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The degree of usage of strategic planning in Tennessee school systems

Snodgrass, Billy Bioten, Ed.D.

East Tennessee State University, 1992

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THE DEGREE OF USAGE OF STRATEGIC PLANNING
IN TENNESSEE SCHOOL SYSTEMS

A Dissertation
Presented to the Faculty of
the Department of Educational Leadership and Policy Analysis
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Billy B. Snodgrass
December 1992

APPROVAL

This is to certify that the Graduate Committee of

BILLY B. SNODGRASS

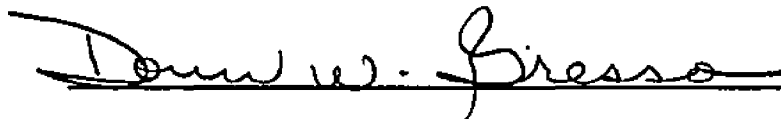
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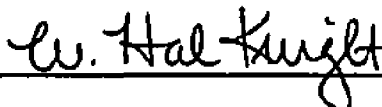
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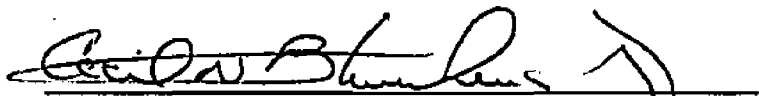
The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council and the Associate Vice-President for Research and Dean, School of Graduate Studies, in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership and Policy Analysis.


Chairman, Graduate Committee

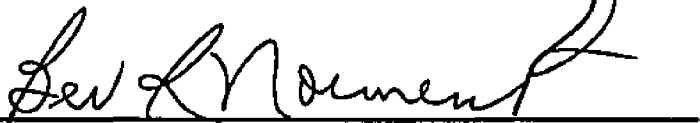








Signed on behalf of
the Graduate Council


Associate Vice-President for
Research and Dean, School of
Graduate Studies

ABSTRACT

THE DEGREE OF USAGE OF STRATEGIC PLANNING IN TENNESSEE SCHOOL SYSTEMS

by

Billy B. Snodgrass

The purpose of this study was to assess the extent to which strategic planning was used in Tennessee school districts and its relationship with school system size, geographic regions, student achievement, fiscal capacity, per pupil property assessment, and percentage of revenue from local sources. The study also sought to determine the perceived constraints and technical assistance needs of school systems regarding strategic planning.

The 139 school superintendents in Tennessee were surveyed to determine the degree of use of strategic planning in Tennessee. Surveys were mailed in early September, 1992. Surveys were received over a period of several weeks. A return of 73% was obtained.

Findings revealed there is a wide variation in the degree of use of strategic planning. Many districts do not include any planning components other than those required by the State. Crucial elements such as an internal and external analysis were not performed by many systems. Most systems indicated they needed extra staff time, more funds and technical assistance for strategic planning.

The major conclusion included the need for planning grants, technical assistance, and the development of a bureau of planning by the State Department of Education.

INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project The Degree of Usage of Strategic Planning in Tennessee School Systems

Principal Investigator Billy B. Snodgrass

Department Educational Leadership and Policy Analysis

Date Submitted September 25, 1992

Institutional Review Board, Chairman Anthony J. DeLucia
Anthony J. DeLucia
Chairman, IRB

Dedication

to

my wife, Alice Snodgrass

and our children

Kim, Janice, David and Billie Ann

ACKNOWLEDGMENTS

Sincere appreciation is extended to Dr. Robert McElrath, committee chairperson, for his encouragement, motivation, guidance, and expertise. His willingness to provide feedback and assistance in a timely manner helped me in meeting crucial deadlines.

Special gratitude is due Dr. Donn Gresso for sharing his expertise in the area of strategic planning and Dr. Russell West for his help and expert assistance in the analysis of the data gathered for this study. Thanks to Dr. Hal Knight and Dr. Cecil Blankenship for their help, suggestions and encouragement.

Thanks to all of the members of Cohort II who provided encouragement and support as we moved together toward a common goal. Their great personalities, a willingness to share, a word of encouragement when needed, and a bit of levity at the proper time were tremendous motivating factors.

Appreciation is extended to Dr. Joan Trentham for her help in reading, proofing, and correcting this effort. A special thanks to Martha Littleford for typing this project.

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Chapter 1

Introduction

"Would you tell me, please, which way I ought to go from here?" asked Alice.

"That depends a good deal on where you want to get to," said the cat.

"I don't much care where . . .," said Alice.

"Then it doesn't matter which way you go," said the cat. (Carroll, 1946, p. 64)

Planning is essential to any organization, particularly to local school districts. If local school districts are to avoid the dilemma of Alice, they must plan deliberately and thoughtfully. An organization cannot know what it is doing and what it intends to do unless it establishes and monitors its goals. When school districts plan they assert that they are more than pawns in the hands of socioeconomic forces. Districts that fail to plan will be overwhelmed by these forces (Peterson, 1989).

Cooper (1985) identified several trends that strongly affect schools: an aging population, a growing number of special interest groups competing for scarce resources, and a growing proportion of minority students. The American Association of School Administrators (1983) identified several key developments that will demand the attention of school districts. School officials must plan for shortages of teachers, particularly in math, science, and bilingual education, and they must prepare to accommodate growing numbers of Hispanic students, many of whom will not speak

English. More students of all types will continue to come from single-parent homes.

Brandt (1991) suggested that today's students are different from those of previous decades; many of them come from socioeconomic groups that generally do not have success in school. The knowledge and skills we are trying to teach them are not necessarily what they will need in tomorrow's world. Specialists in math and science are convinced that curriculum and instruction in these subjects must be radically different (Willoughby, 1991). The way we go about our work and the technology we use is hopelessly old-fashioned. Special problems such as these force the United States to contend with unprecedented change (AASA, 1983).

Cook (1990) says there are four kinds of change that are affecting public education in America. The first is demographics. There are three that have primary significance for education: the aging of the population, the diversification of the family unit, and the transition from a nation with minorities to a nation of minorities. The second change is the transition in the economic base of the United States. In the middle of the 19th century, approximately 70% of Americans were working in agriculture. In 1989, less than 2.5% of Americans were working in agriculture. We have gone from agriculture to industry, to the "age of information." Today 65-70% of Americans are

working in "information" industries. The third change affecting American education is the change in individual human values. For many, achievement became mere survival, and goal setting gave way to lottery tickets. For the first time in history, Americans began to see the future as less. The fourth change is competition in the free market, worldwide. The easy access to transportation and communication makes it necessary for the United States to compete globally. This makes it necessary to produce high quality products. As competition intensifies, the higher the quality, the higher the chance for success. If change is to be met with success, it must be met with a new kind of personal leadership characterized by bold vision and unrelenting commitment (Cook, 1990).

In a rapidly changing society, it is only rational to use strategic planning to build for the future. United States corporations spent \$2 billion on strategic planning in 1988. In addition to generating valuable ideas, strategic planning gains new support and gets current supporters more involved. In times of demand for improved performance with limited financial and human resources, strategic planning could be the most important thing a board of education can do (Johnson, 1989).

Strategic planning has been used by military leaders for thousands of years (Quinn, 1980). At the turn of the 20th century, its value for international policy was

recognized and strategic planning became a commonly used geopolitical decision-making tool (Mackinder, 1919). It was adopted as a corporate planning process in the mid-20th century and introduced to the public, not-for-profit sector, shortly thereafter (Wilkinson, 1986). Educators began using strategic planning in the early 1970s (Cope, 1981). Today strategic planning is the dominant management planning paradigm in North America (Hurst, 1986).

Historically, many school administrators have not viewed long-range planning as a requirement for effective decision making. Administrators lament that making it from day to day consumes all of their time and energy. They maintain they have neither the time or money to invest in long-range planning. As a result, the school as an organization begins to control the school administrator. The administrator becomes a reactive-oriented leader, instead of a proactive-oriented leader (Lewis, 1983).

School administrators who constantly engage in reactive planning give up their rights to decide which problems school personnel will attempt to solve. The reactive administrator typically waits for problems and threats to occur before taking either preventive or corrective action. Usually, new problems are the direct result of previous encounters. Obviously, a reactive approach to administration can have serious consequences on the effectiveness of school operations (Lewis, 1983).

The Report of the Massachusetts Business Task Force for School Management (1970) declared critical needs of state and local boards were (a) long-range planning, (b) school district cooperation, and (c) management information systems.

With reference to the first need for planning, the report stated,

There is very little formal long-range planning at either the local or state level. Therefore, The Business Task Force feels strongly that long-range planning is essential in public education. Executives within the public school system are making critical decisions without the information and guidance afforded by a workable long-range planning function. (Mace Study, 1970, p. 14)

The need for local school boards to engage in educational planning has never been greater. As school boards confront educational reform, perhaps the biggest challenge is to manage reform and not be the victim of it. School boards must move from operating only in crisis situations toward systematic long-range planning (Tollett & Garriott, 1985).

Without clearly defined goals incorporated into long-range plans, a school board can expect to always be responding to one crisis after another (Tollett & Garriott, 1985). Realizing the need for long-range planning in Tennessee schools, the State Board of Education passed Rule 0520-1-3-.04(B) that states

Each local board of education shall develop and implement a five-year plan to include a mission statement, goals, objectives, and strategies. The

first five-year plan shall be due July 1, 1990, with succeeding plans due every five years thereafter on September 1. An annual status report on these plans shall be submitted to the Commissioner of Education by September 1 of each year in the required format. (no p.)

The State Board of Education rule calls for an annual status report, however, no study has been done on the overall effectiveness of the long-range planning process for Tennessee school districts.

Statement of the Problem

A recent national report, America 2000, An Education Strategy (1991) and recent books such as The Quality School (1990) and The Predictable Failure of Education Reform (1990) have stressed the need for improvements in education. Strategic planning enables school boards to consider and select possible new futures for education and identifies the "whats," "whys," and "hows" for getting there. Users of strategic planning care enough about people and education to be results-oriented. The process empowers educational stakeholders to define a vision and develop a plan to achieve educational success with long-range payoffs (Kaufman & Herman, 1991).

The problems of population shift, cuts in state funding, increased competition from private schools and corporations demand that school districts engage in strategic planning. In a rapidly changing society, it is only rational to use strategic planning to build for the

future (Johnson, 1989). During a time of increasing cries for accountability, it is timely to assess the impact of strategic planning on Tennessee school districts. Do school systems in Tennessee make effective use of strategic planning?

Purpose of the Study

The purpose of this study was to assess the extent to which strategic planning was used in Tennessee school districts and its relationship with school system size, geographic region, student achievement, per-pupil expenditure, average classroom teacher's salary, the fiscal capacity, per pupil property assessment, percentage of revenue from local sources, and determine the perceived constraints, and technical assistance needs regarding strategic planning.

Research Questions

1. To what degree is strategic planning being used in Tennessee public schools?
2. What are the perceived constraints, and technical assistance needs regarding strategic planning as identified by the local school districts?
3. What is the relationship between use of strategic planning and the three geographic regions of Tennessee?
4. What is the relationship between use of strategic planning and the size of the school system in Tennessee?

5. What is the relationship between use of strategic planning and per-pupil expenditure?
6. What is the relationship between use of strategic planning and average classroom teacher's salary?
7. What is the relationship between use of strategic planning and the fiscal capacity of the district?
8. What is the relationship between use of strategic planning and the per pupil property assessment?
9. What is the relationship between use of strategic planning and the percent of revenue from local sources?
10. Does use of strategic planning affect student achievement as measured by T-CAP achievement test?

Significance of the Problem

School boards play an important role in reinforcing public confidence in today's schools. Court decisions, legislative mandates, and teacher assertiveness are just a few of the elements that have combined to weaken school board authority. It is crucial that boards of education use every legitimate means to assure the public that everything possible is being done to promote a quality education for boys and girls. Public schools must deliver this message by opening their doors to public scrutiny and meaningful community involvement. People must be convinced that their schools reflect the ideas and aspirations of its citizens. In order to provide this assurance, school districts must engage in a meaningful planning process that involves all

stakeholders. This planning process must be assessed annually to measure the impact on the school system.

Limitations

This study was limited to Tennessee school districts. Generalizations from this study may be made to school districts in other states because of similarities in operations, demographics, and the planning process.

Definitions

Problem-solving Planning

Problem-solving planning identifies a problem that adversely affects the routine performance of a school district; selects an appropriate strategy for resolving the problem; outlines controlling and evaluating activities; and carries out the plan within 30 to 60 days (Lewis, 1983, p. 10).

Operational Planning

Operational planning covers a period of several months to a year and is implemented to improve routine conditions in the school district (Lewis, 1983, p. 10).

Long-range Planning

Long-range planning is the process of realizing the school organization's mission, long-range goals, and strategies governing use of human or non-human resources needed to achieve the mission (Lewis, 1983, p. 10).

Strategic Planning

Strategic planning is the means by which an organization constantly recreates itself to achieve extraordinary purpose (Cook, 1990, p. 74).

STAR

A study conducted by the Tennessee State Department of Education to determine the effect of reducing the student/teacher ratio (Word, 1990).

TCAP

A customized testing series mandated in grades 2-8, a standardized achievement test in grade 10, and the Tennessee Proficiency Test (Tennessee Student Test Results, 1990-1991, p. 4).

Fiscal Capacity

The potential ability of local governments, or school systems, to raise revenue from their own sources, relative to the cost of their service responsibilities (Fiscal Capacity of Public School Systems in Tennessee, 1990, p. 1).

Per Pupil Expenditure

Total current expenditures of a school system divided by the average daily attendance (Annual Statistical Report, 1991, p. 229).

Percent of Revenue from Local Sources

The amount of total local expenditure divided by total expenditure of the district (Annual Statistical Report, 1991, p. 149).

Per Pupil Property Assessment

The assessed valuation of all property in school district divided by average daily membership (Fiscal Capacity of Public School Systems in Tennessee, 1990, p. 27).

Hypotheses

The following hypotheses will be tested to the .05 level of significance and are stated in the null form.

1. There will be no relationship between use of strategic planning and the three geographic regions of Tennessee.
2. There will be no relationship between use of strategic planning and the size of the school system.
3. There will be no relationship between use of strategic planning and student achievement as measured by T-CAP achievement test.
4. There will be no relationship between use of strategic planning and per-pupil expenditure.
5. There will be no relationship between use of strategic planning and average classroom teacher's salary.

