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ABSTRACT

The Portland Public Schools have developed a model to evaluate support services of the system. Services rendered are defined by goal statements and evaluated by recipients of the services. A computer-based system maintains the service goals of each support unit, selects goals, prepares an appropriate questionnaire for each of 66 different groups receiving services, processes questionnaire data, and generates reports evaluating the services. Reports will be submitted to each support unit office, to each office next in responsibility, and to the superintendent for use in departmental review of services and to assist in decision-making. (Author)

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A Goal-Based Computerized System for Evaluating School System Support Services

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The Portland Public Schools are committed to and have developed a comprehensive planning program budgeting systems approach to managing the resources of the school district. An important component of the PPBS system has been the identification of support goals for each of the departments in the central administrative office. Each department was asked to identify each support service which it provided and to indicate the school personnel who are recipients of the service. As might be expected, there were discrepancies and inconsistencies in the initial statements of the support goals from department to department. The refinement of these original statements required extensive revision over a period of months based on continuous interaction with each of the administrative departments.

When the support goals were finalized, a detailed plan was developed for the project detailing the development of a computer-based system for maintaining the goals, performing necessary updates and corrections, preparing evaluative questionnaire forms, processing questionnaire data, and preparing necessary summary reports.

Once the support goals and recipient groups had been identified, each goal was assigned a unique identification number based on the administrative office providing the service. The support goal statements and related information concerning recipient groups were loaded into a flexible tape file for easy updating and revision. Next a skeleton

program was developed for the selective retrieval of goals by recipient groups. This program was used to generate experimental listings of the support goals identified specifically for each of the sixty-six recipient groups as well as those support goals which spanned several recipient groups.

Support goals may refer to all administrators, or to all central office administrators, or to all principals, to music teachers, to all teachers, to all school personnel, etc. Thus, separate questionnaires were developed for each recipient group which included goals unique to that group as well as to the super-groups of which it was a member. The preliminary computer listings were analyzed to determine the number of unique goals applying to each recipient group, and to the broader classifications to which it belonged. This analysis, as would be expected, demonstrated a relative increase in concentration of goals with movement up the line administrative structure of the district. The Superintendent topped all recipients with a total of 24 direct support goals and 91 indirect support goals directed toward his office.

To prevent a recipient from responding to too many support goals and not providing the opportunity for him to respond to support goals which he might consider important, a sampling plan was worked out which included all the support goals directly addressed to that recipient group and a sample of the support goals directed to the larger classifications to which that group belonged. A common set of questions was then developed which applied to each support goal. The recipient was

asked to judge the clarity of the goal, to respond whether the service was received, to indicate the degree to which the service was/or would be of use, and to the quality and sufficiency of the service if received.

The next phase involved the development of a computer system, based on the skeleton program which printed out the appropriate questionnaire for each recipient group in a form reproducible for printing purposes. Of equal importance, the system produced an internal file detailing the precise location of each support goal in each questionnaire produced and assigned each questionnaire a code number keyed to this internal file. In this way, the information from each questionnaire can be keypunched according to a standard format with the assurance that the computer system will perform the tedious and exacting task of identifying the precise support goal and recipient group to which each questionnaire response refers. This is particularly important in view of the many alternate forms which were needed for the higher level administrative groups.

Through use of the internal key file, summary reports are computer generated and printed and provided to each support department. Each support department receives a mean rating on the usefulness, quality, and sufficiency of its services as described in each of the departments service goals. Means are given on ratings by the teachers, by the administrators, and by the classified employees. For use as a yardstick, the composite mean rating by each of the above groups on all the goals

of all the support departments is reported.

In another report the above three service recipient groups are further sub-grouped as elementary teachers, high school teachers, elementary principals, high school principals, administrators of area offices, Superintendent's staff, central office administrators, other administrators, and classified employees. In this report the percent of respondents at each point on the scale is given. Department reports are also submitted to each office to which a department reports and to the Superintendent.

It is anticipated to extend this system to evaluate services provided by the support units of each of the three decentralized area administrative offices. Evaluation of central office services with this system will be performed every other year.

Although nearly all clerical functions of the evaluator have been relegated to computer systems, the project has been based on continuous "people" feedback to produce a climate in which results of the survey can be internalized to improve performance as well as assist in decision making.

