

1985

# Teachers', Students', and Principal's Perceptions of School Effectiveness Factors at Sullivan High School

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*Eastern Illinois University*

This research is a product of the graduate program in [Educational Administration](#) at Eastern Illinois University. [Find out more](#) about the program.

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TEACHERS', STUDENTS', AND PRINCIPAL'S

PERCEPTIONS OF SCHOOL EFFECTIVENESS

(TITLE)  
FACTORS AT SULLIVAN HIGH SCHOOL

BY  
Richard J. Voltz

FIELD STUDY

**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

1985

YEAR

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TEACHERS', STUDENTS', AND PRINCIPAL'S  
PERCEPTIONS OF SCHOOL EFFECTIVENESS  
FACTORS AT SULLIVAN HIGH SCHOOL

By

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B.S. University of Illinois, 1972

M.S. Sangamon State University, 1975

Field Study

Submitted in partial fulfillment of the requirements for  
the degree of Specialist in Educational Administration  
in the Graduate School, Eastern Illinois University,  
Charleston, Illinois.

1985

## ABSTRACT

### Statement of Purpose

The purpose of this field experience is to compare and contrast school effectiveness factors from the perspectives of students, teachers, and principal (the researcher) of Sullivan High School. In order to evaluate the effectiveness of a school, the perceptions of these people are determined to be most important. Therefore, this researcher recognized the need to ascertain and study such data.

### Procedure

Three surveys were developed by Dr. Dave Bartz, Associate Professor of Educational Administration of Eastern Illinois University, based on a review of current literature addressing the issue of identifying school effectiveness factors. These were a Teacher Feedback Survey, Student Feedback Survey, and Principal Feedback Survey. The surveys were distributed to the teachers and students on February 7, 1985. The surveys were scored by the computer center at Eastern Illinois University.

The study is divided into five chapters. Chapter One gives background information concerning why this topic was chosen, relates the specific statement of the problem being researched, and gives the limitations of the study.

Chapter Two is a study of the related literature and research concerning school effectiveness factors. Chapter Three explains the design of the study, the method of data collection and instrumentation, and the method of data analysis. Chapter Four lists the results, recommendations, and conclusions of the data that was collected from the three surveys. Chapter Five summarizes the recommendations of the researcher based on the results of the surveys. Twenty recommendations are listed.

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## CHAPTER 1

### OVERVIEW OF THE PROBLEM

#### Background Information

The purpose of this field experience is to compare and contrast school effectiveness factors from the perspectives of students, teachers and principal (the researcher) of Sullivan High School, Sullivan, Illinois. In order to evaluate the effectiveness of a school, the perceptions of these people are determined to be most important. Therefore, this researcher recognized the need to ascertain and study such data.

Another purpose is to develop baseline information to establish what people perceive to be the performance of Sullivan High School as an entity. Also, accrediting associations such as North Central are interested in high school effectiveness factors as perceived by staff and students.

During the last several years there have been numerous national studies conducted addressing effectiveness of public education in the United States. A Nation At Risk (1983), a study resulting from President Reagan's National Commission On Excellence in Education, is an example of one such study. In this study the commission identified concerns of the performance of public schools when evaluated by school effectiveness factors.

In addition to the numerous national studies or commissions, various researchers also focused on effective



school factors in the past ten years. Brookover (1979), attempted to isolate the correlates of effective schools. Edmonds (1981) and other researchers devoted much time and effort in attempting to identify factors which related to effective schools. Their scholarly research made it possible to identify school effectiveness factors. These factors include, but are not limited to, the role of the principal as a leader, a safe and orderly environment, goal setting, and high expectations of staff. After a review of the literature, the writer could identify common factors which established criteria for measuring effective schools.

This researcher, principal of Sullivan High School, Sullivan, Illinois discerned a need to utilize school effectiveness factors. He solicited information from teachers, students, and himself in order to create an awareness of the strengths and weaknesses of the school. A desired result of collecting such data was the accumulation of baseline information which the principal and other staff members could use to focus on areas of needed improvement. These results were also used as input for the "School and Community Section" of the North Central Evaluation.

#### Statement of the Problem

The specific problem addressed by this study was to ascertain the perceptions of teachers, students, and the principal of Sullivan High School relative to school effectiveness factors. The specific questions to be

answered by this study were:

1. What are the perceptions of students at Sullivan High School toward school effectiveness factors?

2. What are the perceptions of teachers at Sullivan High School toward school effectiveness factors?

3. What are the perceptions of the principal of Sullivan High School toward school effectiveness factors?

#### Limitations of the Study

In that this study utilized only the perceptions of teachers, students, and the principal of Sullivan High School, the reader may question the accuracy of them in comparison to more tangible information such as test scores. While this was a limitation, it was the belief of the researcher that the perceptions of teachers, students, and the principal with respect to educational matters can form a logical reference point to identify problems. From that point, additional tangible information such as achievement test scores and other data could be collected.

Use of this information in comparisons with other school districts, may not be valid. Factors such as school size, geographic region, social class, and stability of the staff and administration may also effect school effectiveness, but these factors were not controlled in this research project.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH

#### Related Literature and Research

"In short, the academic report card on the nation's schools is mixed. We believe, however, that American public education is beginning to improve. After years of decline, test scores have leveled off, and in some states modest gains have been recorded. A core curriculum is beginning to be shaped. College admission standards are being tightened. Most importantly, there is a revival of interest in the nation's schools. America is turning once again to education" (Boyer, p.39).

The reason for researching school effectiveness factors was to determine if these factors were present at Sullivan High School. Recent literature on school effectiveness concludes that economic, academic, and social differences among pupils is not necessarily correlated with student achievement. Purkey and Smith (1982) state, "We have argued that an academically effective school is distinguished by its culture: a structure, process, and climate of values and norms that channel staff and students in the direction of successful teaching and learning" (p.66).

Most school effectiveness studies have been performed in urban school districts, and the implications to a school

district like Sullivan, Illinois may not be comparative. Sullivan is a rural community located in central Illinois. It does not have the same type of problems as some urban districts, e.g., high absentee rate, vandalism, low parent involvement, and minority student population. Edmonds completed his research in New York City in a School Improvement Project, Maureen Larkin (1979) did a school effectiveness project in Milwaukee public schools, and Jim Comer (1980) of Yale completed his study in New Haven, Connecticut. It is the assumption of this researcher that some school effectiveness factors are not unique to Sullivan High School. Factors such as the role of the principal as a leader, a safe and orderly environment, goal setting, and high expectations by staff are documented by research. Purkey and Smith (1982) concluded, "Two elements in particular appear to be common to effective schools: high expectations for student achievement on the part of school staff members, and strong instructional leadership on the part of the school principal or another staff member" (p.67).

Most studies of school effectiveness factors use the studies of Brookover and Lazotte (1979), Edmonds and Frederikson (1979), Phi Delta Kappa (Duckett and others 1980), and Rutter and others (1979). Various factors from these studies were included in the teacher, student, and principal surveys that were used in this field study. All four studies indicated that some form of basic skills

mastery was important. The Phi Delta Kappa study stated, "Successful schools are characterized by clearly stated curricular goals and objectives" (D'Amico, p.61).

The four studies also concluded that staff expectation of student achievement are essential to school effectiveness. Brookover and Lezotte report:

"Staff of improving schools believe all students can master the basic skills objectives and they believe the principal shares this belief. Staff of improving schools do not make excuses: they assume responsibility for teaching basic skills and are committed to do so. Staff of improving schools spend more time on achieving basic skills objectives." (D'Amico, p.61)

The leadership of the individual school as represented by the building principal was an important factor in determining school effectiveness. Brookover et al. stated, "Principals at improving schools are assertive instructional leaders and disciplinarians, and they assume responsibility for the evaluation of the achievement of basic skills objectives" (D'Amico p.61). Edmonds refers to leadership characteristics in the following manner:

"Administrative leadership is strong and without it the disparate elements of good schooling can be neither brought together nor kept together" (D'Amico, p.61).

Accountability was mentioned by both Brookover et al. and Edmonds. "Staff at improving schools accept the concept of accountability and are involved in developing

accountability models. A means is present by which pupil progress can be frequently monitored" (D'Amico, p.61).

Brookover et al. also indicate that willingness to change by the staff was evident in effective schools. "Teachers at improving schools are not very satisfied or complacent about the status quo" (D'Amico, p.61).

Other factors are mentioned in specific studies but not in more than one study. Edmonds reports that the importance of frequent pupil progress monitoring and an orderly quiet environment that was not overly oppressive. The Phi Delta Kappa study indicated the importance of individualized instruction, structured learning environments, reductions in adult child ratios, additional funding by non local funds, and the use of teacher inservice to assist staff members to attain their objectives. Rutter and others expressed concerns about the availability of teachers to help students with specific problems, the holding of positions of importance by students in the school system, and a consistent school atmosphere throughout the school. Outcomes were better in schools that provided pleasant working conditions for the pupils (D'Amico, p.61).

Some recent research studies have focused upon effective school characteristics that were specific to high schools. Murphy and Hallinger (1985, p.18) identified the following factors as characteristics of effective schools:

1. A clear sense of purpose

2. A core of standards within a rich curriculum
3. High expectations
4. A commitment to educate each student as completely as possible
5. A special reason for each student to go to school
6. A safe, orderly learning environment
7. A sense of community
8. Resiliency and a problem-solving attitude

Specific research done by Murphy and Hallinger (1985 p. 19) cited the need for secondary schools to provide a rich and diverse academic program as opposed to the structured programs that earlier studies indicate for elementary programs. This is not to say that emphasis on basic skills are not important but that there are other curriculum goals at the secondary level that expand on basic skills.