6. There will be no relationship between use of strategic planning and the fiscal capacity of the district.

7. There will be no relationship between use of strategic planning and the per pupil property assessment.

8. There will be no relationship between use of strategic planning and the percent of revenue from local sources.

Overview of the Study

Chapter 1 contains an introduction to the study, the statement of the problem, the purpose of the study, research questions, definition of terms, hypotheses, and an overview of the study. Chapter 2 contains a review of related literature. Chapter 3 includes the methodology and procedures used in the study. Chapter 4 provides the presentation and analysis of data. Chapter 5 contains a summary of findings, conclusions and recommendations.

Chapter 2

Review of Literature

Leading a public school system requires an ability to articulate the mission and purpose to its constituents and to lead them to establish a strategy to accomplish them (Mauriel, 1989). Expectations for school administrators and boards of education are many and varied. In every school operation there are a multiplicity of factors, problems, and needs that require both a local perspective and an ability to satisfy local demand. The response may too frequently be based upon insufficient information regarding matters of importance and pressures produced by social change and conflict (Lavin, 1971).

How do we deal with this change and conflict? In the Report of the Massachusetts Business Task Force for School Management (1970), critical needs of state and local boards were listed as long-range planning, school district cooperation, and management information systems.

With reference to the first need for planning, the report stated

there is very little formal long-range planning at either the local or state level. Therefore, the Business Task Force feels strongly that long-range planning is essential in public education. Executives within the public school systems are making critical decisions without the information and guidance afforded by a workable long-range planning function. (Mace Study, 1970, p. 14)

The response school districts make to the call for educational planning will determine the future for individuals, groups, organizations, and society. Planning identifies where to go, why to go there, and promises criterion for determining when one has arrived (Kaufman & Herman, 1991).

Planning saves time. Planning assumes that resources are used where they can do the most good. Planning minimizes the crisis-to-crisis atmosphere of reactive management. Planning is good for organizations. Unfortunately, like so many things that are good, it seems difficult to get around to actually doing it (Kastens, 1976). Where are we going? Where should we be going? How do we get there? These are questions that must be answered by organizations that want to avoid hard realities that would cause them to come up short of their goals. No organization can afford the luxury of running blind into the future. Administrators must master the techniques of planning (Herman, 1988).

Types of Planning

Modern educational planning has become more than developing "goals" and surveying to determine "needs." Lewis (1983) suggested there are three types of planning: problem-solving planning, operational planning, and strategic planning. He said "the distinction between the three types of planning is the time phase" (p. 9).

Problem-solving planning is designed to return performance to a routine level; operational planning is designed to achieve goals; and strategic planning is designed to achieve the mission and operational goals of the school organization.

Problem-solving planning should have a life span of no more than 2 months. The process involves: (a) identifying a problem that adversely affects the performance of a school district; (b) selecting an appropriate strategy for resolving the problem; (c) outlining, controlling and evaluating activities; and (d) carrying out the plan in 30 to 60 days (Lewis, 1983).

Operational planning covers a period of several months to a year and is implemented to improve routine conditions in the school district. It is the process of recognizing a need, setting standards, and describing an action plan (Lewis, 1983).

Strategic planning has a longer time phase than problem-solving or operational planning, and may cover a period between 3 and 10 years. Strategies are matched with needs (strengths and weaknesses) to arrive at the best approach to the mission and educational goals of the school district. Strategic planning is the process of identifying the school district's mission, long-range goals, and strategies governing the use of resources needed to achieve the mission. Strategic planning calls for subjectivity in

analyzing trends and opportunities, as well as creativity in determining the most effective use of resources (Lewis, 1983). Cook (1990) defined strategic planning as "the means by which an organization constantly recreates itself to achieve extraordinary purposes" (p. 74). Cook suggested there are four, perhaps five, distinct characteristics of a strategic organization. He said (a) strategic organization is autonomous or self-governing; (b) strategic organizations have the responsibility to determine their own identity; (c) they have the prerogative and the responsibility for the acquisition and allocation of resources of all kinds; (d) they are responsible for providing the vision, values, and leadership that control, guide and sustain everyone who is a part of that organization; and (e) strategic organizations develop of necessity long-term plans, usually 5 to 10 years. (Cook, 1990).

Establishing a Guidance System

The first step in the strategic planning process is the establishment of a guidance system to direct human efforts in the school district. The guidance system is a network of aims which spell out the primary reason for the school district's existence and ensures that everyone is working together (Cummings & Boegli, n.d.).

The Tennessee School Boards Association (TSBA) said there are three basic components in a guidance system: basic beliefs, a mission statement, and planning categories.

TSBA stated that basic beliefs will help the board maintain consistency throughout the plan. They maintain that it is preferable to include only those beliefs upon which there is a consensus.

The mission statement according to TSBA should describe the ultimate purpose and scope of the school district. TSBA also stated that "the mission statement should be the focal point of all goals, objectives and actions taken by the board, administration, teaching and support staff" (n.d., p. 6).

Planning categories should be used to divide the plan into manageable parts according to TSBA. They suggested the following planning categories that would each have their own goals and objectives:

1. Student learning and growth
2. School board operations
3. School district administration
4. Instructional programs and service
5. Support services
6. Financial resources
7. Personnel
8. Physical resources
9. Community involvement. (n.d., p. 11)

Kaufman and Herman (1991) said beliefs should be formally identified, placed in writing and shared, making the public aware of the foundation upon which the remainder of the strategic plan is based. Kaufman and Herman also stated that if guiding beliefs are not formally identified and a consensus developed the organization will likely run aground.

Cook (1990) said the statement of beliefs is the most logical, if not the most necessary, beginning of any strategic plan. He said it describes the moral character of the organization and is a composite representation of the personal values of those who make up the organization.

After basic beliefs are established, a mission statement should be developed. Cook (1990) defined the mission statement as "a clear and concise expression of the district's purpose and function" (p. 91). He further stated that "the mission is the keystone upon which the entire plan depends" (p. 92). Mission statements have traditionally been written in broad, abstract terms; however, there has been a recent trend to produce mission statements in results-oriented terms (Lewis, 1983). Kaufman and Herman (1991) maintained that "strategic planning depends on precise, measurable, valid objectives--mission objectives--which state the purpose of the organization along with criteria for success" (p. 113). Where are we going? How will we be able to tell when we have arrived? These are two questions that Kaufman and Herman (1991) said must be answered in order for the mission objective to have purpose and criteria for determining results. A mission objective must state precisely:

1. What performance or result is to be demonstrated?
2. Who or what will display the performance or results?
3. Under what conditions is the result or performance to be demonstrated?

4. What specific criteria will be used to determine if the performance or result has been achieved? (Kaufman & Herman, 1991, p. 124)

The mission statement provides general guidelines for preparing strategic plans and also serves other useful purposes, particularly if it is written in results-oriented terms. Mission statements:

1. Facilitate the task of identifying opportunities and threats that must be responded to during the strategic planning process.
2. Determine how resources will be allocated to accommodate needs.
3. Reveals new opportunities and threats when charged to respond to the ever-changing school district environments.
4. Prevent efforts being wasted on strategies and plans that may be considered inappropriate. (Lewis, 1983, p. 58)

Developing a mission statement is one of the essential early planning activities. A clear mission helps members of the organization decide on goals, set priorities, and monitor behavior. The statement becomes a vision of the school activity and is the document against which all subsequent planning is measured. It is the vehicle by which the district articulates its purpose, views, and goals for a program (Williamson & Johnston, 1991).

The development of a mission statement should demonstrate the collaborative nature of the planning process. The participation of all stakeholder groups is critical if the statement is to reflect the ownership of these groups. This is critical if the mission statement is to be widely accepted and used during program

implementation. Each stakeholder group should check periodically to make sure their interests are being carried out (Williamson & Johnston, 1991).

Once the mission statement is adopted, it must become a part of the thinking of all school personnel. Every decision that is made should clearly reflect the philosophy present in the mission statement for the school district (Williamson & Johnston, 1991).

Critical Analysis

The next step in developing a strategic plan is called different things by different people. Kaufman and Herman (1991) referred to it as "assessing needs," TSBA called it a "critical analysis." The critical analysis, needs assessment, or self study involves the identification, evaluation, and analysis of the school district's capabilities. The district should analyze the strengths, weaknesses, opportunities and threats in the district. It should build on strengths, eliminate weaknesses, benefit from opportunities, and avoid threats.

The critical analysis is a process of collecting and analyzing past, present, and future information to provide a foundation for preparing, implementing and evaluating long-range and short-range plans. The critical analysis according to TSBA serves the following functions:

1. To present a comprehensive picture of the school district's history and current condition.

2. To provide information to the board in such a way that it can determine which factors and variables are affecting progress and to what extent.

3. To provide a basis for other elements of the planning process, such as objectives and strategies.

4. To provide the board with significant information about the past, current, and possible future conditions.

5. To identify strategic issues relevant to the fulfillment of the school district's mission. (TSBA, n.d., p. 16)

The critical analysis is composed of the following sections:

1. Past performance. Past performance records provide a springboard from which to revise long-range goals and set new short-range objectives.

2. Description of the school district. This description should include a brief history of the district, its scope, organizational structure, and activities.

3. Demographic profile. The demographic profile identifies major trends of the past and makes projections for the future. It should include (a) population of the community, (b) race, (c) occupations, (d) family income, and (e) number of foster and welfare children.

4. Student learning and growth. This section should include a description of student achievement by grades, median SAT scores, number of students receiving awards and honors, the number of students entering college, the armed forces, business and so on.

5. Faculty profile. Faculty profile is a description of training and experience of the teaching and administrative staff.

6. Program and services. These items or activities are related to programs and services offered for students and members of the community.

7. Financial history. Using a program-oriented format, identify quantitatively the fiscal history of the school district of the past 4 years through the current year.

8. School district problems. This section should be a summary of school-related problems, such as the absentee rate of students and faculty, staff turnover, vandalism rate, accident rate involving students, the number of teachers and students assaulted, and other useful information pertaining to the problems besetting school districts. (Cummings & Boegli, n.d., pp. 31-32)

Cook (1990) called it an internal analysis. The internal analysis would be comparable to the "critical analysis" (TSBA, n.d.) or "assessing needs" (Kaufman & Herman, 1991). Cook (1990) said "the internal analysis must be considered.

Kaufman and Herman (1991) asked: What factors are absolutely critical to the successful operations of your school district? Reaching consensus on these factors will cause the allocation of resources and data collection to be clear. Student achievement, employee training and staff development, community support, and a culture of ownership which leads to collaborative planning and improvement may well be among the factors a school district considers critical.

A vision can best be constructed by reviewing trend data, factors that create success, and the organization's belief system. The organization can then determine ways to reach its vision. The vision of "what should be" is clearly identified and each component is determined (Herman, 1988).

Complete objectivity is important throughout the entire planning process, but it is extremely important in the internal analysis. Planners must deal openly and honestly with all areas of the data gathering process. A failure to deal with all the issues will severely detract from the validity of the final plan. A thorough analysis will not only produce valid objectives and strategies, they will also

demonstrate to the various stakeholders the organization's sincerity (Cook, 1990).

The external analysis is the process of predicting events and conditions that will occur during the period the plan covers that will have a specific impact on the organization. The process might be called "environmental analysis." The organization may not have control over many of the conditions predicted in the external analysis, but that does not mean these external influences will control the organization. Maintaining control even in an environment that is out of control is what planning is about (Cook, 1990). The purpose of the external analysis is to prevent surprises that may negatively affect the organization's ability to accomplish its mission (Cook, 1990).

Events that occur outside an organization's district will have more to do with its success than the initiatives taken unless a conscious effort is made to turn those events to an advantage. In order to do that one must know what is going on. The more information obtained about the environment in which a business has to function and the better people understand that information, the more likely they are to have a highly successful enterprise (Kastens, 1976). When the critical analyses are completed, goals and strategies should be developed (Cummings & Boegli, n.d.).

Setting Goals and Strategies

The next step in strategic planning is setting long-range goals. Long-range goals clarify the mission of the school district, describe the results to be achieved, and indicates where primary focus should be placed (Cummings & Boegli, n.d.). Long-range goals are guidelines for human effort. They are statements expressed in measurable terms that identify what is to be achieved by the system's network of policies, procedures, administrative edicts, rules, budgets, programs, and strategies inherent in the planning process. Goals should answer the question, "What should be accomplished that will have a significant impact on the schools, and when should it be done?" (Lewis, 1983, p. 63). TSBA defined a goal as "general and timeless and not considered with a particular achievement within a specified time" (n.d., p. 22). TSBA suggested that each goal should have at least one objective that describes a specific activity, measures when and how it will be achieved, and a time line for completing the activity.

According to TSBA, the board of education should develop all goals. All board members must be involved in developing the goals and consensus should be reached on each goal before it is accepted. Each planning category adopted by the board should have at least one goal. Each goal identified with a planning category should have someone

assigned to be responsible and coordinate the further development and accomplishment of the goal.

This person will be responsible for working with a committee or team of people to develop objectives and strategies for implementation of the goal. More than one objective with accompanying strategies may be needed for a goal. Mission and goals should be developed by the board. Objectives and strategies should be developed by the staff (TSBA, n.d.).

A strategy is a statement describing how a school organization intends to utilize its resources and skills to capitalize on its strengths and correct its weaknesses for the overall effectiveness of the educational process. School districts should not be reluctant to effect changes through proper strategy. School districts should not wait for things to happen. By assuming a proactive strategic policy, it can make things happen (Cummings & Boegli, n.d.).

Kaufman and Herman (1991) stated that "once measurable objectives have been identified, it is time to determine if there exist, or could exist, one or more methods and means (or tactic and tools) by which they could be accomplished" (p. 235). Whether it is called a strategy or method and means, it is the way by which the objective is accomplished.

Cook (1990) maintained that an action team is needed to develop specific, operational plans of action to implement the strategies. Each strategy should be developed with

several actions plans, all should contain step-by-step directions, time lines, assignment of responsibilities, and cost-benefit analysis.