TEXTBOOK COMMITTEES
CENTRAL OFFICE SUPPORT (SERVICE) GOAL QUESTIONNAIRE

GROUP PROVIDING SERVICE	SERVICE GOAL (PLACE 'X' OR CIRCLE APPROPRIATE RESPONSES TO EVALUATE SERVICES THAT CENTRAL OFFICE SUPPORT GOALS INDICATE ARE DELIVERED TO YOU. (IF X IS PLACED IN 'GOAL IS NOT CLEAR' COLUMN, DO NOT RESPOND FURTHER)	GOAL IS NOT CLEAR (PLACE AN 'X' AS APPLICABLE)	GOAL DOES NOT APPLY TO ME (PLACE AN 'X' AS APPLICABLE)	SERVICE WAS RECEIVED (CIRCLE NUMERAL) YES	SERVICE WAS RECEIVED (CIRCLE NUMERAL) NO	DEGREE WHICH SERVICE IS (OR WOULD BE) USEFUL TO ME (CIRCLE ONE NUMERAL) NO USE	SOME USE	MUCH USE	QUALITY OF SERVICE RECEIVED (CIRCLE ONE NUMERAL) POOR	SATISF	EXC	FREQUENCY OR AMOUNT OF SERVICE RECEIVED (CIRCLE ONE NUMERAL) INADEQUATE	ADEQUATE	VERY ADEQUATE
PUBLIC INFORMATION (5002)	TO PROVIDE ALL SCHOOL PERSONNEL INFORMATION ABOUT SCHOOL AFFAIRS THAT IS OF INTEREST AND IMPORTANCE TO THEM.			1	2	1	2	3	1	2	3	4	1	2	3	4
PUBLIC INFORMATION (5004)	TO PROVIDE CENTRAL ADMINISTRATION, AREA AND SCHOOL PERSONNEL, AND ADVISORY GROUPS SERVICES, INSERVICE PROGRAMS, AND MECHANISMS THAT ENABLE THEM TO COMMUNICATE EFFECTIVELY WITH EACH OTHER AND WITH THE PUBLIC.			1	2	1	2	3	1	2	3	4	1	2	3	4
PERSONNEL SERVICES (540002)	TO ADEQUATELY INFORM DISTRICT PERSONNEL OF POLICIES AND PROCEDURES THAT CONCERN THEM.			1	2	1	2	3	1	2	3	4	1	2	3	4
PERSONNEL SERVICES (540007)	TO PROVIDE GUIDANCE TO EMPLOYEES IN THE INTERPRETATION, IMPLEMENTATION, AND ADMINISTRATION OF DISTRICT PERSONNEL POLICIES AS NEEDED.			1	2	1	2	3	1	2	3	4	1	2	3	4
EDUCATIONAL MEDIA (551801)	TO ASSIST AREA CURRICULUM ADMINISTRATORS AND TEXTBOOK ADOPTION COMMITTEES DEVELOP AND IMPLEMENT PLANS FOR ADOPTION OF TEXTBOOKS AND RELATED MATERIALS WHICH MEET THE NEEDS OF THE VARIOUS INTERESTS AND ABILITIES OF STUDENTS.			1	2	1	2	3	1	2	3	4	1	2	3	4

COMMENTS:

II ELEMENTARY PRINCIPALS

GROUP PROVIDING SERVICE	SERVICE GOAL	GOAL IS NOT CLEAR	GOAL DOES NOT APPLY TO ME	SERVICE WAS RECEIVED YES	SERVICE WAS RECEIVED NO	SERVICE IS (OR WOULD BE) USEFUL TO ME NO USE	SERVICE IS (OR WOULD BE) USEFUL TO ME SOME USE	SERVICE IS (OR WOULD BE) USEFUL TO ME MUCH USE	QUALITY OF SERVICE RECEIVED POOR	QUALITY OF SERVICE RECEIVED SATISF	QUALITY OF SERVICE RECEIVED EXC	FREQUENCY OR AMOUNT OF SERVICE RECEIVED INADEQUATE	FREQUENCY OR AMOUNT OF SERVICE RECEIVED ADEQUATE	FREQUENCY OR AMOUNT OF SERVICE RECEIVED VERY ADEQUATE
PURCHASING (683302)	TO ADVISE DISTRICT PERSONNEL REQUIRING PROCUREMENT SERVICES OF COMMODITY QUALITY LEVELS AVAILABLE CONSISTENT WITH THEIR PARTICULAR NEEDS AND PRICES TO BE PAID.			1	2	1	2	3	1	2 3	4	1	2 3	4
PAYROLL (684002)	TO PROVIDE ADVICE AND INFORMATION TO EMPLOYEES WITH REGARD TO SALARIES, TAXATION, RETIREMENT PLANS, HOSPITAL INSURANCE, ANNUITIES AND OTHER PAYROLL RELATED FUNCTIONS.			1	2	1	2	3	1	2 3	4	1	2 3	4
WAREHOUSING (685303)	TO PROVIDE PRINCIPALS AND DEPARTMENT HEADS A STORAGE AND REQUISITIONING SERVICE THAT MAKES IT POSSIBLE TO SECURE COMMONLY USED ITEMS OF SUPPLY AND EQUIPMENT IN NOT TO EXCEED TWO WEEKS' TIME AFTER RECEIPT OF REQUESTS.			1	2	1	2	3	1	2 3	4	1	2 3	4
CIVIC USE OF BUILDINGS (692302)	TO PROVIDE TO PERSONNEL OF SCHOOL DISTRICT #1 THE CONVENIENT USE OF SCHOOL BUILDINGS AND FACILITIES FOR PURPOSES APPROVED BY BOARD OF EDUCATION POLICY WHEN THEY ARE NOT IN USE FOR SCHOOL PURPOSES.			1	2	1	2	3	1	2 3	4	1	2 3	4
FOOD SERVICES (693302)	TO PROVIDE STUDENTS AND FACULTIES TASTEFUL FOOD AND A VARIETY OF MENUS.			1	2	1	2	3	1	2 3	4	1	2 3	4
FOOD SERVICES (693304)	TO PROVIDE STUDENTS AND FACULTIES WITH FOOD PREPARED IN A CLEAN AND SANITARY FACILITY.			1	2	1	2	3	1	2 3	4	1	2 3	4

COMMENTS:

.FIRST NUMERAL LISTED--MEAN RATING FOR GROUP ON THE SPECIFIED GOAL.
.SECOND NUMERAL LISTED IN ()--MEAN RATING BY THE GROUP FOR ALL CENTRAL SERVICE GOALS

SERVICE GOAL	GROUP RESPONDING AND NUMBER IN GROUP	USEFULNESS OF SERVICE RCVD (NO USE . SOME USE . MUCH USE) 1 . 2 . 3	QUALITY OF SERVICE RECEIVED (POOR . SATISF . EXC) 1 . 2 . 3 . 4	FREQUENCY OR AMOUNT OF SERVICE RECEIVED (INADEQUATE . ADEQUATE . VERY ADEQ.) 1 . 2 . 3 . 4	SERV. NOT RCVD BUT IF IT WERE IT WOULD BE OF (NO USE . SOME USE . MUCH USE) 1 . 2 . 3	% SAY GOAL NOT CLEAR
TO PROVIDE ALL SCHOOL PERSONNEL TIMELY AND ACCURATE PAYMENT OF SALARIES AS ESTABLISHED BY THE BOARD OF EDUCATION. (684001)	CLASSIFIED (89)	2.8 (2.6)	3.4 (2.8)	3.2 (2.8)	0.0 (2.1)	3%
	TEACHERS (475)	2.9 (2.5)	3.5 (2.7)	3.5 (2.7)	0.0 (2.2)	0%
	ADMINISTRS (113)	2.9 (2.6)	3.6 (2.9)	3.7 (2.8)	0.0 (2.3)	0%
	ALL GROUPS (677)	2.9 (2.5)	3.5 (2.8)	3.5 (2.7)	0.0 (2.2)	0%
TO PROVIDE ADVICE AND INFORMATION TO EMPLOYEES WITH REGARD TO SALARIES, TAXATION, RETIREMENT PLANS, HOSPITAL INSURANCE, ANNUITIES AND OTHER PAYROLL RELATED FUNCTIONS. (684002)	CLASSIFIED (89)	2.7 (2.6)	3.1 (2.8)	3.0 (2.8)	2.7 (2.1)	5%
	TEACHERS (465)	2.7 (2.5)	2.9 (2.7)	2.9 (2.7)	2.5 (2.2)	0%
	ADMINISTRS (117)	2.7 (2.6)	3.1 (2.9)	3.0 ( )	2.7 (2.3)	0%
	ALL GROUPS (671)	2.7 (2.5)	3.0 (2.8)	2.9 (2.7)	2.5 (2.2)	1%
TO MAINTAIN THE PAYROLL COMPUTER BASED SYSTEM FOR THE GENERATION OF MANAGEMENT STATISTICS AND EMPLOYEE ANALYSES FOR THE ADMINISTRATIVE STAFF. (684003)	ADMINISTRS (10)	2.7 (2.6)	3.0 (2.9)	2.7 (2.8)	0.0 (2.3)	0%