In regard to high expectations, Murphy et al. (1985) identified policies and practices of individual schools which conveyed an importance for high achievement. This included such things as regularly assigned and graded homework, policies that permitted participation in co-curricular activities only if grades were high, and quick and regular notification of parents when expectations were not being met. (p.20)

The Carnegie Foundation For The Advancement Of Teaching, enlisted Ernest Boyer (1983) to write a prescription to increase the effectiveness of America's

high schools. Of the twelve priorities that are identified the following relate to the aforementioned school effectiveness factors:

1. A high school must have a clear and vital mission. (p.301)

2. Teachers should use a variety of teaching styles and the student expectations should be high, clear, fair, and the students should be held accountable for them.(p.312)

3. The principal needs to be the key educational leader. (p.316)



CHAPTER III  
DESIGN OF THE STUDY

General Design and Sample

The dependent variable in this study was the perceptions of school effectiveness. The independent variable was the type of respondent: teachers, students, and the high school principal.

This was a field study because the independent variable was not manipulated, and the data were collected in the actual environment of the respondents as opposed to a laboratory setting.

The research questions addressed by this study were:

1. What are the perceptions of students at Sullivan High School regarding school effectiveness factors at the school?

2. What are the perceptions of teachers at Sullivan High School regarding school effectiveness factors at the school?

3. What are the perceptions of the principal of Sullivan High School regarding school effectiveness factors at the school?

Sample

This study is based on a sample of all 25 high school teachers, 300 of the 315 students, and the principal of Sullivan High School, Sullivan, Illinois. Sullivan is the

county seat of Moultrie County, located 16 miles northwest of Mattoon and 24 miles southeast of Decatur. The town of Sullivan has 4900 residents. Sullivan is a predominantly rural community with agriculture being the main aspect of the economy. Many Sullivan residents commute to Decatur or Mattoon for employment purposes. Sullivan School District presently has 1125 students, divided into four separate attendance centers. The assessed evaluation for Sullivan was approximately \$51 million, down from \$54 million just three years ago. The high school staff consists of 25 teachers. The staff is relatively young in age with the median age being 39. Most teachers have a masters degree. There has only been four new teachers hired in the past four years.

The principal is a 35 year old male with seven years of administrative experience. He has been the principal at Sullivan High School for the past four years. His administrative and teaching experience range from a large school district (Springfield, Il), to a middle size school (Glenwood H.S., 1000 students), to a small Jr. Sr. High School of 300 students (Warren).

#### Data Collection and Instrumentation

The Teacher Feedback Survey and the Student Feedback Survey were developed by Dr. Dave Bartz, Associate Professor of Educational Administration of Eastern Illinois University, based on a review of current literature

addressing the issue of identifying school effectiveness factors. These instruments have been used in several school districts to measure school, staff, and student perceptions of effectiveness factors for these districts.

The survey was distributed to the entire staff at an 8 a.m. faculty meeting on Thursday, February 7, 1985. The faculty was informed that the North Central Steering Committee had reviewed the survey and allowed its use for the "School and Community" section of the North Central Report. The faculty was also informed that the results of the survey would be used by the principal as baseline information for his field experience at Eastern Illinois University.

The students were surveyed on the same day during a 9:15 a.m. homeroom. A goal of one hundred percent response was sought for both the faculty and students. All 25 teachers were present and participated in the survey. There were 295 students present on February 7, 1985, and all students present completed the questionnaire. Five additional students were given the survey on February 8, 1985, when they returned to school from being absent. Of the 300 students who completed the survey, 58 were seniors, 76 were juniors, 81 were sophomores, and 84 were freshmen.

#### Data Analysis

After the teachers and students completed the survey (see Appendix A), the results were transferred to optically

scanable scoring sheets by Sullivan High School student office aides. These sheets were taken to the Eastern Illinois University Computer Center where they were scored. The data was analyzed and grouped into sub-groups for scoring purposes. Completed surveys from all freshmen, sophomores, juniors, and seniors were scored independently, and then all were scored as a group. Teachers were scored separately from students. Frequency counts, percentages, and means were determined by each group for each question.

The high school principal (the researcher) scored his results before compiling any other data. He used a continuum scale beginning at 1.0 for strongly agree to 5.0 for strongly disagree. He rated each of his questions to the nearest tenth of what he thought the result should be. The principal completed his survey before the students or faculty were surveyed. This was to insure that those responses did not influence his decision.

It was not the purpose of this study to make comparisons between grade levels. However, if this information is of interest, the data for each grade level are presented in Appendix B (Tables AA through TT).

CHAPTER IV  
RESULTS, RECOMMENDATIONS, CONCLUSIONS

The tables in this chapter represent the results of surveys that were given to staff, students, and the principal of Sullivan High School. The column under the heading of principal is blank except for a final average, because the principal was the only person answering the principal questionnaire. His task was to assign a value between 1.0 for strongly agree to 5.0 for strongly disagree.

The reason the principal ranked each item to the nearest tenth was so the researcher could compare this ranking with the teacher and student average. The teacher and student average was rounded to the nearest tenth also. The possible rankings for the principal items were the following: (a) 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, and 1.9 for strongly agree (b) 2.0, 2.1, ... 2.9 for agree (c) 3.0, 3.1, ... 3.9 for not sure (d) 4.0, 4.1, ... 4.9 for disagree (e) 5.0 for strongly disagree

Some of the tables will not report student scores. The reason for this is because there was not a corresponding question on the student survey to the question on the teacher and principal survey.

A mark of not sure was interpreted as neither a

positive nor negative response. Only marks of agree or strongly agree were designated as positive responses.

Table A

Principal and Teacher Question 1: This building has an orderly and safe climate which is conducive to effective teaching and learning.

Student Question 5: You feel safe and do not worry about other students picking on you at school.

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Response Choice	Students	Teachers	Principal
Strongly Agree	116 (38.4%)	13 (52.0%)	---
Agree	119 (39.4%)	11 (44.0%)	---
Not Sure	37 (12.3%)	0 (0.00%)	---
Disagree	18 (6.0%)	1 (4.0%)	---
Strongly Disagree	11 (3.6%)	0 (0.00%)	---
Average	2.0	1.6	1.1

---

- \* Strongly Agree = 1
- Agree = 2
- Not Sure = 3
- Disagree = 4
- Strongly Disagree = 5

RESULTS:

Based on this data, both teachers and students, agreed that Sullivan High School has a safe and orderly climate. The high school principal indicated that he strongly agreed that Sullivan High School had a safe and orderly environment.

## CONCLUSIONS:

Based on perceptions of students, teachers and the principal of Sullivan High School, Sullivan has a safe and orderly learning environment for students. A safe environment was mentioned in numerous school effectiveness studies as a prerequisite to an effective school.

When this researcher was hired as principal of Sullivan High School, in the summer of 1981, one of the major concerns expressed by the principal screening committee, the superintendent, and the board of education was the improvement of student discipline. Students, at that time, were allowed to leave campus at their own desire, chew tobacco in class, wear hats in school, intimidate freshmen at lunch and especially when showering for p.e., be late for classes, curse without correction, talk back to the high school principal, and in general, to do as they pleased in and out of the classroom. The principal developed a set of discipline procedures (via a committee of teachers, parents, students and himself) that were strictly enforced. The superintendent and the board of education both supported these discipline procedures when the inevitable revolt surfaced.

## RECOMMENDATIONS:

Sullivan High School has a relatively safe and orderly environment. Based on the professional opinion of this

researcher this will likely remain to be true as long as the board of education, administration, staff, and community desire the continuation of the status quo. If a recommendation to give additional freedom had to be made, it would be to allow students who have demonstrated responsibility by previous academic and social behavior more freedom within the school setting. This was mentioned by Boyer (1983) as a positive characteristic of good high schools. The addition of student responsibility is likely to lead to positive student leadership. The students would then be helping the school's effectiveness by being good role models themselves.



Table B

Principal Question 2: The curriculum for the subject matter area(s) in which teachers in this building teach is effective and up to date.

Teacher Question 2: The curriculum for the subject matter area(s) in which you teach is effective and up to date.

Response Choice	Students	Teachers	Principal
Strongly Agree		10 (40%)	---
Agree		13 (52%)	---
Not Sure		1 (4.0%)	---
Disagree		0 (0.00%)	---
Strongly Disagree		1 (4.0%)	---
Average		1.8	2.0

- \* Strongly Agree = 1
- Agree = 2
- Not Sure = 3
- Disagree = 4
- Strongly Disagree = 5

RESULTS:

Twenty-four of the twenty-five staff members (96%) who answered the Teacher Feedback Survey agreed or strongly agreed that their curriculum was effective and up-to-date. The high school principal agreed with this observation.

CONCLUSIONS:

The perception of the principal, when answering this

question, was that the material Sullivan was teaching is effective and up-to-date. However, upon further reflection, the principal did not agree with this perception. The last time the formal curriculum guides were reviewed and revised was in 1979. This occasion preceded the last North Central Visitation. The researcher believed that curriculum has been the textbook that the individual teacher was using in the classroom. Curriculum revision in Sullivan has not been a process of periodically reviewing and revising curriculum guides that gave the teachers the opportunity to list goals and objectives for the courses they teach.