The action plans make the strategies operational. Each action plan has its own specific objectives and should be judged on the actual results it produces. An action plan is an assertion that the planning has been done, and it is now time to get on with the action. The action plan is not the implementation portion of the planning process. Action plans are only plans. It is only by implementing the plans that the strategies will be realized and the objectives achieved (Cook, 1990).

Once the priorities are decided, the organization's administrators can get down to the business of making specific plans to begin actions designed to achieve the mission in the plan. Some helpful ways to design action plans involve specific techniques such as brainstorming alternative solutions, completing a forcefield analysis, and developing a potential cost/benefit analysis for each potential solution. Brainstorming activities involve a group of people thinking of all possible ideas to approach the solution of the problem. Rules such as no discussion of ideas, all ideas are valid, commenting on the ideas of others are helpful in carrying out brainstorming activities.

Forcefield analysis involves the listing of supportive and constraining factors for each of the solutions deemed

feasible. This activity would assist the group in narrowing the solutions to those most preferred (Herman, 1988).

Cost/benefit analysis is a technique that allows a group to analyze each suggested solution by predicting the benefits received compared to the cost associated with the specific solution (Herman, 1988).

The action plan should answer questions related to the following:

1. What is to be done, and in which order will the associated task be completed?
2. Who is to be held responsible for each task accomplished?
3. When is the solution to be completed?
4. How is the level of accomplishment to be measured? (Herman, 1988, p. 23)

After completion, the action plans must be monitored and adjustment made. Monitoring includes data related to the degree of achievement on the specific objectives and action plans. Changes indicated in beliefs, external factors, internal factors, and critical success factors should be monitored (Herman, 1988). Action plans must continually be examined to prevent the waste of human effort on activities that will not achieve the objectives (Lewis, 1983). After completion of the action plan, strategic planning should become strategic management (Cook, 1990).

Strategic Management

The strategic plan sets forth the mission and goals for the district. It provides a general map and is viewed as a statement of where the district is going (McCune, 1986).

Once the strategic plan has been developed, it must be implemented. Implementation not only involves operating the action plan, but it involves monitoring and evaluating the plan during operation. The formative evaluation process alerts those responsible for strategic plan management to conditions that should alert managers to in-process changes in strategies. A summative evaluation should be conducted to determine if the strategies utilized were able to accomplish the mission. "The summative evaluation is crucial to the development of a new strategic plan which will carry on where the previous strategic plan has concluded" (Kaufman & Herman, 1991, p. 251).

Implementation plans are usually developed for a year, but may be extended. Implementation plans should be developed system wide for physical facilities, personnel, community relations, curriculum, instruction, staff development, technology, etc. and for individual schools. Implementation plans must be aligned with the strategic plan in order to foster progress toward accomplishing the strategic goals (McCune, 1986).

Implementation plans should be developed by those responsible for carrying them out. This requires principals and other administrators to have an in-depth understanding of the plans they are to implement (McCune, 1986).

During the strategic management phase, administrators and supervisors are responsible for implementation. Efforts

must be made to prepare the staff and provide it with the knowledge and skills necessary for implementation (McCune, 1986).

Staff development is very important at this stage. It is necessary to build understanding of the plan. Staff development should be divided into three activities. One should provide general information to the whole staff. The second form of staff development should be role- or building-specific, addressing the needs of a group or staff. A third form should include developmental activities such as providing expert information as part of curriculum development, sessions on educational research, and other activities to update their general knowledge (McCune, 1986).

Monitoring should be accomplished by the effective use of quarterly reviews. If these reviews are properly structured, everyone in the district will know at any given time the status of any given action plan and its strategy. This allows the superintendent and board to manage the strategic plan (Cook, 1990).

The annual update of the strategic plan is an important part of the planning process for several reasons. The fact that it occurs represents a genuine commitment by management to strategic planning (Valentine, 1991). By subjecting the plan to new realities, priorities can be reevaluated. As parts of the plan are accomplished, a more narrow focus can be applied to the remaining objectives. The annual update

permits the planning process to get in sync with the budgeting process (Cook, 1990).

The process of the annual update is similar to the initial planning session. The original planning team meets for 2 or 3 days under the guidance of the facilitator. The same parts of the plan are addressed; the major difference is that components are developed in a different order. The annual update would happen in the following order:

1. Internal analysis (with emphasis on the changes in the past year and anticipated changes during the next year)
2. External analysis (with emphasis on changes in the past year and anticipated changes during the next year)
3. Critical issues
4. Review of beliefs
5. Review of mission
6. Review of policies
7. Review of objectives
8. Review of strategies. (Cook, 1990, p. 152)

As the reviews are conducted, revisions, deletions, and additions are made as appropriate.

When additional strategies are written, they are assigned to action teams for development. The process from that point through implementation is a condensed version of the first, managed by the planning facilitator, but made operational as soon as possible (Cook, 1990).

The annual update permits an organization to check results of stated goals and strategies. The accomplishment of some goals permits the planner to zero in on unfinished goals and state new ones. The strategic planning process is a cyclical process. It is never finished. When one set of

goals is finished, new ones are stated and the process continues (Cook, 1990).

School-Based Planning

Planning at the school level is another of the critical steps in implementing any school district change.

Regardless of the amount of planning at the district level, it is still what happens at the school level that determines the difference in the lives of boys and girls.

Permitting and encouraging strategic planning at the school level will greatly enhance the effectiveness of any program change. This permits each staff to take into account the unique characteristics and needs of its community as they implement the programs (Williamson & Johnston, 1991). Psenick (1991) maintained

that site planning in the context of strategic planning allows each school to discover its own distinctive character and to use all its talents and resources to fulfill the district's mission while at the same time realizing its own extraordinary goals. (p. 29)

When schools are permitted to make decisions regarding implementation of programs, these programs must be within the framework of the adopted district plan (Williamson & Johnston, 1991). Schools should use the same procedures in developing their plan as the ones used in developing the district plan. The same framework would be used for the school plan as the district plan, but school planners would use their own tactics in fulfilling the district's mission.

Each school planning team should be composed of a cross section of school personnel, parents, and community leaders. The school plan should define beliefs, mission, objectives, and strategies in the same manner as they are in the district plan (Psenick, 1991).

The local school should make decisions on how it can best fulfill the mission of the district. Budget, curriculum and staff development are within the control of the school. Principals and staff could control assignments of staff, scheduling, program design, and selection and implementation of strategies. All of these resources should be used to help achieve the district's mission (Psenick, 1991).

If school-based planning is to be successful, appropriate support must be provided. One of the most crucial supports is to have a clear understanding of which decisions a school will be empowered to make. This necessitates a specific list of school-based decisions. The parameters that must be observed should be clarified. Limits on staffing, expenditures, participation of key constituent groups, or time lines should be specified. All districts will have parameters. What is critical is that they be made clear prior to the start of the planning process (Williamson & Johnston, 1991).

There are human resource needs that must be made available if school-based planning is to succeed. Time for

planning, staff development opportunities, and the resources needed to provide materials must be made available (Williamson & Johnston, 1991).

Time is a critical factor. School-based planning will be met with little enthusiasm if adequate time is not made available. School calendars could be adopted that include planning days, using staff meeting time and providing stipends for planning beyond the scheduled day (Williamson & Johnston, 1991).

Many school staffs do not have the necessary skills to participate in strategic planning. Adequate staff development should be provided to help acquire the needed skills. A survey should be made to determine the perceived needs. Most staff members should participate in the staff development training because they will likely be involved in the strategic planning process (Williamson & Johnston, 1991).

It is very important to establish a process for monitoring school-based planning activities. The district must ensure that the process meets its requirements. The district will want to make sure program standards are being followed, and that the integrity of the mission statement is being met (Williamson & Johnston, 1991).

Schools are where things happen that make a difference in children's lives. Leadership in planning at the school level is critical for leading people to extraordinary

efforts to make a difference in the lives of children. School-based planning with strategic planning gives the school and the district the opportunity to work together to ensure success for the children of the 21st century (Psenick, 1991).

Planning and Its Relationship to
Achievement and Economic Factors

A summative evaluation of the planning process should reveal the amount of increase in student achievement on standardized tests. Baseline data should be collected at the beginning and end of the strategic plan's operation (Kaufman & Herman, 1991). Although there have been few reports on the relationship between strategic planning and student achievement, Basham (1988) reported there was a significant relationship at the .05 level in strategic planning and total KEST scores at grade 10. There was no significant relationship at grade 7, but the language subtest scores at grade 10 were significant. She reported further that the Pearson correlations show a significant relationship at the .01 level between strategic planning and total KEST scores at grades 7 and 10, at the .05 level in grade 5, and no significant relationship at grade 3. Reading subtest scores at grades 5 and 10 were significant at the .05 level; language subtest scores at grades 5, 7 and 10 at the .05 level and math subtest scores at grades 7 and 10 were significant at the .01 level.

Basham (1988) stated there is some evidence that students enrolled in school districts that have a high degree of strategic planning achieve better in basic academic skills than students enrolled in school districts that do not have a high degree of use of strategic planning. She further concluded that the results of the comparisons of the evaluations of the school districts using strategic planning that were ranked both high and low on achievement, are not strong enough to warrant a definite conclusion. She stated the results indicate that the probability that students who are enrolled in school districts using a high degree of strategic planning is greater that they will achieve more than those students that are enrolled in school districts that do not have a high degree of strategic planning occurring in the district.

One of the main emphasis of the Basic Education Program in Tennessee is the reduction of class size. The results of the STAR project conducted in Tennessee from 1985 to 1990 reveals that students in small classes have higher performance than regular and regular/aide classes in all locations and at every grade level. A lowered pupil-teacher ratio is more effective in kindergarten and grade 1. Thereafter, the small-class effect declines slightly but is still significant at the end of grade 3 (STAR). Basham (1988) reported in her study that there was not a

significant relationship between the degree of use of strategic planning and the pupil-teacher ratio.

In the appeal of the Tennessee small school systems vs. the State of Tennessee the finding of facts produced a great disparity in the revenues available to the different school districts. Per classroom spending varied in 1988-89 from \$110,727 in Kingsport to \$49,167 in Lewis County. Total current funds available per pupil by county averaged \$2,337 in the school year 1987 and varied from \$1,823 to \$3,669. School districts with more sales and with higher property values and commercial development have more funds to educate their children. The wide disparity is related to differences in fiscal capacity and not necessarily from inadequate local effort. It further states that the evidence indicates a direct correlation between dollars expended and the quality of education a student receives. In the 10 richest districts for the school year 1988-89, 60% of the elementary schools and 77% of the secondary schools were accredited compared to 7% and 4% among the 10 poorest districts. During this same year, the per-pupil expenditure varied from \$2,163 to \$4,891 for an average of \$3,304 per pupil (Tennessee Small School Systems vs. Tennessee, 1992). Bill Emerson, Superintendent of Crockett County Schools, in defending the need for more revenues for Tennessee schools said, "Anti-intellectualism is a prime problem in Tennessee." He said the feeling that "what was good enough

for me is good enough for my children" is rampant. He stated that the response to that is as follows:

We are in a world economy; we're not back there chopping cotton with a hoe and picking it by hand anymore. We are a technologically advanced society and our children have got to be able to compete in that society. If we don't educate them in the public schools, we are not going to have the mass of educated people we need. (Houk, 1988).

Basham in her study found a significant relationship between the degree of use of strategic planning and the district variances of current expense, cost of instruction, and local salary supplement. She also found a significant relationship between the use of planning and the district variables of assessed property valuations and local revenue at the .001 level of significance.

State legislatures are required to create "equal" educational systems. With only a few possible exceptions, state legislatures have failed to meet this obligation. Organizational patterns have been developed that favor affluent school districts over the poor. These patterns have permitted wealthy parents to segregate their children from the less privileged. In Tennessee today, the Hancock County school district has only about one-third the revenues per pupil of the Oak Ridge district. The state, by statute, gives metropolitan centers greater access to property and sales tax bases while denying these advantages to rural areas (Alexander, 1990). While governors and legislatures deal with the dilemma of equal educational funding, school

boards and school administrators must plan to effectively deal with the situations that exist.

Summary

To ensure common direction in a school system, it is necessary to plan strategically (Cook, 1990). In times of rapid change, we do not know what to expect, either for ourselves or for our organizations. Strategic planning helps us deal with that uncertainty. It helps define the organization's strengths and weaknesses and details a plan for dealing with them (Brandt, 1991). Herman (1988) recommended a strategic plan as a specific road map to point the way to a destination, a mission. Herman said that a strategic plan should have:

1. Statement of belief
2. External and internal scanning mechanisms
3. A determination of factors that are critical to success.
4. A description of the preferred future vision.
5. A mission statement, and
6. A list of strategic goals with related prioritized objectives, action plans, and monitoring structures to indicate if and when revisions are required. (p. 6)

A plan that contains all the proper components, which fully reflects on current and future needs, can become an important vehicle to meet challenges and gain citizens' confidence in a school system. Planning has been generally accepted as a vital tool, not only for responding to change, but also for transforming a vision into blueprints for

progress with achievable goals and a stated way to accomplish them (Chopra, 1988).

To plan means accepting that change is inevitable. Strategic planning provides ways to manage change that will contribute to an organization's growth. The process serves not only as a tool to map strategies to meet the challenge of unpredictable change, but for enhancing confidence in public schools (Chopra, 1988).

Strategic planning develops a new mode of thinking for school administrators. Administrators involved in strategic planning look at their communities and districts from an expanded perspective. They exhibit greater awareness and sensitivity to the possible effects of change on the programs and operation of their district. They are most frequently aware of the discontinuities in the environment that might affect their district's future (Mecca & Adams, 1991).

Strategic planning helps school districts focus on making their school districts better. With a clear vision and mission adopted by the school board, a critical analysis performed, goals and strategies developed, action plans made, and strategic management firmly in place, school systems can better deal with current needs and future opportunities.

Chapter 3

Methods and Procedures

Introduction

The purpose of this study was to assess the use of strategic planning in Tennessee school districts and its effect on several specific variables. A questionnaire developed by Vickie Basham for a similar study in Kentucky was used to determine the use of strategic planning in Tennessee school districts. The Annual Statistical Report of the Tennessee Department of Education and the Fiscal Capacity of Public School Systems in Tennessee were examined to collect information regarding geographic regions, size of the school system, per-pupil expenditure, average classroom teacher's salary, fiscal capacity, per pupil property assessment, and the percent of revenue from local sources. TCAP test score results were examined to determine the relationship between academic achievement and the use of strategic planning in Tennessee school districts.

