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Perceptions of School Staff and Community of Student Needs and Community Characteristics Which May Affect Student Learning

David I. Wilson

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PERCEPTIONS OF SCHOOL STAFF AND COMMUNITY OF STUDENT NEEDS AND
COMMUNITY CHARACTERISTICS WHICH MAY AFFECT STUDENT LEARNING
(TITLE)

BY

DAVID I. WILSON

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATIONAL ADMINISTRATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1994

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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July 27, 1994
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Perceptions of School Staff and Community
of Student Needs and Community Characteristics Which May
Affect Student Learning

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Abstract

This study was designed to assess the perceptions of the staff and community of Odin Elementary School and Odin High School of student needs and community characteristics which may affect student learning. Specifically, the purpose of this study was to determine the perceptions of school staff and community regarding student needs and community characteristics which may affect student learning.

The surveys for this study were designed by the researcher with information taken from materials issued by the Illinois State Board of Education. Thirty-one elementary staff members and 25 high school staff members provided staff data. One hundred-thirty community members provided data from the elementary community and 54 community members provided data from the high school community. Responses to the surveys were scored at the computer center at Eastern Illinois University.

This study found study skills to be the major student need in both schools. The study also found community characteristics that affected learning. These characteristics were the social influences in the community such as poverty, violence, drugs, and alcohol. There was no significant difference in staff and community perceptions for either school regarding student needs and community characteristics which may affect student learning.

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Chapter I

Overview of the Problem

Introduction

The new recognition system for Illinois schools requires schools to provide evidence demonstrating the extent to which all students are learning and all students are being served by the school system. There are three parts of the Illinois Public School Accreditation Process. The first part is operational compliance (legal requirements). The second part is local student performance and school improvement. The third part is state assessment based on the Illinois Goals Assessment Program (IGAP).

Each district must have a written School Improvement Plan to comply with Part 2 of the accreditation process. This School Improvement Plan has seven steps:

1. Analysis of Existing Conditions.
2. Learning Outcomes, Standards, and Expectations.
3. Assessment Systems.
4. Analysis of Student Performance Data.
5. Evaluation of Student Performance and School

Programs.

6. Review of Expectations and Program Improvements.
7. Reporting to the Public.

The Illinois State Board of Education has developed a rating system for each of these seven steps. The range of

the rating system is from a minimum of 16 total points to a maximum of 70 total points.

The first step of the School Improvement Plan, the Analysis of Existing Conditions, contains demographic information about the total population of the school. In addition, data concerning perceived student needs derived from staff and/or the community and community characteristics which may affect student learning are addressed. The purpose of this study was to gather data concerning student needs and community characteristics from the school staff and the community and to use this information to fulfill, in part, the requirements of Step 1 of the School Improvement Plan.

Statement of the Problem

1. What are the needs of Odin Elementary School students as perceived by the school staff and community?
2. What community characteristics affect student learning at Odin Elementary School?
3. Is there a statistically significant difference in the perceptions of staff and the perceptions of community members concerning Odin Elementary student needs and community characteristics which may affect student learning?
4. What are the needs of Odin High School students as perceived by the school staff and community?
5. What community characteristics affect student learning at Odin High School?

6. Is there a statistically significant difference in the perceptions of staff and the perceptions of community members concerning Odin High School student needs and community characteristics which may affect student learning?

Definition of Terms

Certified personnel. Those individuals who are certified by the Illinois State Board of Education to be administrators, guidance counselors, or teachers.

Illinois Goals Assessment Program (IGAP). The state evaluation of student performance relative to the State Goals in reading, writing, mathematics, social sciences, and science.

Non-certified personnel. Support personnel working in the school such as secretaries, janitors, cooks, and bus drivers.

Quality Review. The school visitation process in which representatives of the Illinois State Board of Education ascertain and/or verify information regarding a school.

School. An attendance center within a district as defined by the board of education for the district.

School Accreditation Process. The system by which the Illinois State Board of Education evaluates schools.

School Improvement Plan. A document applicable to a specified school to effect improved academic achievement over time as evidenced by data. This plan contains seven

steps and all school districts are required to have a written plan by June 30, 1994.

Staff. All certified and non-certified personnel.

Student. A pupil enrolled in a district and assigned to an attendance center.

Limitations of the Study

1. Only the staff and community of Odin Elementary School and Odin High School were surveyed.
2. The perceptions of the students were not obtained.
3. The scope of the survey was limited to measuring perceptions of staff and community of student needs and the characteristics of the community which affect student learning.
4. The data received from the high school and the elementary school surveys were kept separate and were not compared with each other.

Chapter II

Review of the Literature

Review of the Literature on School Improvement

This chapter cites the selected literature and related research on school improvement. It also contains the development of the School Accreditation Process for the evaluation of the public schools of Illinois.

The purpose of school improvement is to help students achieve at a higher level. In the author's opinion, every student has academic needs and every school strives to meet those needs. The improvement of schools will result in more student needs being fulfilled. The actual purpose of school improvement is to better meet the needs of the student.

School improvement processes should create more effective schools. Effective schools are able to meet the needs of students and to better handle the community characteristics which affect student learning.

The current rush to improve public education began when the National Commission on Excellence in Education published a report, *A Nation at Risk*, in 1983. The report basically found that public education was failing to educate the youth of America and, as a result, the nation was in decline. The general public, alarmed by the report, began to demand more effective schools and educators began to hear about accountability and school improvement.

Murphy (1989) suggested that 1980 education reforms were an essential first step in the evolution to more fundamental types of educational change. Successive reform trends will be given more serious consideration. Most of the early education reform was symbolic and not true reform.

James (1991) wrote a report for the Culpeper Foundation. The conclusion of this study, well established in research on the implementation of reform in education, was that change cannot be mandated, but must grow out of changed ways of working, communicating, and learning among the human beings who inhabit the institutions seeking improvement.

On April 18, 1991, President George Bush released "America 2000: An Education Strategy." It was a complex and long-range plan to move every community in America toward the national education goals adopted by the president and the state governors in 1990. The president asked Congress for \$550 million to create 535 "New American Schools." The aim was to have the new schools up and running and duplicated by the year 2000. Corporate America was asked to raise \$250 million for the project. Only \$50 million was raised. The original plan had been to fund 25 to 30 design teams for the new schools, but the number was reduced to 11.

Tanner, in *A Nation "Truly" at Risk*, stated that some of the proposals in "America 2000" needed to be questioned.

In April, 1992, the final draft of the Sandia Report was completed. The Sandia Report was a study of K-12 public schooling conducted by the Department of Energy. Many of the findings ran counter to President Bush's national agenda for school reform. As a result, the Sandia Report was withheld from publication. Condensed versions of the Report had leaked to the press.

The principal findings of the Sandia Report were as follows:

1. Since the 1970's, every ethnic or racial group has maintained or improved on SAT scores.
2. National Assessment of Educational Progress test scores have been improving.
3. High school dropout rates are declining for most ethnic populations.
4. Bachelor's degrees in mathematics and science have increased by more than 75% over the last 20 years.
5. Scores on the Graduate Record Examination have risen significantly since the late 1970's.
6. Expenditures for regular students have remained almost constant over the last 20 years.
7. The U.S. leads the world in the production of bachelor degrees.
8. Salaries, in constant dollars, for beginning teachers are the same as 1970.
9. One third of our pupils are minorities.

