senior High School provide a vehicle for social involvement and growth?
(1) yes (2) No

7. Did you have an informal personal discussion with more than half of your teachers at White Bear Senior High School?
(1) Yes (2) No

8. Were the communication skills obtained at White Bear Senior High School adequate for daily living?
(1) Yes (2) No

9. Did your high school experiences enable you to develop self-discipline?
(1) Yes (2) No

10. Check three of the individuals listed below who you feel played a significant role in your career development.

(1) Mother	(5) Elementary teacher	(9) Counselor
(2) Father	(6) Junior High teacher	(10) Clergyman
(3) Brother	(7) Senior High teacher	(11) Friend
(4) Sister	(8) College teacher	(12) Other

APPENDIX D

TARGET DATES	PRODUCT	PROCESS
March 1, 1970	Evaluation Problem: No Pretest Data No Accessible Comparable School	
	↓	Strategy Decision (ERDC Evaluation Staff)
May 1, 1970	Performance Based Evaluation Proposal	
	↓	Objective Formulation (ERDC Evaluation Staff & WBL Evaluation Comm.)
June 15, 1970	Behavioral Objectives based on program objectives for: Students Graduates Teachers Community	
	↓	Objective clarification; refinement; Instrument selection & development (ERDC Evaluation Staff)
August 15, 1970	Refined Objectives	
	Tentative Instruments Community Interview Community Questionnaire Teacher Questionnaire Student Questionnaire TIES Graduate Questionnaire School Survey Questionnaire ITED On-site Observation	
	↓	Criterion Determination Instrument Refinement (ERDC Evaluation Staff & WBL Evaluation Committee
September 15, 1970	Refined Instruments with Criterion Levels	
	↓	Data Gathering Decisions
January 1, 1971	Testing & Interviews	
	↓	Data Coding, Tabulating and Compiling
February 1, 1971	Statistical Data on Results of Instrumentation	
	↓	Data Interpretation
February 15, 1971	Summary of Results of Objective, Criterion Level Achievement, and On-site Observation	
	↓	Narrative: Summarization, Implications, and Recommendations
March 10, 1971	Preliminary Report to Evaluation Committee	
	↓	Refinement and modification of Report
March 15, 1971	Final Report - Board of Education	