Research Methodology and Design

The research methodology was a survey questionnaire.

Survey research is a distinctive research methodology that owes much of its recent development to the field of sociology. The survey has a long historical tradition. As far back as the time of the ancient Egyptians, population counts and surveys of crop production were conducted for various purposes, including taxation. (Borg & Gall, 1989, p. 416)

Local school districts use surveys to evaluate many aspects of the school system, such as buildings, maintenance, administrative procedures, financial support and procedures, teaching staff, learning objectives, curriculum, and teaching methods. Such surveys are usually carried out by specialists from local universities and other school systems. Another type of survey, the school census, is conducted to predict the educational needs schools will be called upon to meet in future years. Local surveys are also used for internal evaluation and improvement (Borg & Gall, 1989).

Several field techniques have been identified for analyzing public opinion and other similar types of information on an individual level. This study used the mailed questionnaire technique to collect the necessary data. The survey questionnaire has the advantage of allowing a large amount of information to be collected in a relatively short time.

Population

There are 139 school districts in Tennessee. Each district has a superintendent that is either elected or appointed. The total population of school superintendents was used for the study.

The Tennessee Directory of Public Schools provided the investigator with all the names and addresses of each school

superintendent as well as the total enrollment of each district.

The Instrument

The data gathering instrument was a slightly modified Strategic Planning Survey used in Kentucky schools (see Appendix A). The instrument was modified to reflect the current status of planning in Tennessee. Language was changed in some instances to reflect current usage in Tennessee. This instrument was reviewed by the following panel of experts on strategic planning: Dan Tollett, Executive Director of the Tennessee School Boards Association, Donn Gresso, Professor at East Tennessee State University, and Ted Beach and Jim Gresson, Tennessee Department of Education employees with training in the area of planning. These experts evaluated the instrument for content and face validity (Appendix F). Each expert assigned weights to questions on the survey that gave a total of 100 points to the instrument. An average of the scores given by the experts was used to determine the final scoring system for the instrument. The scoring system would permit a district to score from 0 to a possible 100 points. The experts suggested several changes in the instrument. They suggested some items be deleted. Some questions were added at their suggestions. Some questions were consolidated. Some were clarified by giving a definition of terms used.

A field test of the instrument was administered to a variety of 15 school administrators in Northeast Tennessee who were familiar with strategic planning that were not included in the study population. The responses on the survey were scored using a low of 0 to a high of 100 points. The scores are cumulative with a high score representing a higher degree of use of strategic planning and a low score representing a lower degree of use of strategic planning. The survey provided additional questions that identify both constraints and technical assistance needed by local school districts to implement strategic planning. These questions provide no points and are not counted in the total planning score for school districts. After the completion of the pilot, the instrument was checked for reliability and a Cronbach's alpha of .84 was obtained.

Dr. Ted Beach, Regional Director for the Tennessee Department of Education, provided the names of five districts that were considered to have the highest degree of use of strategic planning in Northeast Tennessee. These five districts scored first through fourth and sixth on the pilot test instrument further validating it.

Data Collection

The survey instrument, modified by the researcher, was used to collect data for the study. The questionnaire, mailed to all participants, included a cover letter, instructions, and a stamped, self-addressed envelope. Each

system was identified on the questionnaire for identification purposes; however, each respondent was assured of confidentiality. Follow-up letters and telephone calls were made to all non-respondents urging them to complete the survey.

Data Analysis

Both descriptive and inferential statistics were used to analyze the data in this study. Descriptive statistics are used to describe the data collected on a research sample. The mean score was the main descriptive statistic and was used to indicate the average total score for the sample. Inferential statistics are used to make inferences from sample statistics to the population parameters (Borg & Gall, 1989).

The Kruskal Wallis one-way ANOVA test was used to determine the difference between use of strategic planning and mean rank scores of the three geographical regions of Tennessee. A Spearman's correlation was calculated to determine if a relationship existed between the use of strategic planning and system size, student achievement, per-pupil expenditure, fiscal capacity, average classroom teacher's salary, per pupil property assessment, and the percent of revenue from local sources. Descriptive statistics are reported for each individual question 1-19 and questions 20 and 21 address technical assistance needs of the system.

Summary

The research methodology and procedures were presented in this chapter. The instrument chosen for the study was a questionnaire.

The population for the study consisted of all school superintendents in Tennessee. The data were analyzed using descriptive and inferential statistical analysis. Data collected and analyzed are presented in the following chapter.

Chapter 4

Presentation of Data and Analysis of Findings

Introduction

The purpose of this study was to assess the extent to which strategic planning is used in Tennessee school districts and its relationship with school system size, student achievement, per pupil expenditure, the average classroom teacher's salary, the fiscal capacity of the district, the per pupil property assessment of the district, and the percentage of revenue from local sources. The study also sought to determine the perceived constraints and technical assistance needs of school systems regarding strategic planning. The extent strategic planning was used in Tennessee school districts was measured by an instrument used for a Kentucky study. This instrument was modified with the help of a panel of four experts. Scores were assigned by each expert and averaged to determine the final scoring system. The possible scores for a school system range from 0 to 100. The scoring sheet summary is shown in Appendix C.

Data for this study were compiled from the results of a survey sent to the 139 school superintendents in Tennessee. Data were compiled through responses given by the superintendents to a set of 21 questions on the survey. The questions on the survey were designed to determine the

degree of use of strategic planning, constraints and technical assistance needs regarding strategic planning in their districts.

This chapter includes information regarding: the responses to the questionnaire, frequencies, percentages, and mean scores of the data; findings related to the research questions; findings related to the null hypotheses; and summary.

Presentation of Data

Survey Responses

Of the 139 questionnaires mailed to the superintendents, 73% (N = 101) responded. Fifty-one of the questionnaires were returned from the first mailing. The other 50 were returned after a second mailing and telephone calls to the respondents.

Research Questions

Research Question 1

To what degree is strategic planning being used in Tennessee school districts?

The degree of use of strategic planning in Tennessee school districts was measured by a slightly modified instrument used in a Kentucky study. A school system could score between 0 and 100 points (see Appendix C). Eighteen school districts (18.75%) scored between 10 and 40 points,

54 (56.25%) scored between 40 and 70 points and 24 (25.00%) scored between 70 and 100 points. The results of the scoring is shown in Table 1 and Table 2.

Table 1

Planning Scores for Tennessee School Systems

Scores	N	Percent
10-19	1	1.05
20-29	7	7.30
30-39	10	10.42
40-49	17	17.71
50-59	19	19.80
60-69	18	18.75
70-79	17	17.71
80-89	5	5.21
90-100	2	2.09
Total	96*	100.00

* Planning scores were calculated from 96 of the 101 questionnaires. Five respondents did not answer at least one question used to compute the total planning score.

Table 2

Group Planning Scores for Tennessee School Systems

Group	Scores	N	Percent
I	10-39	18	18.75
II	40-69	54	56.25
III	70-100	24	25.00
Total		96*	100.00

* Planning scores were calculated from 96 of the 101 questionnaires. Five respondents did not answer at least one question used to compute the total planning score.

Questionnaire Item 1

Does your system's plan meet a comprehensive definition of strategic planning?

Seventy-eight superintendents indicated their strategic plan met a comprehensive definition of strategic planning. Twenty-three indicated theirs did not. Table 3 shows the number and percentages of strategic plans that met a comprehensive definition of strategic planning.

Table 3

Comprehensive Definition of Strategic Planning

Response	N	Percent
Yes	78	77.2
No	23	22.8
Total	101	100.0

Questionnaire Item 2

What period does your school district's strategic plan cover?

The period of time covered by the district's strategic plan is shown in Table 4. Eighty-eight districts or 87.1% indicated their plan was for 5 years. Ten or 9.9% indicated theirs was for a 10-year period. One or 1% indicated theirs was for 15 years. One or 1% indicated theirs was for 20 years, and 1 or 1% indicated theirs was for 25 years.

Table 4

Period of Time Covered by the Strategic Plan

Years	N	Percent
5	88	87.1
10	10	9.9
15	1	1.0
20	1	1.0
25	1	1.0
Total	101	100.0

Questionnaire Item 3

What year did your district first implement a strategic plan?

Forty-six or 45.5% of the superintendents indicated that 1990-1991 was their first year to implement a strategic

plan. This was the year the State Board of Education mandated that all school systems implement a strategic plan. Twenty-five or 24.8% indicated they implemented a plan in 1989-1990. Eleven or 10.9% implemented a plan in 1988-1989. Four or 4% implemented a plan in 1987-1988, and 15 indicated they implemented a plan prior to 1987-1988. Almost half of the respondents implemented strategic plans for the first time the year they were mandated by the State Board of Education. Nearly 55% had implemented strategic planning before it was mandated by the State Board of Education. Almost 15% had implemented strategic planning prior to 1987-1988.

Table 5

Date Strategic Planning Implemented by School Districts

Year	N	Percent
1990-1991	46	45.5
1989-1990	25	24.8
1988-1989	11	10.9
1987-1988	4	4.0
Prior to 1987-1988	15	14.9
Total	101	100.0

Questionnaire Item 4

Which of the following planning categories does your system include in its strategic plan?

Table 6 displays the results of this item. Ninety-one percent include student learning and growth, 88% included organizational management, 93% included community involvement, 94% included professional evaluation and training, 82% included innovations (improvement through change), 98% included instructional programs and services, 91% included facilities, and 76% included financial resources.

Table 6

Planning Categories Included in the Strategic Plan

Planning Categories	N	Percent
Instructional programs and services	99	98.0
Professional evaluation and training	95	94.1
Community involvement	94	93.1
Student learning and growth	92	91.1
Facilities	92	91.1
Organizational management	89	88.1
Innovation	83	82.2
Financial resources	77	76.2

Questionnaire Item 5

Who is designated as your system's coordinator/director of planning?

Only one system indicated they employed a director of planning. Sixty-one systems designated the superintendent as director of planning. Seven named an assistant superintendent as director. Thirteen named a supervisor as director of planning, and 19 indicated other as the director of planning. Table 7 shows the data designating a coordinator/director of planning.

Table 7

Designated Coordinators/Directors of Planning

	N	Percent
Director of Planning	1	1.0
Superintendent	61	60.4
Assistant Superintendent	7	6.9
Supervisor	13	12.9
Other	19	18.8

Questionnaire Item 6

What percentage of his/her time is spent on planning for the school district?

The most frequent response to the amount of time spent on planning by the designated director was up to 10%. Fifty-two or 51.4% of the responses indicated 10% of the

time was spent on planning by the designated director. Twenty-four or 23.8% indicated their designated director spent from 11-25% of time on planning. Nine or 8.9% indicated their designated director spent 26-35% of their time on planning. Six or 5.9% indicated 36-50% of the designated directors' time was spent on planning. Three or 3% stated 51-76% of the designated directors' time was spent on planning. Two or 2% indicated the designated director spends 76-100% of their time on planning. Five or 5% did not respond to this item.

Table 8

Percentage of Time Spent on Planning

Time	N	Percent
Up to 10%	52	51.5
11-25%	24	23.8
26-35%	9	8.9
36-50%	6	5.9
51-76%	3	3.0
76-100%	2	2.0
Did not respond	5	5.0
Total	101	100.0

Questionnaire Item 7

Does your school district have a budget to pay for expenses incurred for the district's planning?

When respondents were asked if their district had a budget to pay for expenses incurred for the district's planning, 23 or 22.8% answered affirmatively. Seventy-seven or 76.2% answered no. One or 1% did not respond. This data is reflected in Table 9.

Table 9

Budget to Pay for Expenses Incurred in Planning

Response	N	Percent
Yes	23	22.8
No	77	76.2
No response	1	1.0
Total	101	100.0

Questionnaire Item 8

If yes, what percentage of the district's total budget is designated for planning?

Fifteen superintendents indicated they spent 1% of the total budget for planning, one indicated 3% was spent, one indicated 4% was spent, and one indicated 5% was spent. Five indicated they spent 0%. Only 23 superintendents responded to this question.

Table 10

Percentage of Budget Spent for Planning

N	Percent
5	0
15	1
1	3
1	4
1	5

Questionnaire Item 9

Does your school district have a district-wide planning committee?

A slim majority of respondents reported they had a district-wide planning committee. Fifty-one or 50.5% stated they had a district-wide planning committee. Forty-nine or 48.5% stated they did not have district-wide planning committees. One or 1% did not respond to this item. The data concerning the district-wide planning committee is reflected in Table 11.

Questionnaire Item 10

What groups are represented on the committee?

Respondents reported that 46 had teachers, 51 school administrators, 49 school board members, 19 students, 39 parents, 37 community representatives, 48 superintendents, and 10 others on their district-wide planning committees.

Table 11

Number and Percentage of School Districts That Have a District-Wide Planning Committee

Response	N	Percent
Yes	51	50.5
No	49	48.5
No response	1	1.0
Total	101	100.0

Table 12 reflects the number of school districts that have a particular group on their district-wide planning committee.

Table 12

Groups Represented on the District-Wide Planning Committee

Groups	Number of Systems Reporting Groups Represented on Planning Committee
Teachers	46
School Administrators	51
Local School Board	49
Students	19
Parents	39
Community Representatives	37
Superintendents	48
Other	10

Questionnaire Item 10b

How often during a school year does the committee meet?

The respondents indicated 8 meet one time per year, 13 meet two times per year, 12 meet three times and 18 meet more than three times per year.

Table 13

The Number of Times the Planning Committee Meets Per Year

	N
One time	8
Two times	13
Three times	12
Other	18

Questionnaire Item 11

Does your school district provide training in strategic procedures for the planning committee?

Responses submitted by the responding superintendents indicated that 19 or 37.2% of the districts provided training in strategic procedures for the planning committee. Thirty-one school districts or 60.8% do not provide training in strategic procedures for the planning committee. Question 9 indicated that only 51% of the districts have district-wide planning committees. This question reveals that only 18.8% provide training to the 51% that have district-wide committees. Table 14 provides information

regarding training provided for district-wide planning committees.