10. Up to five million children of immigrant parents will be entering the public schools of the 1990's.

11. A majority of American families with children under six years of age have both parents in the work force.

Schmoker and Wilson (1993) felt that much could be accomplished on the local or national level by simply asking questions such as: a) Are school employees working together collaboratively on the school's most pressing academic priorities? b) Are we making progress toward the school's most important goals? c) What is and isn't working? d) How can we do better? Deming, a statistician and management theorist, is widely known for developing the management strategies used by Toyota. His philosophy and methods are what schools need most if they are to improve substantially: the ability to organize and act on the best of what we know and are continuing to learn.

Bell (1993) concluded that the "top-down" reform characteristics of the 1980's were, for the most part, ineffective. A course for reform in the 1990's must include the following areas:

1. Technology.
2. Staffing.
3. A larger national role.
4. Private schools.
5. Parent involvement.
6. Size.

7. Leadership.
8. Brain research.

Donahoe (1993) found the characteristics of effective schools as identified by research to be strong leadership, clear and ambitious goals, strong academic programs, teacher professionalism, and shared influence. Lists of desired characteristics in school environments would include school-based management, shared decision-making, schools-within-schools, integrated curriculum, interactive/cooperative learning, authentic assessment, performance-based testing, and parent involvement.

Murphy (1983) researched a number of successful school improvement projects and outlined some cautions to heed and some pitfalls to avoid. His cautions included the following:

1. Be familiar with the school effectiveness literature.
2. Be leery of hucksters and doomsayers.
3. Develop an extended sense of time.
4. Be aware of the pressure to win.

His pitfalls to avoid included:

1. Be careful that "process" does not eliminate "content" from improvement efforts.
2. Don't limit improvement efforts to bottom-up models of change.

3. Remember that the school is not the only locus of improvement.
4. Be careful not to blindly replicate school effectiveness findings on a school-by-school basis.
5. Remember that the curriculum and method of instruction of the school is more important than the school organization.

Odden and Anderson (1986) studied state education improvement programs. They found that school improvement programs proceed in four stages: a) initiation; b) initial implementation; c) complete implementation; and d) institutionalization. The four key factors of the initiation phase are:

1. External pressure for accountability.
2. Effective awareness training.
3. Perception of fit.
4. A district advocate.

The initial implementation stage has six key factors.

1. Development of district strategies for implementation.
2. Creation of a cross-role team.
3. Early results.
4. Provisions of a variety of resources.
5. School orchestration.
6. Developing local trainers.

The implementation of educational improvement programs stage has four key parts:

1. Ongoing assistance.
2. Teacher and principal mastery of skills.
3. Improved student outcomes.
4. Greater teacher and principal commitment to the program.

The state of institutionalization has two main factors. Outcomes must be produced for teachers, principals, and students. A district decision must be made with regard to program continuation.

Fuhrman, Huddle, and Armstrong (1986) found that there are several ways state leaders can improve statewide school improvement programs. These include the following:

1. Speaking out for school improvement.
2. Balancing strategies of compliance and assistance.
3. Selecting a valid school improvement program.
4. Insuring adequate support for the program.
5. Providing financial resources to participating schools.
6. Highlighting success.

Odden and Anderson (1986) documented that states can play substantive and important roles in helping transform schools into more effective organizations. Four conditions at the state level but outside the state agency appear to be

critical for successful implementation of a school improvement program.

1. State pressure to change, reform, or improve education.
2. State respect for the traditional balance between state and local control.
3. Support from political leaders.
4. Discretionary money available to local districts and schools.

Five factors within the state departments of education were also found to be important to the success of the improvement programs. These success factors were:

1. Political support within the department.
2. A collegial relationship with local school people.
3. Adequate resources.
4. Structure and organization of the state department.
5. An effort to develop local capacity through technical assistance.

In summary there exists some disagreement concerning school improvement factors. The researchers do agree with several basic premises, as follows: a) the need for strong leadership at the local level; b) a sense of purpose; c) mastery of basic skills; d) a belief that all students are capable of learning; e) high expectations for students,

staff, and administration; f) monitoring of student progress; and, g) an orderly climate.

Development of the Illinois School Accreditation Process

The Illinois State Board of Education has the responsibility for the evaluation, recognition, and supervision of the public schools of Illinois. In response to public demands that schools must be more effective and accountable, the Education Reform Act of 1985, Public Act 84-126, was passed into law.

Public Act 84-126 was comprehensive educational legislation that required public schools to report to the public on the performance of schools and students. The legislation referred to this requirement as a report card and specified the processes for reporting and the content of the report card.

In addition to the report card, the legislation included a requirement for student assessment at grades 3, 6, 8, and 10. This assessment included items necessary for state reporting.

These two separate, but related, parts of the legislation provided a process for educational accountability in Illinois public schools. The results of the student assessment in various subjects and areas of learning at grades 3, 6, 8, and 10 were to be reported on the report card. The student assessment process was planned to interrelate with school district staff development

programs. This legislation was a movement toward reporting student performance as part of the requirement that public schools be accountable to taxpayers, parents, and various other constituencies. The assumptions implied in this approach are that a) school improvement can be facilitated by planning based on knowledge of results and b) the public's confidence in the schools is enhanced when it has specific information about the performance of schools and students.

Public Act 87-559 (HB 885) became law in September, 1991. The legislature mandated that the Illinois State Board of Education establish standards for each subject as part of a comprehensive recognition system. Setting standards expanded the base of the Illinois Goal Assessment Program from a comparative base (norm-referenced) to a fixed base (criterion-referenced). The Illinois State Board of Education developed criterion-referenced definitions of student performance to determine whether the State Goals for Learning had been met and to evaluate instructional programs of schools.

Public Act 87-934 (HB 1890) became law in 1992. The legislature changed the reading, mathematics, and writing assessments from grades 3, 6, 8, and 11 to grades 3, 6, 8, and 10. The target grades for science and social sciences changed from grades 3, 6, 8, and 11 to grades 4, 7, and 11.

This law required each school district to set student learning objectives which met or exceeded goals established by the State and to establish local goals for excellence in education.

The Illinois State Board of Education published *Illinois Goals: World Class Education for the 21st Century* in 1992. This document contained eight basic goals for the future. Two of these new goals reflected a vision for Illinois education. In general terms, these goals provided an outline of expectations and aspirations for students and defined the mission and responsibility of our educational system. The other six goals reflected the nature of support which will be necessary for that responsibility to be successfully met.

In October, 1992, the State Board published a document that provided information about the Illinois Public School Recognition System. This copy was intended for educators who would participate in an on-site quality review during the 1992-1993 school year.

The document contained operational definitions, an overview of the system, and compliance guidelines. Local school performance and improvement information was given along with information about IGAP. The appendices contained HB 885, the state goals for learning, IGAP performance levels, and HB 1890.

In January, 1993, the State Board issued a supplement designed to be merged with the October 1992 overview document. This supplement a) provided information about the key components needed for each school to revise its School Improvement Plan; b) described the link between the School Improvement Plan and the Recognition System; c) provided a framework that focused on student achievement as an outcome.

In May 1993, the State Board issued the most recent revisions of the rules for the Illinois Program for Evaluation, Supervision, and Recognition of Public Schools. This document was a copy of the revised Illinois Administrative Code. The new rules were not explained.