Instead the informal process of curriculum revision at Sullivan High School is the following:

1. An area of curriculum revision was identified. This could be accomplished by an administrator, a teacher, a student, a parent, or a school board member identifying an area of concern.

2. The principal then investigated the identified area to determine if the request was authentic.

3. A plan of study was started. This was a form of Needs Assessment in which a need was defined.

4. A format or plan was established.

5. A draft of a formal proposal was written.

6. A re-draft was written.

7. The concept was brought to the board of education for approval.

8. The program was implemented upon board approval.

9. The program was then evaluated after implementation.

#### RECOMMENDATIONS:

A formal written plan for curriculum update and revision should be developed and presented to the board of education for approval.

Teachers need to update the curriculum guides. Current updated course descriptions could be used as a launching point for further development.

Changing curriculum should not be a process of textbook selection. Teachers should identify goals and objectives and integrate their ideas about curriculum across and in conjunction with all grade levels.

Table C

Principal and Teacher Question 3: Teachers in this building provide assistance, when requested, to students outside of regular class time.

Student question 6: If you ask teachers for help outside the regular time for class, they give you help.

Response Choice	Students	Teachers	Principal
Strongly Agree	90 (29.8%)	17 (68.0%)	---
Agree	132 (43.7%)	8 (32.0%)	---
Not Sure	56 (18.5%)	0 (0.00%)	---
Disagree	18 (6.0%)	0 (0.00%)	---
Strongly Disagree	6 (2.0%)	0 (0.00%)	---
Average	2.1	1.3	2.9

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

RESULTS:

Seventy-four percent of the students agreed or strongly agreed that teachers provide assistance to students, when requested, outside of regular class time. Sixty-eight percent of the teachers, or seventeen of the twenty-five surveyed, strongly agreed that teachers offer assistance to students. The remaining eight teachers agreed. The principal was not sure that teachers did offer

this type of student assistance.

#### CONCLUSIONS:

In a study, *Fifteen Thousand Hours*, by Rutter et al. (1979), it was determined that effective schools are those in which teachers help students on their own time. The building is pleasant, staff members are available to children, and the staff expected the students to achieve. There was a large difference between the teacher perceptions on this issue and the principal's perceptions. There was a slightly less difference between the students' perceptions and the teachers' perceptions.

The result of the relationship between teacher and student perceptions was more valid than the relationship between teacher and principal perceptions. The teachers and students have more information at their disposal to answer this question. These two groups are in the classroom daily and have more information on which to judge this item. It is significant to note that students do perceive that teachers help them during their free time.

The principal answered the way he did because of his own observations of teacher behavior and his conversations with both parents and students. Many high school teachers do not spend time in their classrooms when they are not teaching. The teacher's lounge has been heavily populated before school, during preparation periods, and after school. Student assistance must be taking place at times

other than those previously listed. A main complaint to the principal, from parents, has been that teachers are not willing to help students outside of class time.

**RECOMMENDATIONS:**

As long as students and teachers feel they are meeting the objective of teacher assistance to students, there is no need to change the status quo. School effectiveness factors list teacher willingness to help students as a good trait. Sullivan High School teachers should be commended for their efforts and encouraged to continue the good work.

Table D

Principal and Teacher Question 4: Students in this district are taught effective study skills.

Student Question 7: You have been taught how to study so that you can do your best on your school work.

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Response Choice	Students	Teachers	Principal
Strongly Agree	28 (7.6%)	2 (8.0%)	---
Agree	134 (44.4%)	11 (44.4%)	---
Not Sure	71 (23.5%)	4 (16.0%)	---
Disagree	56 (18.5%)	6 (24.0%)	---
Strongly Disagree	18 (6.0%)	2 (8.0%)	---
Average	2.7	2.8	4.0

-----

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

RESULTS:

Both students and teachers generally indicated that they were not sure whether students in this district have been taught effective study skills. Fifty-two percent of students and teachers agreed but the responses from the remaining forty-eight percent ranged from not sure to strongly disagree. The principal disagreed with both students and teachers. He reported that he did not think students receive study skills instruction.

## CONCLUSIONS:

There was a slight discrepancy between what students and teachers perceived about study skills and the perceptions of the principal. It is the belief of this researcher that intelligent students perceive that they have good study skills when, in fact, they really have an above average intelligence. It is judged that their higher intelligence was a direct cause for their obtaining high grades. This was especially evident when these same students encountered difficult classes such as calculus and experienced frustration in their ability to learn the subject material.

It is hypothesized that the students' perception of their own study skills is in direct proportion to the grades they receive. The higher their grades, the more the students perceive that they have good study skills.

The principal at Sullivan High School has addressed the study skills question from two directions during the 1984-85 school year. First, he has initiated a study skills seminar that all freshmen must attend and that was also open to any other students who may be interested. The focus of this seminar was note taking, discriminating between what was important information and what was not, use of library resources, and general attitude toward school and learning.

Secondly, the principal has instructed a science



teacher to teach study skills to all freshmen enrolled in upper level freshmen science. This was a course that has traditionally given freshmen some trouble. Students who have never received less than a B at the junior high school level often receive a C or lower. This teacher has taught outlining techniques, note taking, and discrimination of background material to his students. Students have been required to transfer these notes to a science notebook and use this re-writing experience as a review of material. Before testing occurs, each student is required to write a report to the instructor stating what he/she believes is testable material. The grades have increased drastically in this class since study skills have been emphasized.

It is the researcher's opinion that teachers have not conveyed their goals and objectives to students in such a manner that students will know what is expected of them. High school teachers sometimes assumed that students have study skills and, therefore, have felt no responsibility to teach these skills, even if the students have done poorly in their class.

#### RECOMMENDATIONS:

Sullivan High School administrative staff should conduct a teacher inservice program to train all the high school teachers on what study skills are and how they can be incorporated into the curriculum. Intensive study skills training should continue to be taught to the

incoming freshmen.

Table E

Principal and Teacher Question 5: Teachers in this building use classroom time wisely and with specific instructional purposes.

Student Question 8: Your teachers do not waste time in class.

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Response Choice	Students	Teachers	Principal
Strongly Agree	40 (13.2%)	6 (24.0%)	---
Agree	131 (43.4%)	16 (64.0%)	---
Not Sure	58 (19.2%)	3 (12.0%)	---
Disagree	49 (16.2%)	0 (0.00%)	---
Strongly Disagree	23 (7.6%)	0 (0.00%)	---
Average	2.6	1.9	2.1

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\* Strongly Agree = 1  
Agree = 2  
Not Sure = 3  
Disagree = 4  
Strongly Disagree = 5

RESULTS:

Teachers and the principal agreed that teachers are using their classroom time wisely and with specific instructional purposes. The students, however, did not feel as strongly about this item. They tended to lean toward the "not sure" range of the survey. Fifty-six percent of the students either agreed or strongly agreed

with quality classroom time while forty-four percent ranged from not sure to strongly disagreed.

#### CONCLUSIONS:

It is important to note that students do not feel as strongly about quality classroom time as the teachers or principal. Quality time is defined as learning taking place throughout the class with a minimum amount of outside distractions. "Student achievement results from time spent directly and efficiently on teaching academic skills" (Squires, p.64). Rutter (1979) claims that time management in the classroom was very important. Teachers need to have planned their lessons, start the lesson on time, and concentrate most of the instruction at the whole group.

The results could relate to the concept of incomplete goal setting by the teachers. Teachers, for example, have often given time at the end of class to start the homework assignment. The teacher then has attempted to help students on an individual basis. If the students have not taken advantage of this block of time, they may perceive it to be unimportant.

Another explanation for a student perception of wasted time was that teachers often have to aim instruction at the middle level ability group in a heterogeneous class. This may have caused students in the higher ability group to become bored with the instruction.

RECOMMENDATIONS:

Teachers need to individualize instruction for the above average students when they have completed the assigned tasks of a unit. This instruction should not be more of the same type of assignment but should include a higher thought process.

Table F

Principal and Teacher Question 6: The administration in this district provides effective leadership for quality instruction and curriculum.

Response Choice	Students	Teachers	Principal
Strongly Agree		5 (20.0%)	---
Agree		14 (56.0%)	---
Not Sure		2 (8.0%)	---
Disagree		3 (12.0%)	---
Strongly Disagree		1 (4.0%)	---
Average		2.2	1.5

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

RESULTS:

Nineteen of the twenty-five teachers (96%) believed that the administration has provided effective leadership for quality instruction and curriculum. The principal also

perceived (to a greater degree) that the administration provided leadership in curriculum and instruction.

#### CONCLUSIONS:

This was a difficult area to define and obtain a common ground of measurement. What does "administration" mean? The principal defines administration as the building principal. This is the way administration has been defined in the literature on school effectiveness. The Illinois Commission on the Improvement of Elementary and Secondary Education Report (1984) has listed the principal acting as the instructional leader as its number one item of priority in the personnel section. Its recommendation is to "clearly define and specify the role of principal as instructional leader" (Berman, 1984, p. 2). However, after talking to several teachers following their completion of the Teacher Feedback Survey, it was determined that some teachers defined administration to include the superintendent as well as the principal. This researcher would hypothesize that other teachers may have viewed the board of education as being part of the administration as well. Thus the data obtained from this question has questionable validity.