Table 14

School Systems That Provide Training in Strategic Procedures

Training Provided	N	Percent
Yes	19	37.2
No	31	60.8
No response	1	2.0
Total	51	100.0

Questionnaire Item 12

Does your school district have a local school board policy governing strategic planning?

Respondents reported that only 32 or 31.7% of the school districts have a local school board policy governing strategic planning. Sixty-nine or 68.3% reported they did not have a policy governing strategic planning. Table 15 reports the numbers and percentages of local school districts that have a policy governing strategic planning.

Table 15

Systems That Have a Policy Regarding Strategic Planning

Response	N	Percent
Yes	32	31.7
No	69	68.3
Total	101	100.0

Questionnaire Item 13

Does planning in your school district include a critical analysis/needs assessment?

A high percentage of superintendents reported their system's strategic plan included a critical analysis. Seventy-three or 72.3% reported they included a critical analysis in their strategic plan. Twenty-eight or 27.7% reported they did not include a critical analysis in their strategic plan. Data regarding the inclusion of a critical analysis is shown in Table 16.

Table 16

System's Plans That Include a Critical Analysis

Response	N	Percent
Yes	73	72.3
No	28	27.7
Total	101	100.0

Questionnaire Item 14

If you answered yes to question 13, what internal environmental data is collected and analyzed?

The responses mentioned most often as collected in the internal environmental data were: past performance (70), school district problems (60), student enrollment (71), student achievement (67), student attendance (69), retention rate (65), per pupil expenditure (59), and teacher's salaries (57). Complete information is provided in Table 17.

Questionnaire Item 15

What external environmental data is collected and analyzed?

The most often mentioned items in the external environmental data were: parent opinion (78), community opinion (74), population of the community (53), economic status (53), state and federal mandates and guidelines (58), family income (48), and local industrial-business trends (48). A complete list of the external environmental data collected and analyzed is given in Table 18.

Table 17

Internal Environmental Data Collected and Analyzed

	N	Percent
General Data		
Past Performance	70	69.3
Description of School District	48	47.5
Faculty Profile	46	45.5
Financial History	46	45.5
School District Problems	60	59.4
Other	7	6.9
Student Learning and Growth		
Student Enrollment	71	70.3
Student Achievement	67	66.3
Student Attendance	69	68.3
Retention Rate	65	64.4
Dropout Rate	63	62.4
Median ACT Score	42	41.6
Students Entering College	42	41.6
Students Entering Armed Forces	23	22.8
Students Entering Work	31	30.7
Other	7	6.9
School Funds		
Teacher Salaries	57	56.4
Administrator Salaries	52	51.5
Classified Salaries	38	37.6
Sources and Amounts of Revenue	54	53.5
Per Pupil Expenditure	59	58.4
Other Line Item Expenditures	26	25.7

Table 18

External Environmental Data Collected and Analyzed

External Environmental Data	N	Percent
Parent Opinion	78	72.2
Community Opinion	74	73.3
Dropout Opinion	30	29.7
Graduate Opinion	32	31.7
Non-Public Schools	11	10.9
Population of Community	53	52.5
Occupations	35	34.7
Economic Status	53	52.5
State Industrial-Business Trends	35	34.7
Local Industrial-Business Trends	48	47.5
State and Federal Mandates and Guidelines	58	57.4
Family Income	48	47.5
Other	2	2.0

Questionnaire Item 16

What planning components are included in your school district's strategic plan?

The planning components included in the school district's plan were: statement of beliefs (72), mission statement (84), internal analysis (46), external analysis (36), goals (91), objectives (89), strategies (85), action

plans (56), and other (3). This information is further reflected in Table 19.

Table 19

Planning Components Included in School District's Strategic Plan

Planning Components	N	Percent
Statement of Beliefs	72	71.3
Mission Statement	84	83.2
Internal Analysis	46	45.5
External Analysis	36	35.6
Goals	91	90.1
Objectives	89	88.1
Strategies	85	84.2
Action Plans	56	55.4
Other	3	3.0

Questionnaire Item 17

Does your school system practice strategic management (monitoring and evaluating the plan during operation)?

In examining the data regarding the use of strategic management, 75 school districts (74.3%) reported they practiced strategic management. Twenty-six districts (25.7%) reported they did not use strategic management. Table 20 reflects the use of strategic management in school districts.

Table 20

School Systems That Practice Strategic Management

Response	N	Percent
Yes	75	74.3
No	26	25.7

Questionnaire Item 18

Does each of the schools in your district have a strategic plan?

Thirty-nine school districts' (38.6%) individual schools had a strategic plan. Fifty-seven school districts (56.4%) reported their schools did not have a strategic plan. Table 21 shows the data regarding school districts that have individual schools using strategic planning.

Table 21

Individual Schools in the Districts with a Strategic Plan

Response	N	Percent
Yes	39	38.6
No	57	56.4
No response	5	5.0
Total	101	100.0

Questionnaire Item 19

If yes, is the individual school plan within the framework of the adopted district plan?

Respondents reported that 39 districts or 100% of those reporting schools that planned strategically, planned within the district's framework. Table 22 presents the data regarding the number of districts that have individual schools planning strategically within the school district's framework for strategic planning.

Table 22

School Plans Within the Framework of System's Plan

Response	N	Percent
Yes	39	100.0
Total	39	100.0

Research Question 2

What are the perceived constraints, and technical assistance needs regarding strategic planning as identified by the local school districts?

Questionnaire Item 20

To what degree do the following factors limit strategic planning in your school district?

An analysis of the data pointed out that more than 87% of the superintendents felt that insufficient funds were of

some or great constraint to the planning process. Sixty-nine percent indicated planning expertise was some or a great constraint. Priority for staff time was listed as a constraint by 92% of the respondents. Almost 45% listed some constraint by staff resistance. Nearly 29% indicated board resistance would be some constraint. Almost 38% listed some constraints for community resistance. Table 23 identifies the factors limiting strategic planning in school districts.

Questionnaire Item 21

Rate the need your school district has for the following types of technical assistance with strategic planning.

All of the areas listed received a moderately high need when combining some need and critical need. Data collection and analysis, forecasting future status and needs, and data collection instruments and instrument development were the technical assistance needs most often cited. Table 24 reveals the data concerning technical assistance needs for strategic planning.

The research questions were answered using descriptive statistics.

Table 23

Factors Limiting Strategic Planning in School Districts

	No Constraints		Some Constraints		Great Constraints	
	N	%	N	%	N	%
Insufficient funds	11	10.9	44	43.6	44	43.6
Planning expertise	29	28.7	58	57.4	12	11.9
Priority for staff time	6	5.9	57	56.4	36	35.6
Staff resistance	53	52.5	45	44.6	1	1.0
Communi- cation of planning process	44	43.6	49	48.5	5	5.0
Board of Education resistance	70	69.3	29	28.7	1	1.0
Community resistance	60	59.4	38	37.6	2	2.0
Other	10	9.9	7	6.9	3	3.0

Table 24

Need for Technical Assistance with Strategic Planning*

	No Need		Some Need		Great Need	
	N	%	N	%	N	%
A written planning system	23	22.8	62	61.4	12	11.9
Data collection & analysis	14	13.9	63	62.4	22	21.8
Forecasting future status and needs	13	12.9	60	59.4	25	24.8
Data collection instruments and instrument development	14	13.9	64	63.4	21	20.8
Computer service	17	16.8	63	62.4	19	18.8
Strategy for community involvement	13	12.9	66	65.3	19	18.8
Identification of alternative activities	16	15.8	77	76.2	4	4.0
Information on planning and effective practices	18	17.8	71	70.3	10	9.9
Evaluation of strategic plans	14	13.9	67	66.3	17	16.8
Evaluation of the effectiveness of strategic planning	17	16.8	67	66.3	14	13.9
Forming and operating a district-wide planning committee	35	34.7	51	50.5	13	12.9
Involving the community	25	24.8	61	60.4	13	12.9
Forecasting future needs and trends	13	12.9	69	68.3	16	15.8
Developing support for planning	23	22.8	58	57.4	18	17.8
Setting goals for actions	28	27.7	61	60.4	10	9.9
Writing objectives that are measurable	33	32.7	48	47.5	18	17.8
Developing action plans	21	20.8	63	62.4	14	13.9
Communicating with school employees and the community	22	21.8	62	61.4	15	14.9
Translating action plans into cost	13	12.9	59	58.4	25	24.8

* May not equal 100% due to rounding.

Hypotheses

Eight hypotheses were developed and tested. These hypotheses were established to determine the differences between the degree of use of strategic planning in Tennessee school districts and the three geographic regions of Tennessee, and the relationship between the degree of use of strategic planning and school district size, student achievement, per pupil expenditure, average classroom teacher's salary, fiscal capacity of the district, per pupil property assessment, and the percentage of revenue from local sources. The method for determining an individual school system's planning score is shown in Appendix C. The data for the school districts divided by region is shown in Appendix J.

Research Question 3

What is the difference between the degree of use of strategic planning between the three geographic regions of Tennessee?

Hypothesis 1

There will be no difference between the three geographic regions and the degree of use of strategic planning. The school districts were grouped by East, Middle and West according to Tennessee State Department of Education Regional Office groups. The Kruskal-Wallis one-way ANOVA was used to determine if there were

differences in the degree to which strategic planning was used in the three regions. Each score was counted as a rank reporting the degree of use of strategic planning within each school system. The ranks were averaged to determine the mean rank. Mean ranks by region were compared using the Kruskal-Wallis one-way ANOVA.

Findings relative to the three regions and degree of use of strategic planning indicated there was no difference. Table 25 reflects the results of a statistical analysis of the data relative to this hypothesis. A chi-square of 2.1472 and a p value of .3418 indicates there is no difference. The null hypothesis was retained.

Table 25

Kruskal-Wallis Analysis of Variance Showing Difference in the Degree to Which Strategic Planning Is Used in the Three Regions of Tennessee

Region	Mean Rank	Kruskal-Wallis Chi-Square Approx.	p value
East	53.32		
Middle	44.93	2.1472	.3418
West	44.95		

Research Question 4

What is the relationship between the degree of use of strategic planning and the size of the school system in Tennessee?

Hypothesis 2

There will be no relationship between the degree of use of strategic planning and the size of the school system.

The size of the school systems in Tennessee range from 234 to 104,000; they were ranked from 1-96. This hypothesis was tested using Spearman's correlation. A rho value of $-.10416$ ($p = .30996$) was obtained. This was not statistically significant. These findings revealed that a significant correlation did not exist between the size of the school district and the degree of use of strategic planning. The null hypothesis was retained. Table 26 shows the results of this analysis.

Table 26

Relationship Between Use of Strategic Planning and District Size

	rho	p value
District Size	$-.10416$	$.30996$

Research Question 5

What is the relationship between use of strategic planning and per-pupil expenditure?

Hypothesis 3

There will be no relationship between use of strategic planning and per-pupil expenditure.

This hypothesis was tested using Spearman's correlation. Table 27 contains the relevant data obtained through the application of Spearman's correlation. The per-pupil expenditure in Tennessee ranges from a low of \$2,163 to a high of \$4,891. Data was ranked from low to high. A rho value of .09364 ($p = .36162$) was obtained when testing the data provided by the sample. The results of this test revealed no significant relationship, therefore the null is retained.

Table 27

Relationship Between Per Pupil Expenditure and Strategic Planning

	rho	p value
Per pupil expenditure	.09364	.36162

Research Question 6

What is the relationship between use of strategic planning and average classroom teacher's salary?

Hypothesis 4

There will be no relationship between use of strategic planning and average classroom teacher's salary.

The average classroom teacher's salary in Tennessee ranges from \$22,668 to \$34,838. Data was ranked from low to high. The Spearman's correlation coefficient was used to test this hypothesis. The rho value .02223 ($p = .82889$) fails to show any relationship between the use of strategic planning and the average classroom teacher's salary. The null hypothesis was retained. The results of the test are shown in Table 28.

Table 28

Relationship Between Average Classroom Teacher's Salary and Strategic Planning

	rho	p value
Average Classroom Teacher's Salary	.02223	.82889

Research Question 7

What is the relationship between use of strategic planning and the fiscal capacity of the district?

Hypothesis 5

There will be no relationship between the use of strategic planning and the fiscal capacity of the district.

The fiscal capacity index of school districts in Tennessee range from 22.96% to 191.08%. Data was ranked from low to high. To test this hypothesis the Spearman correlation coefficient was used. A rho value of .01914

($p = .85211$) indicated there was no significant relationship between the degree of use of strategic planning and the fiscal capacity of the district. The null hypothesis is retained. Table 29 shows the results of this test.

Table 29

Relationship Between Use of Strategic Planning and Fiscal Capacity of District

	rho	p value
Fiscal capacity	.01914	.82889

Research Question 8

What is the relationship between use of strategic planning and the per pupil property assessment?

Hypothesis 6

There will be no relationship between use of strategic planning and the per pupil property assessment.

The per pupil property assessment in Tennessee ranges from a low of \$16,924 to a high of \$85,587. The results of the Spearman's correlation coefficient is shown in Table 30. A rho value of $-.00327$ ($p = .97460$) failed to show a significant relationship in the per pupil property assessment and the use of strategic planning. Therefore, the null hypothesis is retained.

Table 30

Relationship Between Per Pupil Property Assessment and Use of Strategic Planning

	rho	p value
Per Pupil Property Assessment	-.00327	.97460

Research Question 9

What is the relationship between use of strategic planning and the percent of revenue from local sources?

Hypothesis 9

There will be no relationship between use of strategic planning and the percentage of revenue from local sources.

The percentage of revenue from local sources ranges from a low of 18.85% to a high of 65.46%. The Spearman's correlation coefficient revealed a rho value of .01996 ($p = .84615$). There is no significant relationship in the percentage of revenue from local sources and the use of strategic planning. Therefore, the null is retained. The results of this analysis is shown in Table 31.

Table 31

Relationship Between Percentage of Revenue from Local Sources and Use of Strategic Planning

	rho	p value
Percentage of Revenue from Local Sources	.01996	.84615

Research Question 10

What is the relationship between use of strategic planning and student achievement?

Hypothesis 8

There will be relationship between use of strategic planning and student achievement as measured by T-CAP achievement test.