In June, 1993, the State Board published an information sheet and an advance organizer relating to the rules. The information sheet described some of the procedures relevant to the School Accreditation Process that needed to be highlighted. The advance organizer provided a summary of the new rules. Included in this publication was an invitation to administrators to provide written comment and/or oral testimony at three public hearings.

In November, 1993, the latest draft of amendments was sent out to replace the June 1993 document. This draft incorporated recommended revisions from public comment which were approved by the State Board. Also enclosed was a graphic displaying the array of accreditation status possibilities for a school, a time frame for implementing

the Accreditation Process, and a list of activities designed to assist schools with school improvement.

The State Board of Education published a revised overview of the Illinois Public School Accreditation Process in January, 1994. This document was intended as a reference to use as schools prepared their School Improvement Plan. This document explained the three parts of the Illinois Public School Accreditation Process and how the development and use of the school improvement plan would prepare a school district for a quality review.

The document was a more detailed explanation of the Illinois Public School Accreditation Process than the State Board had ever before published. In addition to the information previously given out by the State, this document contained the scoring scale table. This score sheet assigned numerical values to each component in the School Improvement Plan. To meet 1985 standards, 32 points must be accumulated. After October 1, 1995, 50 points must be accumulated.

The document also contained school performance levels. Each component of the School Improvement Determination was outlined as to requirements. These school performance levels explained what to do to exceed, meet, or not fully meet the state standards.

Since the January 1994 document, the State Board has sent out Accreditation Process Information Bulletins. The

first bulletin contained a list of practicing educators including superintendents, principals, and teachers who would meet and discuss issues relative to the Accreditation Process and offer recommendations for improving its implementation. Bulletin #2 explained the transition period from meeting the requirements of the 1985 School Improvement Plan to meeting the requirements of the 1991 Accountability Act. Free software was distributed to schools to assist in managing data relative to school improvement.

The bulletins are direct communications to all superintendents and principals from the State Board regarding the Illinois Public School Accreditation Process. Their purpose is to protect against misinformation passed by rumor or partial interpretation.

The document *Interpretive Key for Evaluative Criteria for the Quality Review Process* contained valuable information that previously had been unavailable. The interpretive key was obtained from Dr. David Bartz of Eastern Illinois University who held a workshop to explain the quality review process.

The interpretive key explained what a school district must accomplish under each component of the School Improvement Plan in order to accumulate points required to meet state standards. Higher point values require more evidence, documentation, and formal and systematic

processes. Informal processes and less documentation receive fewer points per component.

The interpretive key gave each school district the road map it needed to pursue the number of points required to meet state standards. Before this interpretive key, there was no explanation as to how to achieve needed points.

The State Board of Education has dramatically redefined the process of school accreditation. It has decided what goals it wants school districts to accomplish. Most school districts have responded and attained the goals they needed in order to receive accreditation.

In the author's opinion, the Illinois Public School Accreditation Process may improve education for the children of Illinois. If the State Board continues to improve the process and assists the school districts in developing school improvement plans, students can benefit and more student needs will be fulfilled.

Chapter III

Design of the Study

General Design of the Study

This chapter describes the methods and procedures that were used to gather and analyze the data required to answer the following research questions:

1. What are the needs of Odin Elementary School students as perceived by the school staff and community?
2. What community characteristics affect student learning at Odin Elementary School?
3. Is there a statistically significant difference in the perceptions of staff and the perceptions of community members concerning Odin Elementary student needs and community characteristics which may affect student learning?
4. What are the needs of Odin High School students as perceived by the school staff and community?
5. What community characteristics affect student learning at Odin High School?
6. Is there a statistically significant difference in the perceptions of staff and the perceptions of community members concerning Odin High School student needs and community characteristics which may affect student learning?

Information has been divided into four major sections. The first section, "General Design of the Study," describes the type of study. The second section, "Sample and Population," describes the population and sample used in the

study. The third section, "Data Collection," describes the instrumentation and procedures for collection of data. The fourth section, "Data Analysis," reviews the analysis of data and the statistical methods used in the treatment of the data.

The data gathering instrument for this study was developed by the researcher with information taken from materials issued by the Illinois State Board of Education. The survey was designed to meet the state's requirement found in section 1-2 of the School Improvement Plan. Section 1-2 states that "compelling evidence exists that information on the needs of all students in the school related to learning outcomes as perceived by school staff and school community representatives is formally and systematically collected" (p.12).

The survey was designed to provide evidence that Odin High School and Odin Elementary School used a formal and systematic process to document information with regard to student needs from all constituent groups in the community. The first 18 statements of the survey address research questions 1 and 4 regarding student needs. Also contained in the survey were community characteristics which may affect student learning. Statements 19 - 25 address research questions 2 and 5 regarding community characteristics.

The study involved two school districts, one elementary school and one high school. Data from the two districts were kept separate and were not compared to each other. In each district, the results of the staff survey were compared to the results of the community survey.

Sample and Population

The study was based on two samples. One sample involved 31 Odin Elementary School staff members and 130 members of the Odin Elementary School community. The second sample involved 25 Odin High School staff members and 54 members of the Odin High School community. These samples were chosen because the State Board of Education will be visiting Odin Elementary School and Odin High School during the 1994-95 school year for a Quality Review. The results from this study are a partial fulfillment of the state requirement for a School Improvement Plan.

Data Collection

The Elementary Staff Survey (see Appendix A), the Elementary Community Survey (see Appendix B), the High School Staff Survey (see Appendix C), and the High School Community Survey (see Appendix D) were developed by the researcher with information from the Illinois State Board of Education regarding the accreditation process. The surveys used a continuum scale beginning at 1.0 for "strongly agree" response to 5.0 for "strongly disagree" response.

The staff survey was given to the staff of both districts on March 3, 1994, at a staff workshop. All employees who worked for the elementary district were given an Elementary Staff Survey. All employees who worked for the high school were given a High School Staff Survey.

All of the businesses and churches in the Odin community were placed in alphabetical order and numbered. The odd-numbered businesses and churches were sent an Elementary Community Survey and the even-numbered businesses and churches were sent a High School Community Survey. There were 34 businesses and seven churches listed. Twenty-one received Elementary Community Surveys and 20 received High School Community Surveys. A self-addressed, stamped envelope was included in each envelope with the survey to encourage the completion and return of the survey.

The voter registration lists for the community of Odin were used to randomly select individuals from the community. Every tenth name was selected and numbered on a master list. The odd-numbered individuals were sent a High School Community Survey and the even-numbered individuals were sent an Elementary Community Survey. This process was continued until 30 surveys of both types had been sent out.

The community surveys were also sent out to the parents of each child in the elementary district. The students in kindergarten were all given Elementary Community Surveys to take home for parental completion. Students in grades 1

through 8 were given surveys only if they did not have younger brothers or sisters in school. When two members of one family were in the same grade, only one survey was sent home. Using this method, the Elementary Community Surveys were distributed to each family unit in the elementary district. The surveys were given to the students to deliver to their parents. The instructions on the survey were to return the survey to the school with the student.

There were 256 students in the elementary district and 160 family units. A total of 160 Elementary Community Surveys were sent out and 116 (72.5%) completed forms returned by students.