In practice, the informal process of curriculum revision was detailed in the conclusion section of TABLE B. Almost all curriculum revision in the past four years has been principal initiated. Included among the revisions are

the following:

1. A complete computer education curriculum for grades K-12, including the following specific courses: a) required computer literacy at the tenth grade, b) data processing, c) basic programming, d) advanced basic programming, e) Pascal programming, f) a software course in word processing, data base and spreadsheet

2. An increased emphasis in writing across the curriculum and more specifically in English classes

3. A substitution of life science for general science

4. Pass-fail grading for physical education

5. Elimination of French and German and implementation of Spanish

6. The addition of calculus at the senior level for fifth-year math students

7. Increased graduation requirements

"In unusually effective schools, active leadership creates a school climate in which success is expected, academics are emphasized, and the environment is orderly" (Squires et al., p.5).

Also, in practice, this principal has made daily teacher observations and has worked extensively with staff on teacher performance. Four high school teachers have resigned or been dismissed the past four years.

#### RECOMMENDATIONS:

The principal should continue to provide effective

leadership and focus on teacher growth and curriculum evaluation. A formal curriculum evaluation, revision, and adoption process should be developed and implemented. The individual teacher should be allowed freedom in this process in order to develop ownership of the recommendations. "Principals demand and get results, but allow flexibility in achieving them" (Squires et al., p.64). Without ownership by the teacher the curriculum plan will just be an exercise in writing, not an exercise in implementation.

Table G

Principal and Teacher Question 7: Teachers in this building are well prepared for class each day.

Student Question 17: Your teachers are well prepared to teach each day.

Response Choice	Students	Teachers	Principal
Strongly Agree	25 (8.3%)	9 (36.0%)	---
Agree	158 (52.3%)	14 (56.0%)	---
Not Sure	64 (21.2%)	2 (8.0%)	---
Disagree	37 (12.3%)	0 (0.0%)	---
Strongly Disagree	15 (5.0%)	0 (0.00%)	---
Average	2.5	1.7	1.7

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

RESULTS:

Twenty-three teachers (92%) and the principal agreed or strongly agreed that teachers in the high school were well prepared for class each day. The students were less sure of this observation. Sixty percent of the students agreed with the observation, but forty percent did not agree or were not sure.

CONCLUSIONS:



Students at Sullivan High School did not agree with the teachers or the principal on this item. This researcher was unsure of the reasons why the students feel this way. It was the principal's perception that teachers were prepared for class. High school teachers have been required to turn in weekly lesson plans which are reviewed weekly by the principal. Teachers were evaluated frequently, and during these sessions they were prepared for classes.

#### RECOMMENDATIONS:

Further research needs to be conducted to determine both the validity and extent of the students' perceptions that teachers were only moderately prepared for class.

Table H

Principal and Teacher Question 8: Student achievement was one of the factors used in this building to evaluate curriculum and instruction.

Response Choice	Students	Teachers	Principal
Strongly Agree		2 (8.0%)	---
Agree		15 (60.0%)	---
Not Sure		6 (24.0%)	---
Disagree		2 (8.0%)	---
Strongly Disagree		0 (0.00%)	---
Average		2.3	2.5

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

**RESULTS:**

Teacher opinion on this item is mixed. Seventeen of the twenty-five teachers (68%) agreed that student achievement was one of the factors used to evaluate curriculum and instruction. Six teachers were unsure and two disagreed with this item. The principal's response was halfway between agree and not sure.

**CONCLUSIONS:**

"In effective schools most teachers believe that

children can succeed and have confidence in the principal's ability to lead" (Suires et al., p. 64). The principal agreed that student achievement should be a factor in teacher evaluation and curriculum. He was unsure if, in fact, this was happening. Teachers should feel the pressure of insuring success for all students. Too often teachers just present the lesson and leave it up to the student to receive information, much like a fisherman baiting a fish. If the fish bites, then a catch is made. If a student grasps the lesson, then he succeeds on the test. It was the researcher's belief that teachers need to invest more effort to insure that students learn. Low grades are as much a reflection of poor teaching as poor learning.

However, there has been some curriculum revision due to feedback Sullivan High School receives from its graduates who are attending college. For example, it has been determined that a calculus offering during the senior year would be helpful to students who go on to take calculus in college. Thus curriculum change has been implemented. Poor performance by Sullivan graduates in freshmen college calculus promoted this revision.

#### RECOMMENDATIONS:

Minimum competency tests should be given at the eighth and twelfth grades. Students should demonstrate proficiency in writing, computation, civics, and reading

comprehension. This would be a formal step in measuring effectiveness of teaching at Sullivan High School.

Table I

Principal and Teacher Question 9: The board of education places a high priority on the academic achievement of students.

Response Choice	Students	Teachers	Principal
Strongly Agree		1 (4.0%)	---
Agree		8 (32.0%)	---
Not Sure		10 (40.0%)	---
Disagree		4 (16.0%)	---
Strongly Disagree		2 (8.0%)	---
Average		2.9	1.2

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

**RESULTS:**

Generally speaking, teachers were not sure if the board of education placed a high priority on the academic achievement of students. Ten teachers (40%) answered this question as not sure. Six teachers (24%) disagreed and nine teachers (40%) agreed with this item. The principal strongly agreed that the board of education places a high priority on academic achievement of students.

## CONCLUSIONS:

Sullivan teachers were in the midst of a difficult year when the teacher survey was completed. They voted to strike in November of 1984 and did institute a work stoppage for nine days. The main theme of the strike was an increase in teacher pay. This strike left several members of the high school staff with the opinion that the board of education was not interested in quality education. They believed the board of education was only interested in balancing the budget. Some of these same teachers have equated quality instruction with high teacher salaries, but this researcher could find no research that supported this correlation of salary and good teaching.

There were several instances that would seem to indicate that the members of the board of education are interested in the academic achievement of students. Among these are the following:

1. The school board's commitment to increase academic eligibility for all extra-curricular activities from the IHSA required passing of four subjects to a "C" average in all subjects.

2. The board of education policy statement to the administration to hire the "best" candidate for a teaching position regardless of experience or education (and consequent cost to the district).

3. The board of education's philosophy on advanced

study for teachers. The board has paid all tuition, fees, and advancement on the salary schedule for teachers who have taken a course in microcomputer education offered at Sullivan High School.

**RECOMMENDATIONS:**

The administration and board of education need to institute lines of open communication with the teachers. Any antagonistic feelings still present from the strike need to be addressed and solutions mutually agreed on by both sides. Teacher negotiations need to reflect a "professional" relationship, not a "personal" relationship.

Table J

Principal and Teacher Question 10: Teachers in this building are good models of conduct and academic commitment for students.

Student Question 10: You look up to your teachers and respect them.

Response Choice	Students	Teachers	Principal
Strongly Agree	22 (10.6%)	11 (44.0%)	---
Agree	117 (38.7%)	13 (52.0%)	---
Not Sure	94 (31.1%)	1 (4.0%)	---
Disagree	40 (13.2%)	0 (0.00%)	---
Strongly Disagree	17 (5.6%)	0 (0.00%)	---
Average	2.6	1.6	1.4

- \* Strongly Agree = 1
- Agree = 2
- Not Sure = 3
- Disagree = 4
- Strongly Disagree = 5

RESULTS:

The principal rated this item the highest of the three groups surveyed. He perceived teachers as being good models of conduct and academic commitment for students. The teachers also perceived themselves this way but the students were not sure about it. Only forty-nine percent of the students agreed or strongly agreed with this item. Thirty-one percent were not sure.

#### CONCLUSIONS:

Students did not indicate as high a level of respect for teachers as role models as did the teachers themselves or the principal. Teachers at Sullivan High School dress professionally and use appropriate language in the classroom. They exhibit a good work ethic in that they are prompt to their classes, they organize their lessons well, and most teachers are well versed on the subject area they teach.

#### RECOMMENDATIONS:

Teachers should be encouraged to act professionally and in a manner that students may role model.



Table K

Principal Question 11: Teachers in this building are satisfied with the academic achievement of students.

Teacher Question 11: You, as a teacher, are satisfied with the academic achievement of students in this building.

Student Question 9: You could do better work in school.

Response Choice	Students	Teachers	Principal
Strongly Agree	111 (36.8%)	1 (4.0%)	---
Agree	135 (44.7%)	10 (40.0%)	---
Not Sure	38 (12.6%)	5 (20.0%)	---
Disagree	15 (5.0%)	8 (32.0%)	---
Strongly Disagree	3 (1.0%)	1 (4.0%)	---
Average	1.9	2.9	3.8

- \* Strongly Agree = 1
- Agree = 2
- Not Sure = 3
- Disagree = 4
- Strongly Disagree = 5

RESULTS:

Students feel strongly that they could do better work in school. Eighty-one percent agreed or strongly agreed they could do better. Teachers were not sure that students were achieving according to their abilities. Eleven teachers agreed, nine disagreed, and five were not sure. The principal disagreed that students were performing to their ability levels.

#### CONCLUSIONS:

"Student achievement results from time spent directly and efficiently on teaching academic skills" (Squires et al., p. 64). If students think they can do better work, then, that fact alone, was significant. The principal and half the teachers agreed with this student perception.