The T-CAP achievement test scores are sub-grouped according to per-capita income. For the purposes of this study, they were grouped into three categories: under \$11,700, from \$11,700 to \$12,999 and above \$12,999. The purpose of subdividing systems according to per capita income was not intended to suggest systems in a sub-group are identical. It provided an opportunity to review student achievement in groups of systems with similar economic background (Tennessee Comprehensive Test Program, 1991, p. 22). The Spearman's correlation coefficient was used to determine the relationship between strategic planning and the T-CAP results for grades 2 through 8 and grade 10 and the proficiency test in the three sub-groups.

The T-CAP total battery median national percentile was used to determine the relationship for each system at each grade level. The total battery score is derived from the total reading, total language, and total math subtest scores. Table 32 shows the results of this analysis.

For the sub-group with per capita income between \$11,700 and \$12,999, a p value for grade 2 was .02220. At the .05 level of significance, grade 2 was significant, therefore the null was rejected for grade 2. At all other grade levels in all per capita income groups, no significance was found. The null was retained for all other grade levels and per capita income groups.

Table 32

The Relationship Between Student Achievement as Measured by the T-CAP and Strategic Planning Among Respondents

Grade	Income less than \$11,700 rho	Income between \$11,700-\$12,999 rho	Income over \$12,999 rho
2	.01294	.40937*	.24181
3	.02813	.16404	.01811
4	-.09327	.01475	.11595
5	-.14597	-.00748	.11668
6	.00665	.06204	.18326
7	-.09833	.03840	.23463
8	-.17037	-.08911	.24119
10	-.34635	-.01444	.03861
Proficiency	.16958	-.01621	-.03095

* $p < .05$

Summary

This chapter has displayed and described the data collected in this study. The results of the 21-item survey instrument were revealed. Descriptive statistics were used to answer research questions 1 and 2. The degree of strategic planning by the school districts was analyzed by a complete reporting of the survey instrument. The constraints and technical assistance needs were answered by the last two items on the survey instrument. The Kruskal-Wallis one-way ANOVA was used to determine the difference between the degree of use of strategic planning and the three regions of Tennessee. The Spearman's correlation coefficient was used to analyze hypotheses 2-8. A summary of the findings of this study, along with findings, conclusions, and recommendations were included in Chapter 5.

Chapter 5

Summary, Findings, Conclusions and Recommendations

The purpose of this chapter is to summarize the study, present major findings, provide conclusions, make recommendations, and suggest recommendations for further research.

Summary

The purpose of this study is to assess the extent to which strategic planning is used in Tennessee school districts and its relationship with school system size, geographic region, student achievement, per pupil expenditure, average classroom teacher's salary, fiscal capacity of the district, per pupil property assessment, percentage of revenue from local sources, and determine the perceived constraints, and technical assistance needs regarding strategic planning. A questionnaire used in a Kentucky study (see Appendix A) was modified to measure the degree of use of strategic planning in Tennessee school districts.

A panel of experts reviewed the questionnaire to establish face and content validity. After adjustments were made, the instrument was piloted to establish reliability. A Cronbach's alpha of .84 was obtained.

The survey instrument was mailed to all of the 139 school superintendents in Tennessee. One hundred and one of

the 139 were received (73%). Each school system was given a score between 0-100 according to the results of the questionnaire (see Appendix C). The Kruskal-Wallis one-way ANOVA was used to determine the difference between the degree of use of strategic planning and mean rank scores of the three geographical regions of Tennessee. A Spearman's correlation was calculated to determine if a relationship existed between the degree of use of strategic planning and several specific variables. The data from the survey were analyzed using both descriptive and inferential statistics.

Major Findings

Major findings of this study are discussed in the following sections: The first section presents findings relative to two research questions. The second section provides the findings used to reject or fail to reject eight research hypotheses.

Research Question Findings

Research Question 1. To what degree is strategic planning being used in Tennessee public school districts?

A questionnaire was developed to determine the degree of use of strategic planning in Tennessee school districts. A planning score of 100 points was assigned to the questionnaire. The scores ranged from a low of 19.7 to a high of 94.5. The mean score was 58.7. Most systems planned in the categories recommended for school planning.

The areas of weakness revealed were the amount of time spent on the planning function, the failure to have district-wide planning committees, the failure to provide training in strategic procedures, and the failure to collect and analyze internal and external data.

Research Question 2. What is the perceived constraints and technical assistance needs regarding strategic planning as identified by the local school district?

Priority for staff time was given as the greatest constraint for strategic planning by local school districts. Ninety-three school districts listed priority for staff time as some or a great constraint to strategic planning in their district. Insufficient funds was listed by 88 school districts as some or a great constraint to strategic planning in their district. Seventy school districts listed planning expertise as some or a great constraint to strategic planning in their district.

School districts were asked to rate their need for technical assistance with strategic planning. Eighty-five school districts said there was some or a critical need for technical assistance with the following: data collection and analysis, forecasting future status and needs, data collection instruments and instrument development, strategy for community involvement, and forecasting future needs and trends. Eighty-four school districts said there was some or a critical need for technical assistance with evaluation of

strategic plans and translating action plans into cost. Eighty-one school districts said there was some or a critical need for technical assistance with information on planning and effective practice.

Research Hypotheses Findings

Hypothesis 1. There will be no difference between use of strategic planning and the three geographic regions of Tennessee.

The state of Tennessee was divided into East, Middle and West regions. There were slight differences but they were not statistically significant. The null hypothesis was retained.

Hypothesis 2. There will be no relationship between use of strategic planning and the size of the school system.

The size of school systems in Tennessee range from a low of 234 to a high of 104,000. There was not a significant relationship between degree of use of strategic planning and the size of school systems in Tennessee. The null hypothesis was retained.

Hypothesis 3. There will be no relationship between use of strategic planning and per pupil expenditure.

The amount of money spent per pupil in Tennessee ranges from a low of \$2,417 to a high of \$5,312. There was not a significant relationship between the degree of use of

strategic planning and per pupil expenditure. The null hypothesis was retained.

Hypothesis 4. There will be no relationship between use of strategic planning and the average classroom teacher's salary.

The average classroom teacher's salary in Tennessee ranges from a low of \$22,668 to a high of \$34,838. There was not a significant relationship between degree of use of strategic planning and the average classroom teacher's salary in Tennessee. The null hypothesis was retained.

Hypothesis 5. There will be no relationship between degree of use of strategic planning and the fiscal capacity of school districts in Tennessee.

The fiscal capacity index in Tennessee ranges from a low of 22.96% to a high of 191.08%. There was not a significant difference in the degree of use of strategic planning and the fiscal capacity of school districts in Tennessee. The null hypothesis was retained.

Hypothesis 6. There will be no relationship between degree of use of strategic planning and the per pupil property assessment of Tennessee students.

The per pupil property assessment of students in Tennessee ranks from a low of \$16,924 to a high of \$85,587. There was not a significant difference in the degree of use

of strategic planning and the per pupil property assessment of students in Tennessee. The null hypothesis was retained.

Hypothesis 7. There will be no relationship between use of strategic planning and the percent of revenue from local sources in the school districts of Tennessee.

The percent of revenue from local sources ranges from a low of 18.85% to a high of 58.98% in Tennessee school districts. There was not a significant difference in the degree of use of strategic planning in Tennessee school districts and the percent of revenue from local sources. The null hypothesis was retained.

Hypothesis 8. There will be no relationship between use of strategic planning and student achievement as measured by T-CAP achievement test.

The systems were divided into three subgroups according to per capita income to prevent any possible skewing of the results. Group 1 included systems that had a per capita income of less than \$11,700. Group 2 included systems that had a per capita income between \$11,700 and \$12,999. Group 3 consisted of systems that had a per capita income over \$12,999.

Correlations were assessed between the use of strategic planning and T-CAP achievement test total battery for grades 2 through 8 and 10 and the proficiency test in subgroup 1. No significant relationship was found between the degree of

use of strategic planning and subgroup 1 T-CAP achievement test scores. The null hypothesis was retained.

Correlations were assessed between the use of strategic planning and T-CAP achievement test total battery for grades 2 through 8 and grade 10 and the proficiency test in subgroup 2. A significant relationship was found between the degree of use of strategic planning and the T-CAP achievement total battery for grade 2 in subgroup 2. The null hypothesis for grade 2 was rejected. No significant relationship was found between the degree of use of strategic planning and the total battery T-CAP achievement test scores for grades 3 through 8 and grade 10 and the proficiency test in subgroup 2. The null hypothesis was retained.

Correlations were assessed between the degree of use of strategic planning and T-CAP achievement test total battery for grades 2 through 8 and grade 10 and the proficiency test in subgroup 3. No significant relationships were found between the degree of use of strategic planning and subgroup 3 achievement test scores. The null hypothesis was retained.

Conclusions

Forty-five of the respondents in this study indicated they implemented strategic planning in school year 1990-1991, the year it was mandated by the State Board of Education. The areas of strategic planning not mandated by

the State Board, such as the internal and external analysis, are practiced by fewer than 50% of the school systems. Very few schools practiced strategic planning at the individual school level. Insufficient funds, planning expertise and priority for staff time are significant factors limiting school district's ability to plan strategically. School districts need technical assistance in the area of strategic planning. Data collection and analysis, forecasting future status and needs, data collection instruments and instrument development are the most common areas where technical assistance is needed.

Only one school system in Tennessee employed a director of planning. Planning committees are utilized by 50% of the school systems. Only 19% of the systems provide training in strategic procedures for their planning committees. Only 32% of the districts have a board policy governing strategic planning.

Recommendations

Strategic planning should be interlocked with everything we do in education. With declining resources and a more demanding public, we must depend on strategic planning to help us meet expanding expected outcomes. Strategic planning should be depended upon to help us determine all of the factors that impact what we do. Good planning should help insure that our systems continue to

meet the needs of our students while we wait for needed resources.

Strategic planning should be the avenue that measures and controls all of the components that affect our schools. The school budget should be an outgrowth of the system's strategic plan. The needs of the school systems should be reflected in the mission, goals, and objectives of the system's plan. The budget being an outgrowth of the system's strategic plan should provide the revenues necessary to accomplish that plan.

Many superintendents indicated they did not have sufficient resources to free staff members for strategic planning. Systems are not using strategic planning to its potential because they lack the necessary expertise to do so. The Tennessee Department of Education should arrange for school systems to gain this expertise. The CEO institutes for superintendents should be used as an avenue to train superintendents. The Tennessee Academy for School Leaders should be used as a means to train principals and supervisors. The Tennessee Department of Education should continue to work with the Tennessee School Boards Association to help provide technical assistance to school boards and school personnel. The Tennessee Department of Education should arrange for university personnel to conduct workshops and training sessions for upgrading the knowledge of school personnel. School principals and local school

personnel should be trained to plan strategically at the local school levels.

The Tennessee Department of Education should organize a bureau of planning. The purpose of this bureau would be to provide technical assistance to all local districts in strategic planning. The State should provide a team of experts to assist local districts in developing and managing comprehensive strategic plans.

The Tennessee Department of Education should provide workshops at various locations to train school personnel and other planning committee members on the development and management of strategic plans. The State should make planning grants available to districts to alleviate the lack of funds for planning.

School systems should be encouraged by the Tennessee Department of Education to conduct internal and external analysis. Computer disc should be provided to collect data for the internal and external analysis. Action plans should be developed by all systems with step-by-step directions, time lines, assignment of responsibilities, and cost-benefit analysis. A model strategic management plan should be developed by the Tennessee Department of Education. Technical assistance should be provided by the State Department to each system desiring help in the area of strategic management. The management plan should get a quarterly review at a board meeting. An annual update of

the strategic management plan should be a part of the annual system report card.

Recommendations for Further Research

Further research needs to be conducted to provide more comprehensive planning models that will help schools and school systems make more sophisticated decisions. Planning models should be developed to more accurately determine what our product should be in this demanding world of change. New planning models should generate measurable components for evaluation. More and better models should be developed for strategic planning at the individual school level. A model should be developed that would permit teachers to have a strategic plan that would determine the appropriate learning experience for each student.

A statistical model should be developed for evaluating the results of strategic planning. A similar study should be conducted in 5 years using the developed statistical model.

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APPENDICES

APPENDIX A

KENTUCKY DEPARTMENT OF EDUCATION SURVEY

KENTUCKY DEPARTMENT OF EDUCATION

- A SURVEY -

STRATEGIC PLANNING IN KENTUCKY SCHOOLS

INSTRUCTIONS: Please review the following brief definition of strategic planning, respond to the questions, and return to the Kentucky Department of Education. Strategic planning is the process of:

1. Analyzing the current status of an organization (school district) and forecasting future trends and needs.
2. Setting goals and objectives which match activities, competencies, and resources with the educational and operational needs, interests, and expectations of the organization.
3. Designing and implementing short-term and long-term actions for achieving goals and objectives.
4. Addressing the needs of such areas of school district programs and operations as curriculum, staff development, public opinion, facilities, personnel, finances, and student services.

Further, a long-range strategic plan typically covers a time frame of at least three years.

Complete and return this questionnaire if your school district does or does not strategically plan long-range.

School District _____ Respondent _____
Name

1. Do you have a written strategic plan-of-action for your school district?

_____ Yes _____ No

2. What period does your school district's strategic plan cover? (Check one.)

_____ One year _____ Three years _____ Five years or more

_____ Two years _____ Four years _____ Not applicable

3. If yes, what year did your school district first implement a long-range strategic plan?

_____ 1987-88 _____ 1985-86 _____ Prior to 1984-85

_____ 1986-87 _____ 1984-85

4. Which of the following key areas of your school district do you plan, for what period of time, and is the plan written or non-written? (Check all items that apply.)