The High School Community Surveys were sent to the parents of each student in Odin High School. The surveys were distributed to students in grade 12. Families with more than one student in grade 12 were sent only one survey. In the grades 9 through 11, the surveys were given to students only if they did not have older brothers or sisters in high school. There were 90 students in Odin High School in 78 family units. There were 78 High School Community Surveys sent out to parents. Thirty-nine (50%) completed surveys were returned to school. There were 31 (100%) Elementary Staff Surveys and 25 (100 %) High School Staff Surveys collected. There was a total of 211 Elementary Community Surveys sent out with 130 surveys completed and returned. Four Elementary Community Surveys were returned

by the Post Office which gave a total of 207 surveys sent and 130 completed for a 62.8 percentage return rate.

There were 128 High School Community Surveys sent out. The Post Office returned seven letters it could not deliver for a total of 121 surveys sent. There were 54 High School Community Surveys completed and returned for a 44.6 per cent return rate.

Data Analysis

After completion of the surveys, the raw data were delivered to the Computer Center at Eastern Illinois University for scoring. There were four survey instruments: the Elementary School Staff Survey, the High School Staff Survey, the Elementary School Community Survey, and the High School Community Survey. The two surveys dealing with the elementary school staff and community were scored independently from the two surveys dealing with the high school staff and community. Frequency counts, percentages, and means were tabulated for each group. A t-test compared the staff and the community in each district to determine if there was a significant difference in the perceptions of staff and the perceptions of community members concerning student needs and community characteristics which may affect student learning.

Chapter IV

Results of the Study

The purpose of this chapter is to provide data to answer the following research questions:

1. What are the needs of Odin Elementary School students as perceived by the school staff and community?
2. What community characteristics affect student learning at Odin Elementary School?
3. Is there a statistically significant difference in the perceptions of staff and the perceptions of community members concerning Odin Elementary student needs and community characteristics which may affect student learning?
4. What are the needs of Odin High School students as perceived by the school staff and community?
5. What community characteristics affect student learning at Odin High School?
6. Is there a statistically significant difference in the perceptions of staff and the perceptions of community members concerning Odin High School student needs and community characteristics which may affect student learning?

There were 25 statements on each survey. The first 18 statements dealt with student needs. The last seven statements (statements 19 - 25) concerned community characteristics which may affect student learning. The results for each item of the survey are provided to display the data needed to answer the research questions.

Research question 1 asked, "What are the needs of Odin Elementary School students as perceived by the school staff and community?" Survey results indicate only one need was expressed by the staff. A majority of the staff (59%) disagreed or strongly disagreed with Statement 7, "Students have good study skills." Sixteen percent of the community members surveyed agreed with the staff's perception. However, 45% of the community agreed or strongly agreed that students do have good study skills. Table 1 shows the results for statements 1 - 18 on the survey of student needs at Odin Elementary School.

It was interesting to note that there were two statements concerning student needs and that the perceptions of the staff and community were different. Seventy-six percent of the community and three percent of the staff agreed or strongly agreed with Statement 4, "There are positive discipline measures used in the home." In contrast, 44% of the staff disagreed or strongly disagreed and 48% of the staff were uncertain. Statement 9, "Students have proper supervision at home," illustrated similar conflicts in perception. Seventy-three percent of the community agreed or strongly agreed while 44% of the staff disagreed or strongly disagreed and 57% of the staff were uncertain.

Table 1

Odin Elementary School Students' Needs Results

Based on a scale of 1 (strongly agree) to 5 (strongly disagree)

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
1. This school has good home-school communications.				
Strongly Agree	4	13	19	15
Agree	16	52	75	60
Uncertain	5	16	12	10
Disagree	6	19	15	12
Strongly Disagree	0	0	5	4
Staff Mean = 2.4				
Community Mean = 2.3				
2. This school has an orderly and safe environment which is conducive to effective student learning.				
Strongly Agree	10	32	26	20
Agree	20	65	84	65
Uncertain	0	0	12	9
Disagree	1	3	5	4
Strongly Disagree	0	0	2	2
Staff Mean = 1.7				
Community Mean = 2.0				

Table 1, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
3. There are positive disciplinary measures used in this school.				
Strongly Agree	5	17	12	9
Agree	16	53	59	46
Uncertain	3	10	40	31
Disagree	6	20	14	11
Strongly Disagree	0	0	3	2
Staff Mean = 2.3				
Community Mean = 2.5				
4. There are positive discipline measures used in the home.				
Strongly Agree	1	3	32	25
Agree	0	0	65	51
Uncertain	15	48	23	18
Disagree	7	24	7	6
Strongly Disagree	6	20	0	0
Staff Mean = 3.6				
Community Mean = 3.0				

Table 1, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
5. This school has adult counseling services available.				
Strongly Agree	2	8	5	4
Agree	9	35	29	24
Uncertain	9	35	73	60
Disagree	6	23	6	5
Strongly Disagree	0	0	8	7
Staff Mean = 2.7				
Community Mean = 2.9				
6. Students have their basic needs, such as food, clothing, shelter, and health care, met at home.				
Strongly Agree	0	0	64	49
Agree	8	28	42	32
Uncertain	14	48	17	13
Disagree	5	17	5	4
Strongly Disagree	2	7	2	2
Staff Mean = 3.0				
Community Mean = 1.8				

Table 1, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
7. Students have good study habits.				
Strongly Agree	0	0	16	13
Agree	4	14	42	32
Uncertain	8	28	30	24
Disagree	15	52	20	16
Strongly Disagree	2	7	0	0
Staff Mean = 3.5				
Community Mean = 2.4				
8. Students have proper supervision at school.				
Strongly Agree	8	26	15	12
Agree	21	68	77	60
Uncertain	1	3	22	17
Disagree	0	0	9	7
Strongly Disagree	1	3	6	5
Staff Mean = 1.9				
Community Mean = 2.3				

Table 1, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
9. Students have proper supervision at home.				
Strongly Agree	0	0	35	27
Agree	0	0	59	46
Uncertain	17	57	21	16
Disagree	11	37	12	9
Strongly Disagree	2	7	1	1
Staff Mean = 3.5				
Community Mean = 2.1				
10. The teachers in this school are good teachers.				
Strongly Agree	17	55	32	35
Agree	13	42	69	54
Uncertain	1	3	19	15
Disagree	0	0	4	3
Strongly Disagree	0	0	5	4
Staff Mean = 1.5				
Community Mean = 2.1				

Table 1, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
11. The curriculum is effective and up-to-date.				
Strongly Agree	6	19	11	9
Agree	18	58	71	55
Uncertain	3	10	31	24
Disagree	3	10	10	8
Strongly Disagree	1	3	7	5
Staff Mean = 2.2				
Community Mean = 2.5				
12. Teachers in this school provide assistance, when requested, to students outside of regular class time.				
Strongly Agree	7	23	14	11
Agree	15	50	54	43
Uncertain	7	23	43	34
Disagree	1	3	11	9
Strongly Disagree	0	0	4	3
Staff Mean = 2.1				
Community Mean = 2.5				