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DISTRIBUTION OF RESPONSE PERCENTS AND MEAN RATING FOR EACH RESPONSE

SERVICE GOAL	GROUP RESPONDING AND NUMBER IN GROUP (N)	USEFULNESS OF SERVICE RECEIVED: 1 NO USE	2 SOME USE	3 MUCH USE	MEAN	QUALITY OF SERVICE RECEIVED: 1 POOR	2 SATISF	3	4 EXC	MEAN	FREQUENCY OR AMOUNT OF SERVICE RECEIVED: 1 INADEQUATE	2 ADEQUATE	3	4 VERY ADEQ.	MEAN	SERVICE NOT ROUTINE BUT IF IT WERE IT WOULD BE OF: 1 NO USE	2 SOME USE	3 MUCH USE	MEAN AND *N*
TO PROVIDE ADVICE AND INFORMATION TO EMPLOYEES WITH REGARD TO SALARIES, TAXATION, RETIREMENT PLANS, HOSPITAL INSURANCE, ANNUITIES AND OTHER PAYROLL RELATED FUNCTIONS. (684032)	CLASSIFIED EMPLOYEES (39)	0%	29%	71%	2.7	5%	18%	43%	34%	3.1	3%	28%	35%	35%	3.0	0%	33%	67%	2.7(3)
	ELEMENTARY TEACHERS (257)	0%	33%	67%	2.7	8%	23%	40%	29%	2.9	9%	27%	35%	29%	2.8	0%	44%	56%	2.6(9)
	HIGH SCHOOL TEACHERS (204)	0%	23%	77%	2.8	6%	27%	31%	36%	3.0	5%	28%	31%	35%	3.0	0%	57%	43%	2.4(7)
	ELEMENTARY PRINCIPALS (39)	0%	30%	70%	2.7	3%	22%	47%	28%	3.0	6%	28%	38%	28%	2.9				
	HIGH SCHOOL PRINCIPALS (5)	0%	25%	75%	2.8	0%	0%	75%	25%	3.3	0%	0%	75%	25%	3.3				
	AREA ADMINISTRS (18)	0%	28%	72%	2.7	6%	11%	56%	28%	3.1	0%	17%	56%	28%	3.1				
	CABINET (12)	0%	55%	45%	2.5	0%	18%	45%	36%	3.2	0%	27%	36%	36%	3.1	0%	100%	0%	2.0(1)
	OTHER ADMINISTRS (45)	0%	24%	76%	2.8	5%	10%	49%	37%	3.2	5%	20%	41%	34%	3.0	0%	0%	100%	3.0(2)
TO MAINTAIN THE PAYROLL COMPUTER BASED SYSTEM FOR THE GENERATION OF MANAGEMENT STATISTICS AND EMPLOYEE ANALYSES FOR THE ADMINISTRATIVE STAFF. (684033)	AREA ADMINISTRS (3)	0%	67%	33%	2.3	0%	0%	100%	0%	3.0	0%	33%	67%	0%	2.7				
	CABINET (10)	0%	30%	70%	2.7	0%	10%	80%	10%	3.0	0%	30%	70%	0%	2.7				