- a. Student Learning and Growth Yes No
- Written Non-written
 One year Two years Three years
 Four years Five years or more
- b. Organizational Management Yes No
- Written Non-written
 One year Two years Three years
 Four years Five years or more
- c. Community Involvement Yes No
- Written Non-written
 One year Two years Three years
 Four years Five years or more
- d. Professional Evaluation and Training Yes No
- Written Non-written
 One year Two years Three years
 Four years Five years or more
- e. Innovations (Improvements through Change) Yes No
- Written Non-written
 One year Two years Three years
 Four years Five years or more
- f. Instructional Programs and Services Yes No
- Written Non-written
 One year Two years Three years
 Four years Five years or more
- g. Facilities Yes No
- Written Non-written
 One year Two years Three years
 Four years Five years or more
- h. Other (List)
- Written Non-written
 One year Two years Three years
 Four years Five years or more

5. Does your school district have a designated coordinator/director of planning?

Yes No

6. If Yes, what percent of his/her time is spent on planning? (Check one.)

Up to 10 percent 26 to 35 percent 51 to 75 percent
 11 to 25 percent 36 to 50 percent 76 to 100 percent

7. Does your school district have a budget for planning?

Yes No

8. If Yes, how much for the current school year? \$ _____

9. What percent is the planning budget of your district's total budget? _____%

10. Does your school district have a district-wide planning committee?

11. If Yes, what groups are represented in the committee? (Check all groups that apply.)

<input type="checkbox"/> Teachers	<input type="checkbox"/> Students
<input type="checkbox"/> School Administrators	<input type="checkbox"/> Parents
<input type="checkbox"/> Local School Board	<input type="checkbox"/> Other Community Representatives
<input type="checkbox"/> Other (List)	<input type="checkbox"/> Superintendent

12. Does your school district provide the district-wide planning committee training in strategic procedures?

Yes No Not applicable

13. Does your school district have a local school board policy governing strategic planning?

Yes No

14. Does planning in your school district include a critical analysis/needs assessment?

Yes No

15. If Yes, what internal environmental data is collected and analyzed? (Check all types that apply.)

a. Teacher

<input type="checkbox"/> Teacher opinions	<input type="checkbox"/> Teacher rank and experience
<input type="checkbox"/> Teacher holding power	<input type="checkbox"/> Teacher performance
<input type="checkbox"/> Student/teacher ratio	

b. Students

- | | |
|---|---|
| <input type="checkbox"/> Student opinions | <input type="checkbox"/> Student attendance |
| <input type="checkbox"/> Holding power | <input type="checkbox"/> Retention rate |
| <input type="checkbox"/> Student work status | <input type="checkbox"/> Dropout |
| <input type="checkbox"/> Student enrollment (current and projected) | |

c. School Funds

- | | |
|---|--|
| <input type="checkbox"/> Teacher salaries | <input type="checkbox"/> Sources and amount of revenue |
| <input type="checkbox"/> Administrator salaries | <input type="checkbox"/> Per-pupil expenditures |
| <input type="checkbox"/> Classified salaries | <input type="checkbox"/> Other line-item expenditures |

d. Administrators

- | |
|--|
| <input type="checkbox"/> Administrator performance |
| <input type="checkbox"/> Administrator holding power |

e. Programs and Services

- | | |
|---|---|
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Post-high school education |
| <input type="checkbox"/> Academic achievement | <input type="checkbox"/> Special services |
| <input type="checkbox"/> Co-curricular/extra-curriculum participation | <input type="checkbox"/> School climate |

16. What external environmental data is collected and analyzed? (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Parent opinion | <input type="checkbox"/> Non-public schools |
| <input type="checkbox"/> Community opinion | <input type="checkbox"/> Economic status |
| <input type="checkbox"/> Dropout opinion | <input type="checkbox"/> Industrial-business trends |
| <input type="checkbox"/> Graduate opinion | <input type="checkbox"/> State and federal mandates and guidelines |
| <input type="checkbox"/> Other (List) | |

17. What planning components are included in your school district's strategic plan?

- | | |
|---|--|
| <input type="checkbox"/> Statements of needs | <input type="checkbox"/> Evaluation procedures |
| <input type="checkbox"/> Assumption about the future | <input type="checkbox"/> Activities |
| <input type="checkbox"/> Action goals | <input type="checkbox"/> Time lines |
| <input type="checkbox"/> Priorities for action | <input type="checkbox"/> Persons responsible |
| <input type="checkbox"/> Measurable outcomes (objectives) | <input type="checkbox"/> Specific strategies |
| <input type="checkbox"/> Other (List) | <input type="checkbox"/> Reporting procedures |

18. To what degree do the following constraints limit strategic planning in your school district?

	No constraint	Low	Medium	High
a. Insufficient funds	1	2	3	4
b. Insufficient expertise available	1	2	3	4
c. Insufficient staff time	1	2	3	4
d. Lack of expertise in planning	1	2	3	4
e. Low priority for staff time	1	2	3	4
f. Low priority for financial sources	1	2	3	4
g. Too much staff resistance	1	2	3	4
h. Insufficient management reward system	1	2	3	4
i. Inadequate communication of planning process and results	1	2	3	4
j. No or inadequate planning system/procedures	1	2	3	4
k. Too much Board of Education resistance	1	2	3	4
l. Too much community resistance	1	2	3	4
m. Other				

Other information about constraints: _____

19. Identify the training needs of your school district by rating the following planning competencies/functions.

	No need	Low	Medium	High
a. Forming and operating a district-wide planning committee	1	2	3	4
b. Gathering and analyzing data	1	2	3	4
c. Involving the community	1	2	3	4
d. Forecasting future needs and trends	1	2	3	4
e. Developing support for planning	1	2	3	4
f. Setting goals for actions	1	2	3	4
g. Writing objectives that are measurable	1	2	3	4
h. Developing action plans	1	2	3	4

i. Measuring the effectiveness of planning	1	2	3	4
j. Designing accountability systems	1	2	3	4
k. Communicating with school employees and the community	1	2	3	4
l. Marketing action plans	1	2	3	4
m. Translating action plans into cost.	1	2	3	4
n. Other (List) _____				

20. Rate the need your school district has for the following types of technical assistance with strategic planning.

	No need	Low	Medium	High
a. A written planning system (set of procedures, etc.)	1	2	3	4
b. Data collection and analysis	1	2	3	4
c. Forecasting future status and needs	1	2	3	4
d. Data collection instruments and instrument development	1	2	3	4
e. Computer services	1	2	3	4
f. Strategy for community involvement	1	2	3	4
g. Identification of alternative activities	1	2	3	4
h. Information on planning and effective practices	1	2	3	4
i. Evaluation of strategic plans	1	2	3	4
j. Evaluation of the effectiveness of strategic planning	1	2	3	4
k. Other (List) _____				

Please submit with this survey a copy of the following items:

1. Most recent strategic plan-of-action.
2. Planning system/model used for strategic planning.
3. Mission for your school district.

THANK YOU FOR YOUR ASSISTANCE WITH THIS VERY IMPORTANT SURVEY.

APPENDIX B
THE INSTRUMENT

STRATEGIC PLANNING IN TENNESSEE SCHOOLS*

INSTRUCTIONS: Please review the following brief definitions of strategic planning and check the appropriate response to the following questions.

Strategic planning is the process of:

1. Analyzing the current status of an organization (school district) and forecasting future trends and needs.
2. Setting goals and objectives which match activities, competencies, and resources with the educational and operational needs, interests, and expectations of the organization.
3. Designing and implementing short-term and long-term actions for achieving goals and objectives.
4. Addressing the needs of such areas of school district programs and operations as curriculum, staff development, public opinion, facilities, personnel, finances, and student services.

School District _____ Respondent _____

1. Does your system's plan meet all of the above definitions for strategic planning?

Yes No

If no, please circle the ones it met. 1 2 3 4

2. What period does your school district's strategic plan cover?

5 years 15 years 25 years
 10 years 20 years Other

3. What year did your school district first implement a strategic plan?

1990-91 1988-89 Prior to 1987-88
 1989-90 1987-88

4. Which of the following planning categories does your system include in its strategic plan?

a. Student Learning and Growth

Yes No

b. Organizational Management

Yes No

c. Community Involvement Yes Nod. Professional Evaluation and Training Yes Noe. Innovations (Improvements through Change) Yes Nof. Instructional Programs and Services Yes Nog. Facilities Yes Noh. Financial Resources Yes Noi. Other (List)

5. Who is designated as your system's coordinator/director of planning?

 Director of Planning Assistant Superintendent
 Superintendent Supervisor
 Other (List) _____

6. What percentage of his/her time is spent on planning for the school district? (Check one.)

 Up to 10 percent 26 to 35 percent 51 to 76 percent
 11 to 25 percent 36 to 50 percent 76 to 100 percent

7. Does your school district have a budget to pay for expenses incurred for the district's planning?

 Yes No

8. If yes, what percentage is the planning budget of your district's total budget? _____ %

9. Does your school district have a district-wide planning committee?

 Yes No. If no, skip to 12.

10. a. What groups are represented on the committee? (Check all groups that apply.)
- | | |
|--|--|
| <input type="checkbox"/> Teachers | <input type="checkbox"/> Community Representatives |
| <input type="checkbox"/> School Administrators | <input type="checkbox"/> Superintendent |
| <input type="checkbox"/> Local School Board | <input type="checkbox"/> Other (List) |
| <input type="checkbox"/> Students | _____ |
| <input type="checkbox"/> Parents | _____ |
- b. How often during a school year does the committee meet?
- | | |
|------------------------------------|--------------------------------------|
| <input type="checkbox"/> One time | <input type="checkbox"/> Three times |
| <input type="checkbox"/> Two times | <input type="checkbox"/> Other |
11. Does your school district provide training in strategic procedures for the planning committee?
- Yes No Not applicable
12. Does your school district have a local school board policy governing strategic planning?
- Yes No
13. Does planning in your school district include a critical analysis/needs assessment?
- Yes No
14. If you answered yes to question 13, what internal environmental data is collected and analyzed? (Check all types that apply.)
- a. General data
- | | |
|---|---|
| <input type="checkbox"/> Past performance | <input type="checkbox"/> Financial history |
| <input type="checkbox"/> Description of the school district | <input type="checkbox"/> School district problems |
| <input type="checkbox"/> Faculty profile | <input type="checkbox"/> Other |
- b. Student learning and growth
- | | |
|---|---|
| <input type="checkbox"/> Student enrollment (current and projected) | <input type="checkbox"/> Number of students entering college |
| <input type="checkbox"/> Student achievement by grade | <input type="checkbox"/> Number of students entering armed forces |
| <input type="checkbox"/> Student attendance | <input type="checkbox"/> Number of students entering work after completing school |
| <input type="checkbox"/> Retention rate | <input type="checkbox"/> Other |
| <input type="checkbox"/> Dropout rate | |
| <input type="checkbox"/> Median ACT score | |

c. School funds

- | | |
|--|---|
| <input type="checkbox"/> Teacher salaries | <input type="checkbox"/> Per-pupil expenditure |
| <input type="checkbox"/> Administrator salaries | <input type="checkbox"/> Other line-item expenditures |
| <input type="checkbox"/> Classified salaries | |
| <input type="checkbox"/> Sources and amount of revenue | |

d. Programs and services

- | | |
|---|---|
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Special services |
| <input type="checkbox"/> Co-curricular/extra-curriculum participation | <input type="checkbox"/> School climate |

15. What external environmental data is collected and analyzed? (Check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Parent opinion | <input type="checkbox"/> Local industrial-business trends |
| <input type="checkbox"/> Community opinion | <input type="checkbox"/> State and federal mandates and guidelines |
| <input type="checkbox"/> Dropout opinion | <input type="checkbox"/> Family income |
| <input type="checkbox"/> Graduate opinion | <input type="checkbox"/> Other (list) |
| <input type="checkbox"/> Non-public schools | _____ |
| <input type="checkbox"/> Population of community | _____ |
| <input type="checkbox"/> Occupations | |
| <input type="checkbox"/> Economic status | |
| <input type="checkbox"/> State industrial-business trends | |

16. What planning components are included in your school district's strategic plan?

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Statement of beliefs | <input type="checkbox"/> Objectives |
| <input type="checkbox"/> Mission statement | <input type="checkbox"/> Strategies |
| <input type="checkbox"/> Internal analysis | <input type="checkbox"/> Action plans |
| <input type="checkbox"/> External analysis | <input type="checkbox"/> Other |
| <input type="checkbox"/> Goals | |

17. Does your school system practice strategic management (monitoring and evaluating the plan during operation)?

- Yes No

18. Does each of the schools in your district have a strategic plan?

- Yes No

If no, how many do? _____

19. If yes, is the individual school plan within the framework of the adopted district plan?

- Yes No

20. To what degree do the following factors limit strategic planning in your school district?

	No constraint	Some constraint	Great constraint
a. Insufficient funds	1	2	3
b. Planning expertise	1	2	3
c. Priority for staff time	1	2	3
d. Staff resistance	1	2	3
e. Communication of planning process	1	2	3
f. Board of education resistance	1	2	3
g. Community resistance	1	2	3
h. Other	1	2	3

Other information about factors limiting strategic planning in your school district: _____

21. Rate the need your school district has for the following types of technical assistance with strategic planning.

	No need	Some need	Critical need
a. A written planning system (set of procedures, etc.)	1	2	3
b. Data collection and analysis	1	2	3
c. Forecasting future status and needs	1	2	3
d. Data collection instruments and instrument development	1	2	3
e. Computer services	1	2	3
f. Strategy for community involvement	1	2	3

	No need	Some need	Critical need
g. Identification of alternative activities	1	2	3
h. Information on planning and effective practices	1	2	3
i. Evaluation of strategic plans	1	2	3
j. Evaluation of the effectiveness of strategic planning	1	2	3
k. Forming and operating a district-wide planning committee	1	2	3
l. Involving the community	1	2	3
m. Forecasting future needs and trends	1	2	3
n. Developing support for planning	1	2	3
o. Setting goals for actions	1	2	3
p. Writing objectives that are measurable	1	2	3
q. Developing action plans	1	2	3
r. Communicating with school employees and the community	1	2	3
s. Translating action plans into cost	1	2	3
t. Other (List)			

* Adapted from a survey developed by Vickie Basham for a 1988 Kentucky study.

Thanks for your assistance with this survey.