Table 1, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
13. The administration provides effective leadership for quality instruction and curriculum.				
Strongly Agree	7	23	12	9
Agree	20	65	71	56
Uncertain	3	10	33	26
Disagree	1	3	8	6
Strongly Disagree	0	0	3	2
Staff Mean = 1.9				
Community Mean = 2.4				
14. Student achievement is important.				
Strongly Agree	17	55	80	62
Agree	12	39	46	36
Uncertain	2	7	2	2
Disagree	0	0	0	0
Strongly Disagree	0	0	1	1
Staff Mean = 1.5				
Community Mean = 1.4				

Table 1, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
15. Teachers are good models of conduct and academic commitment for students.				
Strongly Agree	14	45	26	20
Agree	16	52	72	56
Uncertain	0	0	20	16
Disagree	1	3	9	7
Strongly Disagree	0	0	1	1
Staff Mean = 1.6				
Community Mean = 2.1				
16. The administration establishes high expectations for academic achievement of students.				
Strongly Agree	11	36	21	17
Agree	16	52	72	57
Uncertain	2	7	23	18
Disagree	2	7	6	5
Strongly Disagree	0	0	5	4
Staff Mean = 1.8				
Community Mean = 2.2				

Table 1, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<hr/>				
17. Students perceive that teachers genuinely care about their well-being and how they are doing in school.				
Strongly Agree	8	26	23	28
Agree	17	55	72	56
Uncertain	6	20	25	20
Disagree	0	0	4	3
Strongly Disagree	0	0	5	4
Staff Mean = 1.9				
Community Mean = 2.2				
18. Students receive a sufficient amount of homework.				
Strongly Agree	4	13	28	22
Agree	19	61	82	65
Uncertain	7	23	10	8
Disagree	1	3	6	5
Strongly Disagree	0	0	1	1
Staff Mean = 2.2				
Community Mean = 2.0				

Research question 2 asked, "What community characteristics affect student learning at Odin Elementary School?" There were two survey statements that concerned the staff. A majority (51%) of the staff disagreed or strongly disagreed with Statement 19, "The economic health of this community is strong." Twenty-two percent of the community members surveyed agreed with the staff's perception. The only survey statement that concerned a majority of the community was Statement 25, "There are social influences in the community which affect student learning (violence, drugs, alcohol)." Eighty-three percent of the staff and 53% of the community members surveyed agreed or strongly agreed with this statement. This indicates there are perceived social influences such as poverty, violence, drugs, and alcohol that disrupt student learning. Table 2 shows the results for statements 19 - 25 on the survey regarding community characteristics at Odin Elementary School.

Table 2

Odin Elementary School Community Characteristics Results

Based on a scale of 1 (strongly agree) to 5 (strongly disagree)

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
19. The economic health of this community is strong.				
Strongly Agree	1	3	8	6
Agree	5	16	51	39
Uncertain	9	29	43	33
Disagree	15	48	19	15
Strongly Disagree	1	3	9	7
Staff Mean = 3.3				
Community Mean = 2.8				
20. This community has the ability and willingness to financially support the school.				
Strongly Agree	3	10	14	11
Agree	9	31	49	38
Uncertain	8	28	39	30
Disagree	6	21	19	15
Strongly Disagree	3	10	8	6
Staff Mean = 2.9				
Community Mean = 2.7				

Table 2, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
21. Community members are actively involved in the school.				
Strongly Agree	2	6	11	9
Agree	12	39	66	51
Uncertain	10	32	30	23
Disagree	6	19	18	14
Strongly Disagree	1	3	4	3
Staff Mean = 2.7				
Community Mean = 2.6				
22. The school facilities are available to members of the community after school hours.				
Strongly Agree	1	3	6	5
Agree	20	69	62	49
Uncertain	6	21	42	33
Disagree	2	7	10	8
Strongly Disagree	0	0	6	5
Staff Mean = 2.3				
Community Mean = 2.6				

Table 2, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
23. The school is meeting the expectations of the community.				
Strongly Agree	2	7	12	10
Agree	17	57	69	55
Uncertain	11	37	26	21
Disagree	0	0	14	11
Strongly Disagree	0	0	5	4
Staff Mean = 2.3				
Community Mean = 2.5				
24. The school uses the educational resources provided by the community.				
Strongly Agree	1	3	8	6
Agree	14	47	60	48
Uncertain	13	43	50	40
Disagree	1	3	6	2
Strongly Disagree	1	3	2	2
Staff Mean = 2.6				
Community Mean = 2.5				

Table 2, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
25. There are social influences (violence, drugs, alcohol, etc.) in the community which affect student learning.				
Strongly Agree	6	20	25	20
Agree	19	63	40	33
Uncertain	4	13	37	30
Disagree	1	3	17	14
Strongly Disagree	0	0	4	3
Staff Mean = 2.0				
Community Mean = 2.5				

Research question 3 asked, "Is there a statistically significant difference in the perceptions of staff and the perceptions of community members concerning Odin Elementary student needs and community characteristics which may affect student learning?" As indicated in Table 3, the survey results found no statistically significant difference in the overall perception of staff and community regarding Odin Elementary student needs and community characteristics.

Table 3

Statistical Analysis of Elementary School Survey

<u>Group</u>	<u>Number of cases</u>	<u>Mean</u>	<u>Standard Deviance</u>
Staff	31	2.3616	.395
Community	130	2.3033	.460
<u>Pooled Variance Estimate</u>			
t Value		.65	
Degrees of Freedom		159	
2 Tailed Probability		.517	

Research question 4 asked, "What are the needs of the Odin High School students as perceived by the school staff and community?" Survey results indicate that the community members surveyed perceived there were no student needs. The staff perceived three areas of student need. Statement 4, "There are positive disciplinary measures used in the home" drew a response of disagree or strongly disagree from 56% of the staff and 12% of the community members surveyed. Sixty-six percent of the community members surveyed agreed or strongly agreed with Statement 4. The staff perceived this to be an area of student need while the community members surveyed did not. Eighty percent of the staff and 21% of

the community members surveyed disagreed or strongly disagreed with Statement 7, "Students have good study habits." Fifty-four percent of the staff disagreed or strongly disagreed with Statement 9, "Students have proper supervision at home." Seventy percent of the community members surveyed agreed or strongly disagreed with Statement 9. Table 4 illustrates the survey results for statements 1 - 18 regarding student needs at Odin High School.

Table 4

Odin High School Students' Needs Results

Based on a scale of 1 (strongly agree) to 5 (strongly disagree)

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
1. This school has good home-school communication.				
Strongly Agree	2	8	6	11
Agree	16	64	32	59
Uncertain	5	20	7	13
Disagree	2	8	6	11
Strongly Disagree	0	0	3	6
Staff Mean = 2.3				
Community Mean = 2.4				

Table 4, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
2. This school has an orderly and safe environment which is conducive to effective student learning.				
Strongly Agree	8	32	10	19
Agree	15	60	34	63
Uncertain	0	0	7	13
Disagree	2	8	2	4
Strongly Disagree	0	0	1	2
Staff Mean = 1.8				
Community Mean = 2.1				
3. There are positive disciplinary measures used in this school.				
Strongly Agree	1	4	2	4
Agree	17	68	24	45
Uncertain	3	12	11	21
Disagree	3	12	11	21
Strongly Disagree	1	4	5	9
Staff Mean = 2.4				
Community Mean = 2.9				