#### RECOMMENDATIONS:

Course work and level of difficulty of the course work need to be increased. Many students do not take books home at night to do homework. Assignments should be given that challenge students and require higher levels of thinking than just recall.

Table L

Principal and Teacher Question 12: The administration in this district establishes high expectations for academic achievement of students.

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Response Choice	Students	Teachers	Principal
Strongly Agree	---	3 (12.0%)	---
Agree	---	17 (68.0%)	---
Not Sure	---	3 (12.0%)	---
Disagree	---	2 (8.0%)	---
Strongly Disagree	---	0 (0.00%)	---
Average	---	2.2	1.0

---

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

RESULTS:

Teachers and the principal agreed that the administration established high expectations for academic achievement of students.

CONCLUSIONS:

This question relates to teacher question 6. The rationale for the responses was outlined following Table F. It is noteworthy that both the teachers and principals held

academic achievement by students in high regard.

RECOMMENDATIONS:

No recommendations are made concerning the administration establishing high expectations for academic achievement of students.

Table M

Principal and Teacher Question 13: Students in this building perceive that teachers genuinely care about their well being and how they are doing in school.

Student Question 12: Your teachers care about you and how well you do in their class.

Response Choice	Students	Teachers	Principal
Strongly Agree	35 (11.6%)	5 (20.0%)	---
Agree	115 (38.1%)	14 (56.0%)	---
Not Sure	88 (29.1%)	5 (20.0%)	---
Disagree	40 (13.2%)	1 (4.0%)	---
Strongly Disagree	21 (7.0%)	0 (0.00%)	---
Average	2.7	2.1	2.3

- \* Strongly Agree = 1
- Agree = 2
- Not Sure = 3
- Disagree = 4
- Strongly Disagree = 5

RESULTS:

Nineteen of the twenty-five teachers (76%) agreed or

strongly agreed that students perceived that teachers care about their well being and how they were doing in school. The principal generally agreed with this perception also. Students, however, did not agree to the extent that teachers and the principal did on this item. Fifty percent of the students agreed, while twenty percent disagreed that teachers care about them.

#### CONCLUSIONS:

The mixed feelings of students on this item was again hard to define. Sullivan teachers tend to grade low, and this may be a reason that some students feel that teachers do not care about them.

#### RECOMMENDATIONS:

Teachers need to be informed that students do not feel that teachers genuinely care about their well being. It is recommended that a plan of individual counseling for students by homeroom teachers be implemented. Students would stay in a homeroom with one teacher for four years. This teacher could help the student develop a course plan for high school instruction and then counsel the student for academic purposes. The teachers would then have a vested interest in the student's performance and might develop an empathy for some of the student's problems and frustrations.

Table N

Principal and Teacher Question 14: Students in this building receive a sufficient amount of homework.

Student Question 13: You could do more homework than your teachers give you.

Response Choice	Students	Teachers	Principal
Strongly Agree	9 (3.0%)	2 (8.0%)	---
Agree	40 (13.2%)	16 (64.0%)	---
Not Sure	75 (24.8%)	2 (8.0%)	---
Disagree	95 (31.5%)	5 (20.0%)	---
Strongly Disagree	80 (26.5%)	0 (0.00%)	---
Average	3.7	2.4	4.2

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

RESULTS:

Students did not think they could do more homework than their teachers gave them. The principal disagreed with the statement that students receive a sufficient amount of homework. Eighteen of the twenty-five teachers (72%) agreed that students receive a sufficient amount of homework. Only five teachers (20%) disagreed with this statement.

## CONCLUSIONS:

The student answer to this item was predictable. The researcher believed that most students would answer that they receive a significant amount of homework. The discrepancy between the responses of the teachers and the principal was significant. Most teachers have assigned homework, but it must have been completed at the end of class or during study hall time because few students have been observed carrying books home.

Most instructional techniques at Sullivan High School have been teacher centered, and students have not been required to read and synthesize the material on their own. The teacher may assign reading assignments, but the student does not have to actually do the reading because the teacher "spoon feeds" the information in class.

## RECOMMENDATIONS:

Homework should not be given for the sake of busy work. It was this researcher's opinion that more writing and reading needs to be incorporated into the secondary curriculum. Homework should not consist of questions requiring only one word answers. Homework should require higher level learning processes and should be prepared in written form.

Table 0

Principal and Teacher Question 15: The administration in this district clearly communicates academic priorities to teachers.

Response Choice	Students	Teachers	Principal
Strongly Agree	---	0 (0.00%)	---
Agree	---	18 (72.0%)	---
Not Sure	---	5 (20.0%)	---
Disagree	---	1 (4.0%)	---
Strongly Disagree	---	1 (4.0%)	---
Average		2.4	1.8

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

**RESULTS:**

Both the teachers and principal agreed that academic priority to teachers was clearly communicated. Five teachers (20%) were not sure, while two teachers (8%) disagreed with the above statement.

**CONCLUSIONS:**

"A high school, to be effective, must have a clear and vital mission" (Boyer, p.58). The reader is requested to refer to discussion concerning the definition of



administration following Table F.

RECOMMENDATIONS:

The principal should make clear to the staff that the academic priority of the school is of utmost importance.

Table P

Principal and Teacher Question 16: Teachers in this building are cooperative and supportive of each other with respect to providing a quality education for all students.

-----

Response Choice	Students	Teachers	Principal
Strongly Agree	---	18 (72.0%)	---
Agree	---	6 (24.0%)	---
Not Sure	---	0 (0.0%)	---
Disagree	---	1 (4.0%)	---
Strongly Disagree	---	0 (0.0%)	---
Average		1.4	1.3

-----

- \* Strongly Agree = 1
- Agree = 2
- Not Sure = 3
- Disagree = 4
- Strongly Disagree = 5

RESULTS:

Both the teachers and the principal strongly agreed that teachers at Sullivan High School were cooperative and supportive of each other with respect to providing a quality education for all students.

**CONCLUSIONS:**

The Sullivan High School staff has been very congenial and supportive. They have provided a high level of support for each other in efforts to provide quality education for all students.

**RECOMMENDATIONS:**

No recommendations are made concerning increasing the cooperativeness of teachers in the building toward each other.

Table Q

Principal and Teacher Question 17: The in-service training programs aid you in teaching academic skills more effectively.

Response Choice	Students	Teachers	Principal
Strongly Agree	---	1 (4.0%)	---
Agree	---	4 (16.0%)	---
Not Sure	---	3 (52.0%)	---
Disagree	---	13 (52.0%)	---
Strongly Disagree	---	3 (12.0%)	---
Average		3.8	4.0

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

RESULTS:

Both the teachers and principal agreed that the in-service training does not aid teachers in teaching academic skills more effectively.

CONCLUSIONS:

Since the teachers and principal agreed that present in-service programs were not effective there was common ground to work for improvement.

The typical in-service effort has consisted of hiring

an outside speaker and has been ineffective. The speaker may make an impression, but he was often not available to provide follow-up support and assistance.

A need for in-service training must be identified and then a solution suggested. For example, Sullivan has been planning a series of in-service presentations for 1985-86 centering on use of the micro-computer for teachers. Three presentations will be given by staff members with the remaining teachers having a choice on which session to attend. One presentation will consist of instruction on how to use word processing for giving tests, quizzes, and other material. The second will be the use of a spreadsheet program for grading purposes and the third presentation will focus upon the use of CAM, a method of scoring tests and relating the results to pre-defined objectives. Since the sessions will be given by staff members, follow up support and assistance should be more likely to occur.

#### RECOMMENDATIONS:

It is recommended that a committee of teachers and administrators be formed to plan in-service activities for the ensuing year.

Table R

Principal and Teacher Question 18: Teachers in this building convey the expectation that all students are expected to achieve at least minimum mastery of the subject matter.

Student Question 11: Your teachers let you know that they expect you to do good work in their class.

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Response Choice	Students	Teachers	Principal
Strongly Agree	45 (14.9%)	8 (32.0%)	---
Agree	17.8 (58.9%)	13 (52.0%)	---
Not Sure	45 (14.9%)	1 (4.0%)	---
Disagree	27 (8.9%)	3 (12.0%)	---
Strongly Disagree	6 (2.0%)	0 (0.0%)	---
Average	2.2	2.0	2.5

-----

- \* Strongly Agree = 1
- Agree = 2
- Not Sure = 3
- Disagree = 4
- Strongly Disagree = 5

RESULTS:

Twenty one teachers (84%) strongly agreed or agreed that teachers convey the expectation that all students achieve minimum mastery level in the subject areas. Seventy four percent of the students also agreed. The principal only slightly agreed with the above statement.

CONCLUSIONS:

This researcher believes that part of the problem of subject mastery at the high school level is the student's lack of skills entering high school. The junior high school does not give competency tests to students leaving the eighth grade. All students are advanced to high school. "Therefore, we recommend that a formal assessment of English-language proficiency be made for individual students the year before they go to high school" (Boyer, p.88).

The only way to truly determine who has gained minimum mastery level is to test and evaluate the results. High school students should be required to obtain a minimum level of competency in all courses they complete but specifically in reading, writing, and computing. "We recommend that high schools help all students develop the capacity to think critically and communicate effectively through the written and spoken word" (Boyer, p. 85).