APPENDIX C

INSTRUMENT SCORE KEY

A SURVEY
STRATEGIC PLANNING IN TENNESSEE SCHOOLS

Score Key

<u>Item</u>	<u>Point</u>
1	<u>5</u> for Yes or <u>1</u> <u>2</u> <u>3</u> <u>4</u>
2	5 years <u>1</u> 10 years <u>2</u> 15 years <u>3</u> 20 years <u>4</u> 25 years <u>5</u>
3	None
4	<u>1</u> for each up to <u>8.5</u>
5	None
6	<u>1</u> for up to 10% <u>2</u> for 11 to 25% <u>3</u> for 26 to 35% <u>6</u> for 36 to 50% <u>8</u> for 51 to 75% <u>10</u> for 76 to 100%
7	None
8	None
9	<u>5.5</u> for Yes
10a	<u>1</u> for each group up to <u>6.5</u>
b	<u>1</u> one time <u>2</u> two times <u>4</u> three times <u>6</u> other
11	<u>4</u> for Yes
12	<u>3.5</u> for Yes
13	<u>4.5</u> for Yes
14	<u>1</u> for each up to <u>12</u>
15	<u>1</u> for each up to <u>8</u>
16	<u>1</u> for each up to <u>8</u>
17	<u>4.5</u> for Yes
18	<u>4.5</u> for Yes
19	<u>4.5</u> for Yes
20	None
21	None

MAXIMUM POINTS 100

APPENDIX D

LETTER TO VICKIE BASHAM REQUESTING USE OF INSTRUMENT



TENNESSEE
STATE DEPARTMENT OF EDUCATION
First Tennessee Educational Service Center
1110 Seminole Drive
Johnson City, Tennessee 37604-7134
615-926-1108

June 29, 1992

Dr. Vicki Basham
Route 1, Box 690
Hawesville, KY 42348

Dear Dr. Basham:

I read with great interest your article in Planning and Changing, Fall 1989, entitled "Strategic Planning, Student Achievement, and School District Financial and Demographic Factors."

The State Board of Education in Tennessee has mandated that all school districts in Tennessee submit a five year plan. I am in the process of doing a study to measure the effects of this mandate on Tennessee school districts. Your study measures the elements that I propose to measure in my study.

I would appreciate a copy of your instrument and your permission to use the instrument in a study of Tennessee school districts. I will be looking forward to your reply.

Sincerely,

Bill Snodgrass
Consultant, Secondary Education

BS:ml

APPENDIX E

LETTER FROM VICKIE BASHAM GIVING PERMISSION



Superintendent
VICKIE BASHAM
 Hawesville, KY 42348

July 7, 1992

Hancock County Public Schools

POST OFFICE BOX 158
 HAWESVILLE, KENTUCKY 42348
 PHONE (502) 827-6914
 FAX (502) 827-6916

Board of Education
CLIFTON BANKS,
 Chairman
 Fordsville, KY 42343
CLYDE POOLE,
 Vice Chairman
 Lewisport, KY 42351
ROY EARLY
 Hawesville, KY 42348
LINDA NEWTON
 Hawesville, KY 42348
DUDLEY ATWELL
 Lewisport, KY 42351

Bill Snodgrass
 Consultant, Secondary Education
 Tennessee State Department of Education
 First Tennessee Educational Service Center
 1110 Seminole Drive
 Johnson City, Tennessee 37604-7134

Dear Mr. Snodgrass:

Enclosed is a copy of the instrument used in my study of strategic planning in Kentucky school districts. You have my permission to use this instrument in your study.

Good luck to you in your endeavors.

Sincerely,

Vickie P. Basham

Vickie P. Basham, Ed.D.
 Superintendent, Hancock County Schools

VPB/ah

APPENDIX F

**LETTER TO EXPERTS REQUESTING HELP
IN ASSESSING INSTRUMENT**

212 Russell Drive
Rogersville, TN 37857
September 4, 1992

Dear

Thanks for agreeing to serve on a panel of experts to evaluate a survey instrument on strategic planning in Tennessee schools. As a doctoral candidate at East Tennessee State University, I am studying the effects of strategic planning on Tennessee school districts.

Your experience in the area of strategic planning makes you an ideal choice to evaluate the enclosed instrument. I have included an assessment form for your convenience in evaluating the instrument. After I incorporate your responses into the instrument, I will be contacting you to assign weights for the purpose of scoring the instrument. A stamped, self-addressed envelope is enclosed for your convenience in returning the Questionnaire Assessment Form. Your quick reply to this request will be greatly appreciated.

Sincerely,

Bill B. Snodgrass

BBS:mrl

Enclosures

APPENDIX G

QUESTIONNAIRE ASSESSMENT FORM

QUESTIONNAIRE ASSESSMENT FORM*

Please answer the following questions concerning each item on the Strategic Planning in Tennessee Schools Questionnaire. Each question below corresponds to the same numbers on the questionnaire. If you answer no to either (A) or (B) below, please indicate whether the question should be changed or deleted and the reasons why. If you believe the question should be changed, please specify what the change should be.

PART I

Is this question:

Please check	A. Clear and unambiguous?		B. Relevant to the practices of school district planning?	
	Yes	No	Yes	No
Question #1 Changes _____ _____ _____	_____	_____	_____	_____
Question #2 Changes _____ _____ _____	_____	_____	_____	_____
Question #3 Changes _____ _____ _____	_____	_____	_____	_____
Question #4 Changes _____ _____ _____	_____	_____	_____	_____

* Adapted from the work of Vickie Basham (1988)

Please check	Is this question:			
	A. Clear and unambiguous?		B. Relevant to the practices of school district planning?	
	Yes	No	Yes	No
Question #5 Changes _____ _____ _____	_____	_____	_____	_____
Question #6 Changes _____ _____ _____	_____	_____	_____	_____
Question #7 Changes _____ _____ _____	_____	_____	_____	_____
Question #8 Changes _____ _____ _____	_____	_____	_____	_____
Question #9 Changes _____ _____ _____	_____	_____	_____	_____
Question #10 Changes _____ _____ _____	_____	_____	_____	_____
Question #11 Changes _____ _____ _____	_____	_____	_____	_____

Is this question:

Please check	A. Clear and unambiguous?		B. Relevant to the practices of school district planning?	
	Yes	No	Yes	No
Question #12 Changes _____ _____ _____	_____	_____	_____	_____
Question #13 Changes _____ _____ _____	_____	_____	_____	_____
Question #14 Changes _____ _____ _____	_____	_____	_____	_____
Question #15 Changes _____ _____ _____	_____	_____	_____	_____
Question #16 Changes _____ _____ _____	_____	_____	_____	_____
Question #17 Changes _____ _____ _____	_____	_____	_____	_____
Question #18 Changes _____ _____ _____	_____	_____	_____	_____

Is this question:

Please check.	A. Clear and unambiguous?		B. Relevant to the practices of school district planning?	
	Yes	No	Yes	No
Question #19 Changes _____ _____ _____	_____	_____	_____	_____
Question #20 Changes _____ _____ _____	_____	_____	_____	_____
Question #21 Changes _____ _____ _____	_____	_____	_____	_____
Question #22 Changes _____ _____ _____	_____	_____	_____	_____

PART II

Are you aware of any planning activities or responsibilities that would provide a better picture of strategic planning that I have not touched upon in this questionnaire? If there are, please describe them briefly below. Thank you.

APPENDIX H

**LETTER ASKING HELP TO ASSIGN POINTS
TO QUESTIONNAIRE**

September 18, 1992

Dear ,

Thanks for your help in strengthening my survey instrument measuring the degree of use of strategic planning in Tennessee school districts. I have revised the instrument incorporating all the suggestions you made.

After the revision, I need your help in assigning weights to each of the questions. The total instrument should measure a total of 100 points. Some questions are for information purposes only and should not receive any weight. I am including a form indicating the questions that should not receive any weight. Please assign weights to each of the other questions to total 100 points for the entire study.

Thank you for your assistance in providing this vital help in perfecting the survey to measure the degree of use of strategic planning in Tennessee school districts. Your prompt reply will be appreciated.

Sincerely,

Bill Snodgrass

APPENDIX I

LETTERS TO SUPERINTENDENTS

I AND II

1110 Seminole Drive
Johnson City, TN 37604
September 29, 1982

Dear Superintendent:

As an educational leader in the state of Tennessee, I know you value the effects of strategic planning on the success of your school district. I am a doctoral candidate in the department of Educational Leadership and Policy Analysis at East Tennessee State University studying the effects of strategic planning on local school districts in Tennessee.

State Board of Education rule 0520-1-3-.04(B): mandated that each board of education develop a five-year plan. I need your help in determining the degree of use of strategic planning in school systems in Tennessee. I am also trying to determine factors that limit the use of strategic planning and additional technical assistance needs regarding strategic planning. I have designed a questionnaire for this purpose and would appreciate a few minutes of your time to complete the questionnaire on such a pertinent and timely subject.

The individual results of your questionnaire will not be identified in any way. The information received will be compiled into broad categories and processed by computer, and the questionnaire that you return will be destroyed.

Having been a superintendent I know how busy you are, but I am dealing with some tough deadlines and would really appreciate you returning this questionnaire within one week. Thank you for providing this vital information.

Sincerely,

Bill Snodgrass

Enclosures

1110 Seminole Drive
Johnson City, TN 37604
October 9, 1992

Dear Superintendent:

A couple of weeks ago, I sent you a questionnaire asking for your help in determining the degree of use of strategic planning in Tennessee school districts. As of this date, I have not received your response. I hope to receive sufficient responses to complete this study. The findings should be helpful in aiding school districts to make better use of the strategic planning process.

This study is in no way concerned with individual school districts. The data will be grouped into broad categories for computer processing. The questionnaire that you return will be destroyed. No individual school district will be identified in any manner. The number on the upper right-hand corner of the first page of the questionnaire is strictly for identification purposes of the researcher. In my first mailing to you I did not put an identification number on the questionnaire. I received some questionnaires that were not identified. If you mailed one without identifying your school system, please complete this questionnaire and return it to me. If you did not return the last questionnaire I mailed you, please complete this one and return it to me.

For your convenience, I am enclosing another copy of the questionnaire, as well as a postage-paid, return addressed envelope. It will be greatly appreciated if you will complete the questionnaire and return it to me at your earliest convenience.

Thank you for your help.

Sincerely,

Bill Snodgrass

Enclosures

APPENDIX J

**PLANNING SCORES FOR TENNESSEE SCHOOL SYSTEMS
BY GEOGRAPHIC REGION**

**PLANNING SCORES FOR TENNESSEE SCHOOL SYSTEMS
BY GEOGRAPHIC REGION**

East	Middle	West
29.55	19.72	23.32
33.95	20.78	27.44
34.73	22.41	28.86
35.52	27.55	38.18
36.13	31.12	41.83
36.22	31.50	43.06
39.97	39.93	43.37
41.12	41.77	46.07
42.42	42.50	49.60
45.30	45.77	49.73
45.89	49.93	50.82
47.50	51.57	51.56
47.61	52.37	53.95
48.22	53.47	56.82
50.41	53.50	63.64
51.06	56.38	68.62
52.86	59.10	68.75
52.93	66.52	71.65
54.76	67.16	75.14
55.96	68.89	76.84
57.73	69.75	78.50
57.77	69.99	85.07
59.94	73.01	
60.40	73.24	
60.81	74.58	
62.32	88.50	
62.89	94.46	
64.93		
66.54		
66.66		
68.40		
68.60		
69.15		
70.05		
70.47		
74.44		
75.70		
76.11		
76.13		
77.15		
78.32		
79.40		
79.70		
82.70		
83.20		
86.75		
90.00		
Mean 59.74	54.08	54.31

APPENDIX K

**TENNESSEE SCHOOL DISTRICTS BY
PER CAPITA INCOME SUBGROUPS**

TENNESSEE SCHOOL DISTRICTS BY PER CAPITA INCOME SUBGROUPS

Under \$11,700	Between \$11,700-12,999	Over \$12,999
Bledsoe	Alamo	Alcoa
Campbell	Athens	Anderson
Carter	Benton	Bedford
Chester	Cannon	Blount
Clay	Claiborne	Bradley
Cocke	Covington	Bristol
Decatur	Crockett	Chattanooga
Elizabethton	Cumberland	Cheatham
Fentress	Dayton	Cleveland
Franklin	DeKalb	Clinton
Grainger	Etowah	Coffee
Grundy	Fayette	Dickson
Hancock	Greene	Dyer
Hardeman	Greenville	Dyersburg
Hardin	Hamblen	Fayetteville
Hawkins	Henry	Franklin Special
Haywood	Hollow Rock-	Gibson
Henderson	Bruceton	Giles
Hickman	Humphreys	Hamilton
Houston	Huntingdon	Harriman
Jackson	Jefferson	Humboldt
Johnson	Lawrence	Jackson-Madison
Lake	Lenoir City	Johnson City
Lauderdale	Loudon	Kingsport
Lewis	McKenzie	Knox
Lexington	McMinn	Lebanon
Macon	Montgomery	Lincoln
Marion	Paris	Manchester
McNairy	Rhea	Marshall
Meigs	Robertson	Maryville
Monroe	Sevier	Maury
Moore	Smith	Memphis
Morgan	South Carroll	Milan
Oneida	Tipton	Murfreesboro
Overton	Trousdale	Oak Ridge
Perry	Warren	Obion
Pickett	West Carroll	Putnam
Polk	White	Roane
Richard City		Rutherford
Scott		Shelby
Sequatchie		Sullivan
Stewart		Sumner
Sweetwater		Trenton
Unicoi		Tullahoma
Union		Union City
Van Buren		Washington
Wayne		Weakley
		Williamson
		Wilson

VITA

BILLY B. SNODGRASS

Personal Data: Date of Birth: October 18, 1940
Place of Birth: Hancock County, Tennessee
Marital Status: Married

Education: Public Schools, Hancock County, Tennessee
East Tennessee State University, Johnson
City, Tennessee; physical education,
B.S., 1961
East Tennessee State University, Johnson
City, Tennessee; educational
administration, M.A., 1970
East Tennessee State University, Johnson
City, Tennessee; educational
administration, M.A. + 45, 1973
East Tennessee State University, Johnson
City, Tennessee; educational leadership
and policy analysis, Ed.D., 1992

**Professional
Experience:** Teacher, Surgoinsville Elementary School,
Surgoinsville, Tennessee, 1962
Teacher, Rogersville High School,
Rogersville, Tennessee, 1962-1966
Supervisor of Physical Education, Hawkins
County Schools, Rogersville, Tennessee,
1966-1968
Principal, Hawkins Elementary School,
Rogersville, Tennessee, 1968-1980
Superintendent of Schools, Hawkins County,
Rogersville, Tennessee, 1980-1984
Consultant, State Department of Education,
Johnson City, Tennessee, 1985-1992