Table 4, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
4. There are positive disciplinary measures used in the home.				
Strongly Agree	0	0	14	27
Agree	1	4	20	39
Uncertain	10	40	12	23
Disagree	7	28	4	8
Strongly Disagree	7	28	2	4
Staff Mean = 3.6				
Community Mean = 2.2				
5. This school has adult counseling services available.				
Strongly Agree	3	12	4	8
Agree	4	16	16	30
Uncertain	11	44	28	53
Disagree	7	28	3	6
Strongly Disagree	0	0	2	4
Staff Mean = 2.9				
Community Mean = 2.7				

Table 4, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
6. Students have their basic needs, such as food, clothing, shelter, and health care, met at home.				
Strongly Agree	0	0	23	43
Agree	7	28	16	30
Uncertain	12	48	11	20
Disagree	4	16	4	7
Strongly Disagree	2	8	0	0
Staff Mean = 3.0				
Community Mean = 1.9				
7. Students have good study habits.				
Strongly Agree	0	0	6	11
Agree	0	0	17	32
Uncertain	5	20	19	36
Disagree	17	68	11	21
Strongly Disagree	3	12	0	0
Staff Mean = 3.9				
Community Mean = 2.7				

Table 4, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
8. Students have proper supervision at school.				
Strongly Agree	5	20	8	15
Agree	18	72	31	57
Uncertain	1	4	8	15
Disagree	0	0	4	7
Strongly Disagree	1	4	3	6
Staff Mean = 2.0				
Community Mean = 2.3				
9. Students have proper supervision at home.				
Strongly Agree	0	0	16	31
Agree	0	0	20	39
Uncertain	11	46	10	19
Disagree	5	21	4	8
Strongly Disagree	8	33	2	4
Staff Mean = 3.9				
Community Mean = 2.2				

Table 4. cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
10. The teachers in this school are good teachers.				
Strongly Agree	12	48	11	20
Agree	11	44	25	46
Uncertain	0	0	10	19
Disagree	2	8	5	9
Strongly Disagree	0	0	3	6
Staff Mean = 1.7				
Community Mean = 2.3				
11. The curriculum is effective and up-to-date.				
Strongly Agree	3	13	3	6
Agree	15	65	28	52
Uncertain	5	22	13	24
Disagree	0	0	7	13
Strongly Disagree	0	0	3	6
Staff Mean = 2.1				
Community Mean = 2.6				

Table 4, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
12. Teachers in this school provide assistance, when requested, to students outside of regular class time.				
Strongly Agree	6	24	12	22
Agree	15	60	16	30
Uncertain	3	12	11	20
Disagree	1	4	8	15
Strongly Disagree	0	0	7	13
Staff Mean = 2.0				
Community Mean = 2.7				
13. The administrative provides effective leadership for quality instruction and curriculum.				
Strongly Agree	5	20	9	17
Agree	18	72	27	51
Uncertain	2	8	11	21
Disagree	0	0	3	6
Strongly Disagree	0	0	3	6
Staff Mean = 1.9				
Community Mean = 2.3				

Table 4, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
14. Student achievement is important.				
Strongly Agree	11	44	32	59
Agree	12	48	18	33
Uncertain	2	8	2	4
Disagree	0	0	1	2
Strongly Disagree	0	0	1	2
Staff Mean = 1.6				
Community Mean = 1.5				
15. Teachers are good models of conduct and academic commitment for students.				
Strongly Agree	9	36	7	13
Agree	15	60	37	60
Uncertain	1	4	7	13
Disagree	0	0	4	8
Strongly Disagree	0	0	3	6
Staff Mean = 1.7				
Community Mean = 2.3				

Table 4, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
16. The administration establishes high expectations for academic achievement of students.				
Strongly Agree	5	20	6	11
Agree	15	60	37	69
Uncertain	2	8	6	11
Disagree	3	12	4	7
Strongly Disagree	0	0	1	2
Staff Mean = 2.1				
Community Mean = 2.2				
17. Students perceive that teachers genuinely care about their well-being and how they are doing in school.				
Strongly Agree	6	24	11	21
Agree	13	52	24	46
Uncertain	5	20	9	17
Disagree	1	4	4	8
Strongly Disagree	0	0	4	8
Staff Mean = 2.0				
Community Mean = 2.3				

Table 4, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
18. Students receive a sufficient amount of homework.				
Strongly Agree	3	13	14	26
Agree	13	52	24	46
Uncertain	5	20	9	17
Disagree	2	8	4	8
Strongly Disagree	1	4	0	0
Staff Mean = 2.4				
Community Mean = 2.3				

Research question 5 asked, "What community characteristics affect student learning at Odin High School?" There were two areas of concern from the staff and one from the community members surveyed. Sixty percent of the staff and 20% of the community members surveyed disagreed or strongly disagreed with Statement 19, "The economic health of the community is strong." Eighty-four percent of the staff and 66% of the community agreed or strongly agreed with Statement 25, "There are social forces in the community which affect student learning (violence, drugs, alcohol)." This indicates that both the staff and the community members surveyed perceive that there are

social influences in the community that disrupt student learning. Table 5 shows the results for survey statements 19 - 25 regarding community characteristics at Odin High School.

Table 5

Odin High School Community Characteristics Results

Based on a scale of 1 (strongly agree) to 5 (strongly disagree)

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
19. The economic health of this community is strong.				
Strongly Agree	1	4	3	6
Agree	4	16	29	54
Uncertain	5	20	11	20
Disagree	14	56	7	13
Strongly Disagree	1	4	4	7
Staff Mean = 3.4				
Community Mean = 2.6				

Table 5, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
20. This community has the ability and willingness to financially support the school.				
Strongly Agree	3	12	9	17
Agree	7	28	21	39
Uncertain	7	28	19	35
Disagree	5	20	4	7
Strongly Disagree	3	12	1	2
Staff Mean = 2.9				
Community Mean = 2.4				
21. Community members are actively involved in the school.				
Strongly Agree	2	8	5	9
Agree	13	52	30	56
Uncertain	2	8	11	20
Disagree	6	24	7	13
Strongly Disagree	2	8	1	2
Staff Mean = 2.7				
Community Mean = 2.4				

Table 5, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
22. The school facilities are available to members of the community after school hours.				
Strongly Agree	1	4	3	6
Agree	17	71	29	54
Uncertain	5	21	14	26
Disagree	1	4	6	11
Strongly Disagree	0	0	2	4
Staff Mean = 2.3				
Community Mean = 2.5				
23. The school is meeting the expectations of the community.				
Strongly Agree	2	8	4	7
Agree	15	60	32	59
Uncertain	8	32	9	17
Disagree	0	0	8	15
Strongly Disagree	0	0	1	2
Staff Mean = 2.2				
Community Mean =2.4				

Table 5, cont.

<u>Statement</u>	<u>Staff</u>		<u>Community</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
24. The school uses the educational resources provided by the community.				
Strongly Agree	1	4	2	4
Agree	12	48	32	62
Uncertain	8	32	17	33
Disagree	3	12	1	2
Strongly Disagree	1	4	0	0
Staff Mean = 2.6				
Community Mean = 2.3				
25. There are social influences (violence, drugs, alcohol, etc.) in the community which affect student learning.				
Strongly Agree	3	12	18	34
Agree	18	72	15	28
Uncertain	3	12	12	23
Disagree	0	0	7	13
Strongly Disagree	1	4	1	2
Staff Mean = 2.1				
Community Mean = 2.2				

Research question 6 asked, "Is there a statistically significant difference in the perceptions of staff and the

perceptions of community members concerning Odin High School Student needs and community characteristics which may affect student learning?" As indicated in Table 6, the survey results found no statistically significant difference in the overall perception of staff and community regarding Odin High School student needs and community characteristics.