#### RECOMMENDATIONS:

Exit level tests should be given to outgoing eighth graders to determine proficiency in language skills, math skills, and reading skills. The high school counselor would then use this information to make decisions on placement of students into freshmen classes. Those students failing this test would be placed into remedial programs to try to remediate their deficiency.

A minimum competency test should be given to all

prospective high school graduates.

Table S

Principal and Teacher Question 19: The district has written learning goals/objectives for your subject matter area(s) which you teach and test.

Response Choice	Students	Teachers	Principal
Strongly Agree	---	0 (0.00%)	---
Agree	---	12 (48.0%)	---
Not Sure	---	4 (16.0%)	---
Disagree	---	5 (20.0%)	---
Strongly Disagree	---	4 (16.0%)	---
Average	---	3.0	5.0

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

**RESULTS:**

The teachers, as a whole, were not sure if they have written learning goals/objectives for the subject matter area(s) which they teach and test. The principal strongly disagreed that these goals/objectives existed. Twelve teachers agreed that there were goals/objectives, nine disagreed, and four were not sure.

**CONCLUSIONS:**

This writer has been the high school principal for four years, and no goals/objectives have been written in that time span. After researching this issue, it was determined that the last goals/objectives were officially written and compiled in 1976. A revision was attempted in 1979, but was never formally entered into the curriculum guides.

**RECOMMENDATIONS:**

The administration should make the revision of the curriculum guides a high priority and undertake this assignment as soon as possible.



Table T

Principal and Teacher Question 20: There is a broadly based understood instructional focus on student achievement in this building.

Response Choice	Students	Teachers	Principal
Strongly Agree	---	0 (0.00%)	---
Agree	---	17 (68.0%)	---
Not Sure	---	4 (16.0%)	---
Disagree	---	2 (8.0%)	---
Strongly Disagree	---	1 (4.0%)	---
Average	---	2.5	3.0

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

RESULTS:

Seventeen of twenty-five teachers agree that there is a broadly based understood instructional focus on student achievement at Sullivan High School, and only three teachers disagreed. The principal was not sure.

CONCLUSIONS:

The concept of a broadly based understood instructional focus on student achievement needs to be defined. This writer would define the above statement as

meaning instruction of academic material is the prime objective of all classes.

**RECOMMENDATIONS:**

A committee should be formed to determine if there are outside disturbances to the regular school day. A recommendation can be made by this committee if a need is determined.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

#### Summary of the Study

The researcher conducted this study to determine how school effectiveness factors as defined by Edmonds, Brookover, and others affect the school environment at Sullivan High School. The research questions addressed by this study were the perceptions of students, staff, and the principal at Sullivan High School. These factors were developed into three survey instruments. The instruments were given at a faculty meeting for the staff, during a homeroom period for the students, and to the principal prior to either group completing the questionnaire.

The researcher equated the school effectiveness factors from the three separate surveys. He compiled charts and wrote a summary from the results. Conclusions were drawn from these results and recommendations were made.

#### Recommendations

Based on the results of the surveys the following recommendations were made:

1. Sullivan High School has a relatively safe and orderly environment. Based on the professional opinion of this researcher this will likely remain to be true as long as the board of education, administration, staff, and

community desire the continuation of the status quo. If a recommendation to give additional freedom had to be made, it would be to allow students who have demonstrated responsibility by previous academic and social behavior more freedom within the school setting. This was mentioned by Boyer (1983) as a positive characteristic of good high schools. The addition of student responsibility is likely to lead to positive student leadership. The students would then be helping the school's effectiveness by being good role models themselves.

2. A formal written plan for curriculum update and revision should be developed and presented to the board of education for approval.

Teachers need to update the curriculum guides. Current updated course descriptions could be used as a launching point for further development.

Changing curriculum should not be a process of textbook selection. Teachers should identify goals and objectives and integrate their ideas about curriculum across and in conjunction with all grade levels.

3. As long as students and teachers feel they are meeting the objective of teacher assistance to students, there is no need to change the status quo. School effectiveness factors list teacher willingness to help students as a good trait. Sullivan High School teachers

should be commended for their efforts and encouraged to continue the good work.

4. Sullivan High School administrative staff should conduct a teacher inservice program to train all the high school teachers on what study skills are and how they can be incorporated into the curriculum. Intensive study skills training should continue to be taught to the incoming freshmen.

5. Teachers need to individualize instruction for the above average students when they have completed the assigned tasks of a unit. This instruction should not be more of the same type of assignment but should include a higher thought process.

6. The principal should continue to provide effective leadership and focus on teacher growth and curriculum evaluation. A formal curriculum evaluation, revision, and adoption process should be developed and implemented. The individual teacher should be allowed freedom in this process in order to develop ownership of the recommendations. "Principals demand and get results, but allow flexibility in achieving them" (Squires et. al., p.64). Without ownership by the teacher the curriculum plan will just be an exercise in writing, not an exercise in implementation.

7. Further research needs to be conducted to determine both the validity and extent of the students' perceptions that teachers were only moderately prepared for class.

8. Minimum competency tests should be given at the eighth and twelfth grades. Students should demonstrate proficiency in writing, computation, civics, and reading comprehension. This would be a formal step in measuring effectiveness of teaching at Sullivan High School. Students who do not pass this test would be retained for a maximum of one year at the eighth grade level. High school students who do not pass the competency test will not receive a standard high school diploma.

9. The administration and board of education need to institute lines of open communication with the teachers. Any antagonistic feelings still present from the strike need to be addressed and solutions mutually agreed on by both sides. Teacher negotiations need to reflect a "professional" relationship, not a "personal" relationship.

10. Teachers should be encouraged to continue to act professionally and in a manner that students may role model.

11. Course work and level of difficulty of the course

work needs to be increased. Many students do not take books home at night to do homework. Assignments should be given that challenge students and require higher levels of thinking than just recall.

12. No recommendation was made concerning the administration establishing high expectations for academic achievement of students. The evidence gathered did not result in a recommendation.

13. Teachers need to be informed that students do not feel that teachers genuinely care about their well being. It is recommended that a plan of individual counseling for students by homeroom teachers be implemented. Students would stay in a homeroom with one teacher for four years. This teacher could help the student develop a course plan for high school instruction and then counsel the student for academic purposes. The teachers would then have a vested interest in the student's performance and also develop an empathy for some of the student's problems and frustrations.

14. Homework should not be given just for the sake of busy work. It is this researcher's opinion that more writing and reading needs to be incorporated into the secondary curriculum. Homework should not consist of questions requiring only one word answers. Homework should

require higher level learning processes and should be prepared in written form.

15. The principal should make clear to the staff that the academic priority of the school is of utmost importance.

16. No recommendation was made concerning increasing the cooperativeness of teachers in the building toward each other.

17. It is recommended that a committee of teachers and administrators be formed to plan inservice activities for the ensuing year.

18. Exit level tests should be given to outgoing eighth graders to determine proficiency in language skills, math skills, and reading skills. The high school counselor would then use this information to make decisions on placement of students into freshmen classes. Those students failing this test would be put into remedial programs to try to make up their deficiency.

A minimum competency test should be given to all prospective high school graduates.

19. The administration should make the revision of the curriculum guides a high priority and undertake this



assignment as soon as possible.

20. Broadly based instructional focus on student achievement should be the number one goal of Sullivan High School. A committee should be formed to determine if time on task is being interrupted by non-academic issues. A recommendation can then be made by this committee to solve the problem.

APPENDIX A

TEACHER FEEDBACK SURVEY  
SULLIVAN HIGH SCHOOL

PURPOSE: The North Central Steering Committee is presently conducting a study of Sullivan High School. This study will be used as base data for the North Central evaluation and as baseline information for the high school principal's field study experience through Eastern Illinois University. Teachers' perceptions and feedback are vitally important to this study. Your responses to this survey will be greatly appreciated. Dr. Dave Bartz, a professor at Eastern Illinois University, developed this questionnaire.

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      2 = Agree      3 = Not sure      4 = disagree      5 = Strongly Disagree

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- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. This building has an orderly and safe climate which is conducive to effective teaching and learning.      | 1 | 2 | 3 | 4 | 5 |
| 2. The curriculum for the subject matter area(s) in which you teach is effective and up to date.             | 1 | 2 | 3 | 4 | 5 |
| 3. Teachers in this building provide assistance, when requested, to students outside of regular class time.  | 1 | 2 | 3 | 4 | 5 |
| 4. Students in this district are taught effective study skills.  | 1 | 2 | 3 | 4 | 5 |
| 5. Teachers in this building use classroom time wisely and with specific instructional purposes.             | 1 | 2 | 3 | 4 | 5 |
| 6. The administration in this district provides effective leadership for quality instruction and curriculum. | 1 | 2 | 3 | 4 | 5 |
| 7. Teachers in this building are well prepared for class each day.   | 1 | 2 | 3 | 4 | 5 |
| 8. Student achievement is one of the factors used in this building to evaluate curriculum and instruction.   | 1 | 2 | 3 | 4 | 5 |
| 9. The board of education places a high priority on the academic achievement of students.                    | 1 | 2 | 3 | 4 | 5 |
| 10 Teachers in this building are good models of conduct and academic commitment for students.                | 1 | 2 | 3 | 4 | 5 |