Table 6

Statistical Analysis of High School Survey

<u>Group</u>	<u>Number of cases</u>	<u>Mean</u>	<u>Standard Deviance</u>
Staff	25	2.4701	.407
Community	54	2.3457	.444
<u>Pooled Variance Estimate</u>			
t Value		1.19	
Degrees of Freedom		77	
2 Tailed Probability		.238	

Chapter V

Summary, Findings, and Recommendations

Summary

This study addressed six research questions:

1. What are the needs of Odin Elementary School students as perceived by the school staff and community?
2. What community characteristics affect student learning at Odin Elementary School?
3. Is there a statistically significant difference in the perceptions of staff and the perceptions of community members concerning Odin Elementary student needs and community characteristics which may affect student learning?
4. What are the needs of Odin High School students as perceived by the school staff and community?
5. What community characteristics affect student learning at Odin High School?
6. Is there a statistically significant difference in the perceptions of staff and the perceptions of community members concerning Odin High School student needs and community characteristics which may affect student learning?

The information gathered will be used to fulfill the requirements of Step 1, part 1 - 2 of the Illinois Public School Accreditation Process.

The process used to gather this information was to develop a survey and to administer it to the school staff, parents, and community members of Odin Elementary School and

Odin High School. Data were collected from all staff members of each school and from parents of students enrolled in each school. Community members were selected at random. The information gathered from the surveys was formally and systematically collected and analyzed.

The information from the four surveys (Odin Elementary Staff, Odin Elementary Community, Odin High School Staff, and Odin High School Community) was taken to the computer laboratory at Eastern Illinois University. The computer center compiled the information on the surveys into frequency charts and percentages. A t-test was run comparing the elementary staff results with the elementary community results. A second t-test was run comparing the high school staff with the high school community results.

Findings

The Elementary Survey found that one important student need, as perceived by the staff, was good study habits. The community characteristics which may affect student learning were the economic health of the community and other social forces in the community such as violence, drugs, and alcohol.

The High School Survey results listed three student needs. The first need was discipline in the home, the second need was good study habits, and the third need was proper supervision in the home. The economic health of the community and other social forces were determined to be the

two community characteristics which may affect student learning.

The t-test to compare the elementary staff survey results and the elementary community survey results found no significant difference in the overall perception of staff and community regarding student needs and community characteristics. The t-test to compare the high school staff survey results and the high school community survey results found no significant difference in the overall perception of staff and community regarding student needs and community characteristics.

Recommendations

1. The principal has established an Educational Leadership Committee, a Student Advisory Committee, and a Parent Advisory Committee to seek input and cooperation in instituting programs which will address student needs and community characteristics which affect learning. Specific areas of discussion for these committees would include the needs as shown by the results of the surveys. The topics would include:

- a. Discipline in the home and school.
- b. Study habits of students.
- c. Supervision of students at home and school.

Community characteristics that would be discussed would include:

a. The economic health of the community and its influence on students.

b. Social influences in the community which affect learning and how to deal with these influences.

2. The principal should form a Study Skills Committee consisting of members of the teaching staff. This Study Skills Committee would conduct an orientation program for all of the teachers. This program would explain what study skills are and train teachers to foster positive study skills in the students.

The committee should develop a study skills training program which would be taught annually to all third grade and ninth grade students. The third grade program would involve basic skills while the ninth grade program would be more structured and involved. A study skills in-service program should be developed to meet the needs of the teachers and students.

3. Homework should continue to be assigned and be a regular part of the daily routine. Homework must be relevant to the learning material and assigned as an extension of the classroom after students develop some level of mastery. Teachers must not operate under the assumption that more homework is better.

4. The administration should communicate, at every opportunity, to the staff and community that academics are the primary function of both districts. The staff must be given input and responsibilities for establishing academic goals for the districts.

5. The survey results of the elementary staff and high school staff were very similar. The survey results of the elementary community and high school community were similar. Any future surveys need only be divided into staff and community and not according to grade level.

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Appendix A

Survey of Student Needs and Community Characteristics

Odin Elementary School Staff Survey

Purpose: The district is presently conducting a study of student needs and community characteristics. The results of this survey will be used as partial fulfillment of state requirements for the Public School Accreditation Process. Your responses to the survey will be greatly appreciated. Please return the completed survey to Odin Public Schools by March 11, 1994.

Directions: Please respond honestly and frankly to each statement. Do not put your name on the survey. All responses are anonymous. The survey is not coded in any way to identify your individual responses. If you believe that you do not have sufficient information to respond to a statement, please leave it blank. Use the following rating scale.

1 = Strongly Agree

4 = Disagree

2 = Agree

5 = Strongly Disagree

3 = Uncertain

1. This school has good home-school communications.

1 2 3 4 5

2. This school has an orderly and safe environment which is conducive to effective student learning.

1 2 3 4 5

3. There are positive disciplinary measures used in this school.

1 2 3 4 5

4. There are positive disciplinary measures used in the home.

1 2 3 4 5

5. This school has adult counseling services available.

1 2 3 4 5

6. Students have their basic need, such as food, clothing, shelter, and health care, met at home.

1 2 3 4 5

7. Students have good study habits.

1 2 3 4 5

8. Students have proper supervision at school.

1 2 3 4 5

9. Students have proper supervision at home.

1 2 3 4 5

10. The teachers in this school are good teachers.

1 2 3 4 5

11. The curriculum is effective and up-to-date.

1 2 3 4 5

12. Teachers in this school provide assistance, when requested, to students outside of regular class time.

1 2 3 4 5

13. The administration provides effective leadership for quality instruction and curriculum.

1 2 3 4 5

14. Student achievement is important.

1 2 3 4 5

15. Teachers are good models of conduct and academic commitment for students.

1 2 3 4 5

16. The administration establishes high expectations for academic achievement of students.

1 2 3 4 5

17. Students perceive that teachers genuinely care about their well-being and how they are doing in school.

1 2 3 4 5

18. Students receive a sufficient amount of homework.

1 2 3 4 5

19. The economic health of this community is strong.

1 2 3 4 5

20. This community has the ability and willingness to financially support the school.

1 2 3 4 5

21. Community members are actively involved in the school.

1 2 3 4 5

22. The school facilities are available to members of the community after hours.

1 2 3 4 5

23. The school is meeting the expectations of the community.

1 2 3 4 5

24. The school uses the educational resources provided by the community.

1 2 3 4 5

25. There are social influences (e.g. violence, drugs, alcohol) in the community which affect student learning.

1 2 3 4 5

Appendix B

Survey of Student Needs and Community Characteristics

Odin Elementary School Community Survey

Purpose: The district is presently conducting a study of student needs and community characteristics. The results of this survey will be used as partial fulfillment of state requirements for the Public School Accreditation Process. Your responses to the survey will be greatly appreciated. Please return the completed survey to Odin Public Schools by March 11, 1994.

Directions: Please respond honestly and frankly to each statement. Do not put your name on the survey. All responses are anonymous. The survey is not coded in any way to identify your individual responses. If you believe that you do not have sufficient information to respond to a statement, please leave it blank. Use the following rating scale.

1 = Strongly Agree

4 = Disagree

2 = Agree

5 = Strongly Disagree

3 = Uncertain

1. This school has good home-school communications.

1 2 3 4 5

2. This school has an orderly and safe environment which is conducive to effective student learning.

1 2 3 4 5

3. There are positive disciplinary measures used in this school.

1 2 3 4 5

4. There are positive disciplinary measures used in the home.

1 2 3 4 5

5. This school has adult counseling services available.

1 2 3 4 5

6. Students have their basic need, such as food, clothing, shelter, and health care, met at home.

1 2 3 4 5

7. Students have good study habits.

1 2 3 4 5

8. Students have proper supervision at school.

1 2 3 4 5

9. Students have proper supervision at home.

1 2 3 4 5

10. The teachers in this school are good teachers.

1 2 3 4 5

11. The curriculum is effective and up-to-date.

1 2 3 4 5

12. Teachers in this school provide assistance, when requested, to students outside of regular class time.

1 2 3 4 5

13. The administration provides effective leadership for quality instruction and curriculum.

1 2 3 4 5

14. Student achievement is important.

1 2 3 4 5

15. Teachers are good models of conduct and academic commitment for students.

1 2 3 4 5

16. The administration establishes high expectations for academic achievement of students.

1 2 3 4 5

17. Students perceive that teachers genuinely care about their well-being and how they are doing in school.

1 2 3 4 5

18. Students receive a sufficient amount of homework.

1 2 3 4 5

19. The economic health of this community is strong.

1 2 3 4 5

20. This community has the ability and willingness to financially support the school.

1 2 3 4 5

21. Community members are actively involved in the school.

1 2 3 4 5

22. The school facilities are available to members of the community after hours.

1 2 3 4 5

23. The school is meeting the expectations of the
community.

1 2 3 4 5

24. The school uses the educational resources provided by
the community.

1 2 3 4 5

25. There are social influences (e.g. violence, drugs,
alcohol) in the community which affect student
learning.

1 2 3 4 5

Appendix C

Survey of Student Needs and Community Characteristics

Odin High School Staff Survey

Purpose: The district is presently conducting a study of student needs and community characteristics. The results of this survey will be used as partial fulfillment of state requirements for the Public School Accreditation Process. Your responses to the survey will be greatly appreciated. Please return the completed survey to Odin Public Schools by March 11, 1994.

Directions: Please respond honestly and frankly to each statement. Do not put your name on the survey. All responses are anonymous. The survey is not coded in any way to identify your individual responses. If you believe that you do not have sufficient information to respond to a statement, please leave it blank. Use the following rating scale.

1 = Strongly Agree

4 = Disagree

2 = Agree

5 = Strongly Disagree

3 = Uncertain

1. This school has good home-school communications.

1 2 3 4 5

2. This school has an orderly and safe environment which is conducive to effective student learning.

1 2 3 4 5

3. There are positive disciplinary measures used in this school.

1 2 3 4 5

4. There are positive disciplinary measures used in the home.

1 2 3 4 5

5. This school has adult counseling services available.

1 2 3 4 5

6. Students have their basic need, such as food, clothing, shelter, and health care, met at home.

1 2 3 4 5

7. Students have good study habits.

1 2 3 4 5

8. Students have proper supervision at school.

1 2 3 4 5

9. Students have proper supervision at home.

1 2 3 4 5

10. The teachers in this school are good teachers.

1 2 3 4 5

11. The curriculum is effective and up-to-date.

1 2 3 4 5

12. Teachers in this school provide assistance, when requested, to students outside of regular class time.

1 2 3 4 5

13. The administration provides effective leadership for quality instruction and curriculum.

1 2 3 4 5

14. Student achievement is important.

1 2 3 4 5

15. Teachers are good models of conduct and academic commitment for students.

1 2 3 4 5

16. The administration establishes high expectations for academic achievement of students.

1 2 3 4 5

17. Students perceive that teachers genuinely care about their well-being and how they are doing in school.

1 2 3 4 5

18. Students receive a sufficient amount of homework.

1 2 3 4 5

19. The economic health of this community is strong.

1 2 3 4 5

20. This community has the ability and willingness to financially support the school.

1 2 3 4 5

21. Community members are actively involved in the school.

1 2 3 4 5

22. The school facilities are available to members of the community after hours.

1 2 3 4 5

23. The school is meeting the expectations of the community.

1 2 3 4 5

24. The school uses the educational resources provided by the community.

1 2 3 4 5

25. There are social influences (e.g. violence, drugs, alcohol) in the community which affect student learning.

1 2 3 4 5

Appendix D

Survey of Student Needs and Community Characteristics

Odin High School Community Survey

Purpose: The district is presently conducting a study of student needs and community characteristics. The results of this survey will be used as partial fulfillment of state requirements for the Public School Accreditation Process. Your responses to the survey will be greatly appreciated. Please return the completed survey to Odin Public Schools by March 11, 1994.

Directions: Please respond honestly and frankly to each statement. Do not put your name on the survey. All responses are anonymous. The survey is not coded in any way to identify your individual responses. If you believe that you do not have sufficient information to respond to a statement, please leave it blank. Use the following rating scale.

1 = Strongly Agree

4 = Disagree

2 = Agree

5 = Strongly Disagree

3 = Uncertain

1. This school has good home-school communications.

1 2 3 4 5

2. This school has an orderly and safe environment which is conducive to effective student learning.

1 2 3 4 5

3. There are positive disciplinary measures used in this school.

1 2 3 4 5

4. There are positive disciplinary measures used in the home.

1 2 3 4 5

5. This school has adult counseling services available.

1 2 3 4 5

6. Students have their basic need, such as food, clothing, shelter, and health care, met at home.

1 2 3 4 5

7. Students have good study habits.

1 2 3 4 5

8. Students have proper supervision at school.

1 2 3 4 5

9. Students have proper supervision at home.

1 2 3 4 5

10. The teachers in this school are good teachers.

1 2 3 4 5

11. The curriculum is effective and up-to-date.

1 2 3 4 5

12. Teachers in this school provide assistance, when requested, to students outside of regular class time.

1 2 3 4 5

13. The administration provides effective leadership for quality instruction and curriculum.
1 2 3 4 5
14. Student achievement is important.
1 2 3 4 5
15. Teachers are good models of conduct and academic commitment for students.
1 2 3 4 5
16. The administration establishes high expectations for academic achievement of students.
1 2 3 4 5
17. Students perceive that teachers genuinely care about their well-being and how they are doing in school.
1 2 3 4 5
18. Students receive a sufficient amount of homework.
1 2 3 4 5
19. The economic health of this community is strong.
1 2 3 4 5
20. This community has the ability and willingness to financially support the school.
1 2 3 4 5
21. Community members are actively involved in the school.
1 2 3 4 5
22. The school facilities are available to members of the community after hours.
1 2 3 4 5

23. The school is meeting the expectations of the community.

1 2 3 4 5

24. The school uses the educational resources provided by the community.

1 2 3 4 5

25. There are social influences (e.g. violence, drugs, alcohol) in the community which affect student learning.

1 2 3 4 5