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|---|---|---|---|---|---|
| 11. You, as a teacher, are satisfied with the academic achievement of students in this building.  | 1 | 2 | 3 | 4 | 5 |
| 12. The administration in this district establishes high expectations for academic achievement of students.   | 1 | 2 | 3 | 4 | 5 |
| 13. Students in this building perceive that teachers genuinely care about their well being and how they are doing in school.  | 1 | 2 | 3 | 4 | 5 |
| 14. Students in this building receive a sufficient amount of homework.  | 1 | 2 | 3 | 4 | 5 |
| 15. The administration in this district clearly communicates academic priorities to teachers.   | 1 | 2 | 3 | 4 | 5 |
| 16. Teachers in this building are cooperative and supportive of each other with respect to providing a quality education for all students.  | 1 | 2 | 3 | 4 | 5 |
| 17. The inservice training programs aid you in teaching academic skills more effectively.   | 1 | 2 | 3 | 4 | 5 |
| 18. Teachers in this building convey the expectation that all students are expected to achieve at least minimum mastery of the subject matter.                                      | 1 | 2 | 3 | 4 | 5 |
| 19. The district has written learning goals/objectives for your subject matter area(s) which you teach and test.  | 1 | 2 | 3 | 4 | 5 |
| 20. There is a broadly based understood instructional focus on student achievement in this building.  | 1 | 2 | 3 | 4 | 5 |
| 21. In general, how much time (in minutes) does the typical student in your class spend on homework each night? (Base your estimate on homework for all of the student's teachers.) |   |   |   |   |   |
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STUDENT OPINION SURVEY  
SULLIVAN HIGH SCHOOL

This is not a test. There are no right or wrong answers. The North Central Steering Committee is interested in your opinions about the questions listed below. Do not put your name on this paper. Please follow the directions. Thank you.

Directions: Think about all the time you have been at Sullivan High School and not just this year. Look at the answer key to the right. Using it, circle the answer which best tells how you feel about each statement. If you cannot answer an item, leave it blank.

Code  
SA = Strongly Agree  
A = Agree  
NS = Not sure  
D = Disagree  
SD = Strongly Disagree

Item	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. You like going to this school.	SA	A	NS	D	SD
2. Students in your classes behave.	SA	A	NS	D	SD
3. You learn a lot in your classes.	SA	A	NS	D	SD
4. Students in this school are friendly.	SA	A	NS	D	SD
5. You feel safe and do not worry about other students picking on you at school.	SA	A	NS	D	SD
6. If you ask teachers for help outside the regular time for class, they give you help.	SA	A	NS	D	SD
7. You have been taught how to study so that you can do your best on your school work.	SA	A	NS	D	SD
8. Your teachers do not waste time in class.	SA	A	NS	D	SD
9. You could do better work in school.	SA	A	NS	D	SD

(PLEASE TURN OVER)

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10. You look up to your teachers and respect them. SA A NS D SD
- 
11. Your teachers let you know that they expect you to do good work in their class. SA A NS D SD
- 
12. Your teachers care about you and how well you do in their class. SA A NS D SD
- 
13. You could do more homework than your teachers give you. SA A NS D SD
- 
14. Your teachers let you know exactly what they expect you to learn in class. SA A NS D SD
- 
15. Your teachers let you know at the start of the semester how they handle discipline and what you can and cannot do in their class. SA A NS D SD
- 
16. Your teachers think that what you have to say in class is important. SA A NS D SD
- 
17. Your teachers are well prepared to teach each day. SA A NS D SD
- 
18. Your teachers challenge you to do your best work. SA A NS D SD
- 
19. In general, this is a good school. SA A NS D SD
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20. Please answer the following:  
 \_\_\_\_\_ Have attended Sullivan schools for all my schooling.  
 \_\_\_\_\_ Have transferred into Sullivan schools.
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21. I am a \_\_\_\_\_ senior  
 \_\_\_\_\_ junior  
 \_\_\_\_\_ sophomore  
 \_\_\_\_\_ freshman

APPENDIX B

Table AA

Question 1: You like going to this school.

Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	6 (10.2%)	10 (13.0%)	13 (16.0%)	14 (16.5%)	43 (14.2%)
Agree	31 (52.5%)	32 (41.6%)	42 (51.9%)	52 (61.2%)	157 (52.0%)
Not Sure	7 (11.9%)	19 (24.7%)	15 (18.5%)	13 (15.3%)	54 (17.9%)
Disagree	11 (18.6%)	11 (14.3%)	10 (12.3%)	5 (5.9%)	37 (12.3%)
Strongly Disagree	4 (6.8%)	5 (6.5%)	1 (1.2%)	1 (1.2%)	11 (3.6%)
Average	2.6	2.6	2.3	2.1	2.4

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table BB

Question 2: Students in your classes behave.

Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	2 (3.4%)	3 (3.9%)	2 (2.5%)	1 (1.2%)	8 (2.6%)
Agree	31 (52.5%)	37 (48.1%)	34 (42.0%)	27 (31.8%)	129 (42.7%)
Not Sure	17 (28.8%)	24 (31.2%)	14 (17.3%)	32 (37.6%)	87 (28.8%)
Disagree	7 (11.9%)	7 (9.1%)	29 (35.8%)	19 (22.4%)	62 (20.5%)
Strongly Disagree	2 (3.4%)	4 (5.2%)	2 (2.5%)	5 (5.9%)	13 (4.3%)
Average	2.6	2.6	2.9	3.0	2.8

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table CC

Question 3: You learn a lot in your classes.

Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	5 (8.5%)	7 (9.1%)	8 (9.9%)	4 (4.7%)	24 (7.9%)
Agree	33 (55.9%)	36 (46.8%)	48 (59.3%)	52 (61.2%)	169 (56.0%)
Not Sure	11 (18.6%)	21 (27.3%)	15 (18.5%)	18 (21.2%)	65 (21.5%)
Disagree	8 (13.6%)	10 (13.0%)	10 (13.0%)	6 (7.1%)	34 (11.3%)
Strongly Disagree	1 (1.7%)	2 (2.6%)	0 (0.0%)	2 (2.4%)	5 (1.7%)
Average	2.4	2.5	2.3	2.4	2.4

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5



Table DD

Question 4: Students in this school are friendly.

Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	10 (16.9%)	16 (20.8%)	14 (17.3%)	13 (15.3%)	53 (17.5%)
Agree	35 (59.3%)	38 (49.4%)	42 (51.9%)	39 (45.9%)	154 (51.0%)
Not Sure	10 (16.9%)	12 (15.6%)	13 (16.0%)	24 (28.2%)	59 (19.5%)
Disagree	2 (3.4%)	5 (6.5%)	10 (12.3%)	5 (5.9%)	22 (7.3%)
Strongly Disagree	1 (1.7%)	5 (6.5%)	2 (2.5%)	3 (3.5%)	11 (3.6%)
Average	2.1	2.3	2.3	2.4	2.3

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table EE

Question 5: You feel safe and do not worry about other students picking on you at school.

Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	28 (47.5%)	35 (45.5%)	32 (39.5%)	21 (24.7%)	116 (38.4%)
Agree	20 (33.9%)	28 (36.4%)	37 (45.7%)	34 (40.0%)	119 (39.4%)
Not Sure	5 (8.5%)	7 (7.1%)	8 (9.9%)	17 (20.0%)	37 (12.3%)
Disagree	3 (5.1%)	3 (3.9%)	3 (3.7%)	9 (10.6%)	18 (6.0%)
Strongly Disagree	2 (3.4%)	4 (5.2%)	1 (1.2%)	4 (4.7%)	11 (3.6%)
Average	1.8	1.9	1.8	2.3	2.0

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table FF

Question 6: If you ask teachers for help outside the regular time for class, they give you help.

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Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	15 (25.4%)	17 (22.1%)	22 (27.2%)	36 (42.4%)	90 (29.8%)
Agree	27 (45/8%)	35 (45/5%)	37 (45/7%)	33 (38.8%)	132 (43.7%)
Not Sure	11 (18.6%)	20 (26.0%)	12 (14.8%)	13 (15.3%)	56 (18.5%)
Disagree	4 (6.8%)	3 (3.9%)	10 (12.3%)	1 (1.2%)	18 (6.0%)
Strongly Disagree	2 (3.4%)	2 (2.6%)	0 (0.0%)	2 (2.4%)	6 (2.0%)
Average	2.2	2.2	2.1	1.8	6

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\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table GG

Question 7: You have been taught how to study so that you can do your best on your school work.

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Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	1 (1.7%)	6 (7.8%)	4 (4.9%)	12 (14.1%)	23 (7.6%)
Agree	22 (37.3%)	29 (37.7%)	36 (44.4%)	47 (55.3%)	134 (44.4%)
Not Sure	20 (33.9%)	21 (27.3%)	20 (24.7%)	10 (11.8%)	71 (23.5%)
Disagree	14 (23.7%)	13 (16.9%)	14 (17.3%)	15 (17.6%)	56 (18.5%)
Strongly Disagree	2 (3.4%)	8 (10.4%)	7 (8.6%)	1 (1.2%)	18 (6.0%)
Average	2.9	2.8	2.8	2.4	2.7

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\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table HH

Question 8: Your teachers do not waste time in class.

Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	3 (5.1%)	10 (13.0%)	9 (11.1%)	18 (21.2%)	40 (13.2%)
Agree	26 (44.1%)	43 (55.8%)	30 (37.0%)	32 (37.6%)	131 (43.4%)
Not Sure	13 (22.0%)	10 (13.0%)	20 (24.7%)	15 (17.6%)	58 (19.2%)
Disagree	12 (20.3%)	7 (9.1%)	16 (19.8%)	14 (16.5%)	49 (16.2%)
Strongly Disagree	5 (8.5%)	6 (7.8%)	6 (7.4%)	6 (7.1%)	23 (7.6%)
Average	2.8	2.4	2.8	2.5	2.6

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table II

Question 9: You could do better work in school.

Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	21 (35.6%)	25 (32.5%)	35 (43.2%)	30 (35.3%)	111 (36.8%)
Agree	31 (52.5%)	33 (42.9%)	31 (38.3%)	40 (47.1%)	135 (44.7%)
Not Sure	4 (6.8%)	13 (16.9%)	12 (14.8%)	9 (10.6%)	38 (12.6%)
Disagree	2 (3.4%)	5 (6.5%)	2 (2.5%)	6 (7.1%)	15 (5.0%)
Strongly Disagree	1 (1.7%)	1 (1.3%)	1 (1.2%)	0 (0.0%)	3 (1.0%)
Average	1.8	2.0	1.8	1.9	1.9

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table JJ

Question 10: You look up to your teachers and respect them.

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Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	7 (11.9%)	6 (7.8%)	7 (8.6%)	12 (14.1%)	32 (10.6%)
Agree	21 (35.6%)	28 (36.4%)	28 (34.6%)	40 (47.1%)	117 (38.7%)
Not Sure	20 (33.9%)	21 (27.3%)	28 (13.6%)	25 (29.4%)	94 (31.1%)
Disagree	8 (13.6%)	14 (18.2%)	11 (13.6%)	7 (8.2%)	40 (13.2%)
Strongly Disagree	2 (3.4%)	8 (10.4%)	7 (8.6%)	0 (0.0%)	17 (5.6%)
Average	2.6	2.9	2.8	2.3	2.6

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\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table KK

Question 11: Your teachers let you know that they expect you to do good work in their class.

Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	5 (8.5%)	7 (9.1%)	13 (16.0%)	20 (23.5%)	45 (14.9%)
Agree	35 (59.3%)	46 (59.7%)	46 (56.8%)	51 (60.0%)	178 (58.9%)
Not Sure	11 (18.6%)	13 (16.9%)	13 (16.0%)	8 (9.4%)	45 (14.9%)
Disagree	7 (11.9%)	8 (10.4%)	6 (7.4%)	6 (7.1%)	27 (8.9%)
Strongly Disagree	0 (0.0%)	3 (3.9%)	3 (3.7%)	0 (0.0%)	6 (2.0%)
Average	2.3	2.4	2.3	2.0	2.2

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5



Table LL

Question 12: Your teachers care about you and how well you do in their class.

Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	5 (8.5%)	6 (7.8%)	11 (13.6%)	13 (15.3%)	35 (11.6%)
Agree	19 (32.2%)	30 (39.0%)	26 (32.1%)	40 (29.4%)	115 (38.1%)
Not Sure	20 (33.9%)	19 (24.7%)	24 (29.6%)	25 (29.4%)	88 (29.1%)
Disagree	10 (16.9%)	13 (16.9%)	13 (16.0%)	4 (4.7%)	40 (13.2%)
Strongly Disagree	4 (6.8%)	7 (9.1%)	7 (8.6%)	3 (3.5%)	21 (7.0%)
Average	2.8	2.8	2.7	2.3	2.7

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table MM

Question 13: You could do more homework than your teachers give you.

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Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	4 (6.8%)	0 (0.0%)	4 (4.9%)	1 (1.2%)	9 (3.0%)
Agree	6 (10.2%)	7 (9.1%)	8 (9.9%)	19 (22.4%)	40 (13.2%)
Not Sure	13 (22.0%)	18 (23.4%)	24 (29.6%)	20 (23.5%)	75 (24.8%)
Disagree	21 (35.6%)	25 (32.5%)	27 (33.3%)	22 (25.9%)	95 (26.5%)
Strongly Disagree	14 (23.7%)	26 (33.8%)	17 (21.0%)	23 (27.1%)	80 (26.5%)
Average	3.6	3.9	3.6	3.6	3.7

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\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table NN

Question 14: Your teachers let you know exactly what they expect you to learn in class.

Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	4 (6.8%)	5 (6.5%)	4 (4.9%)	10 (11.8%)	23 (7.6%)
Agree	26 (44.1%)	32 (41.6%)	46 (56.8%)	39 (45.9%)	143 (47.4%)
Not Sure	18 (30.5%)	24 (31.2%)	20 (24.7%)	26 (30.6%)	88 (29.1%)
Disagree	10 (16.9%)	12 (15.6%)	10 (12.3%)	8 (9.4%)	40 (13.2%)
Strongly Disagree	0 (0.0%)	4 (5.2%)	1 (1.2%)	1 (1.2%)	6 (2.0%)
Average	2.6	2.7	2.5	2.4	2.5

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table 00

Question 15: Your teachers let you know at the start of the semester how they handle discipline and what you can and cannot do in their class.

Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	11 (18.6%)	17 (22.1%)	21 (25.9%)	26 (30.6%)	75 (24.8%)
Agree	30 (50.8%)	48 (62.3%)	44 (54.3%)	48 (56.5%)	170 (56.3%)
Not Sure	7 (11.9%)	7 (9.1%)	6 (7.4%)	6 (7.1%)	26 (8.6%)
Disagree	8 (13.6%)	4 (5.2%)	7 (8.6%)	4 (4.7%)	23 (7.6%)
Strongly Disagree	2 (3.4%)	1 (1.3%)	3 (3.7%)	0 (0.0%)	6 (2.0%)
Average	2.3	2.0	2.1	1.9	2.1

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table PP

Question 16: Your teachers think that what you have to say in class is important.

Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	4 (6.8%)	3 (3.9%)	5 (6.2%)	6 (7.1%)	18 (6.0%)
Agree	31 (52.5%)	34 (44.2%)	30 (37.0%)	39 (45.9%)	134 (44.4%)
Not Sure	14 (23.7%)	24 (31.2%)	26 (32.1%)	29 (34.1%)	93 (30.8%)
Disagree	8 (13.6%)	11 (14.3%)	15 (18.5%)	10 (11.8%)	44 (14.6%)
Strongly Disagree	1 (1.7%)	5 (6.5%)	5 (6.2%)	1 (1.2%)	12 (4.0%)
Average	2.5	2.8	2.8	2.5	2.7

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table QQ

Question 17: Your teachers are well prepared to teach each day.

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Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	2 (3.4%)	7 (9.1%)	5 (6.2%)	11 (12.9%)	25 (8.3%)
Agree	35	40	40	43	158
Not Sure	11 (18.6%)	18 (23.4%)	15 (18.5%)	20 (23.5%)	64 (21.2%)
Disagree	8 (13.6%)	9 (11.7%)	13 (16.0%)	7 (8.2%)	37 (12.3%)
Strongly Disagree	1 (1.7%)	3 (3.9%)	7 (8.6j%)	4 (4.7%)	15 (5.0%)
Average	2.5	2.5	2.7	2.4	2.5

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\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table RR

Question 18: Your teachers challenge you to do your best work.

Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	1 (1.7%)	7 (9.1%)	8 (9.9%)	16 (18.8%)	32 (10.6%)
Agree	28 (47.5%)	38 (49.4%)	35 (43.2%)	48 (56.5%)	149 (49.3%)
Not Sure	17 (28.8%)	21 (27.3%)	21 (25.9%)	14 (16.5%)	73 (24.2%)
Disagree	11 (18.6%)	8 (10.4%)	14 (17.3%)	5 (5.9%)	38 (12.6%)
Strongly Disagree	1 (1.7%)	3 (3.9%)	3 (3.7%)	2 (2.4%)	9 (3.0%)
Average	2.7	2.5	2.6	2.2	2.5

\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

Table SS

Question 19: In general, this is a good school.

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Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Strongly Agree	11 (18.6%)	14 (18.2%)	18 (22.2%)	28 (32.9%)	71 (23.5%)
Agree	26 (44.1%)	34 (44.2%)	35 (43.2%)	39 (45.9%)	134 (44.4%)
Not Sure	8 (13.6%)	17 (22.1%)	9 (19.8%)	1 (20.0%)	27 (19.2%)
Disagree	11 (18.6%)	6 (7.8%)	9 (11.1%)	1 (1.2%)	27 (8.9%)
Strongly Disagree	2 (3.4%)	6 (7.8%)	3 (3.7%)	0 (0.0%)	11 (3.6%)
Average	2.4	2.4	2.3	1.9	2.2

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\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5



Table TT

Question 20: Are you a transfer student?

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Response Choice	Seniors	Juniors	Sophomores	Freshmen	All Students
Always Sullivan	27 (45.8%)	50 (64.9%)	45 (55.6%)	57 (67.1%)	179 (59.3%)
Transfer Student	22 (37.3%)	17 (22.1%)	34 (42.9%)	26 (30.6%)	99 (32.8%)
No Answer	10 (16.9%)	10 (13.0%)	1 (1.2%)	1 (1.2%)	22 (7.3%)

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\* Strongly Agree = 1  
 Agree = 2  
 Not Sure = 3  
 Disagree = 4  
 Strongly Disagree = 5

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