RELATIONSHIPS OF EXPRESSED GOALS AND PERCEIVED

PERFORMANCE OF SCHOOLS AS REPORTED BY

TEACHERS AND COMMUNITY MEMBERS IN

THREE OKLAHOMA SCHOOL DISTRICTS

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CHAPTER I

INTRODUCTION

Current literature and legislation pertaining to educational ac-

countability seems to be based on the assumptions that schools are not

adequately reflecting the desires of parents and taxpayers, and that

there is substantial dissatisfaction with the goals and performance of

schools. Educational accountability laws have been passed in several

states, including Oklahoma, and still more states have such legislation

pending (35). In March, 1973, the Oklahoma State Legislature passed a

statute requiring accountability of school districts for pupil perfor-

mance. School districts must comply with the planning and implementa-

tion of the accountability measures or risk the loss of state accredi-

tation and thereby loss of state aid for education.

> A CONCURRENT RESOLUTION REQUESTING THAT THE STATE DEPARTMENT
> OF EDUCATION PROVIDE REGULATIONS WITHIN ITS ACCREDITATION PRO-
> CESSES FOR THE IMPLEMENTATION OF AN EDUCATIONAL ACCOUNTABILITY
> PROGRAM; PROVIDING FOR A NEEDS ASSESSMENT; PROVIDING FOR A
> SYSTEMATIC PLAN FOR MEETING STUDENT NEEDS: PROVIDING FOR ANNUAL
> EVALUATION; PROVIDING FOR TRAINING; AND DIRECTING DISTRIBUTION.
> (Enrolled House Concurrent Resolution No. 1027) See Appendix
> A for full text.

Within an amendment to the Oklahoma accountability statute, the

legislature further emphasized that the primary purpose of accredita-

tion of the public schools is to insure that each child has the oppor-

tunity to a quality educational program appropriate to his needs. The

amendment required that each school district, in order to be eligible

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for state accreditation, must initiate a system-wide needs assessment, specifically involving the community members and staff members of the school districts in assessing all curricular areas K-12. (Annual Bulletin for Elementary and Secondary Schools, No. 113-R. Appendix B)

Therefore, educators at all levels of public education as well as community members will be working together in the planning and implementation of the accountability measure. Of special importance is the initial step of needs assessments to be accomplished by combined efforts of school personnel, students and community members. Casey (11) has noted that the Oklahoma State Department of Education had taken part in needs assessments in the past to determine program needs; however, the emphasis now deals with learner needs.

Needs assessments is defined as:

that phase of accountability process dealing with the difference between 'what is' and what 'should be' in the learning outcomes of the educational operation. Identification of this discrepancy should provide for (a) identifying desired learner outcomes and (b) ascertaining the learner's current status with respect to that outcome (11, p. 2).

To accomplish accountability requirements, many Oklahoma school districts are using the Phi Delta Kappa model. This model was developed by the Northern California Program Development Center, using 18 goal categories of the California School Boards Association. The developers have claimed that the 18 goal categories cover the curriculum areas which community members feel are important. In field tests which have been conducted on the 18 goals, few community members added other goals and the results have indicated that the 18 goals are considered to be worthy aims for education (60, p. 9).

In April, 1972, Phi Delta Kappa took over the distribution of the

model. A year later, May, 1973, Phi Delta Kappa involved 60 represen-
tatives from 22 colleges and universities of the United States which
had been selected as affiliated training institutions. These institu-
tions were "to act as service centers for school districts within their
areas wishing to engage in this intensive goal-searching experience"
(65, p. 29). Oklahoma State University is one of these service and
distribution centers for the PDK model.

Statement of the Problem

Accountability is based, in part, on the assumptions that schools
are not reflecting the goals which the community members feel are im-
portant, and that the performance of the schools is inadequate. As a
part of the needs assessment phase of the implementation of account-
ability legislation in Oklahoma, teachers and community members will
participate in the determination of educational goals and in the evalua-
tion of current performance of the schools on those goals. By examin-
ing the relationship between school goals identified as important by
teachers and those identified by community members, this study provides
some indication as to how closely the two correspond. By measuring the
relationship between teachers' evaluation of school performance, and
that of community members, this study provides some indication of the
extent to which these two groups agree in their perceptions of school
performance.

The goal ranking and performance evaluation process may not reveal
all of the areas of concern which people have about the operation of
schools in their communities. Responses to the questionnaire dealing
with parental concerns indicate concerns about schools which are not

directly tied to educational goals and performance of goals.

Although reciprocity has been discussed in the literature, there are few empirical studies which measure attitudes of community members toward reciprocal accountability. This study provides some indication of the presence or absence of feelings of reciprocal accountability expressed by community members.

The purpose of this study was to determine if a relationship exists between rankings of educational goals by teachers and community members, and if a relationship exists between performance of the schools on these goals as perceived by teachers and community members in three selected Oklahoma school districts. Additional information was obtained from community members concerning attitudes about certain aspects of school operation, and accountability of school personnel and parents for pupil performance in school.

Questions for Study

1. Is there a relationship between expressed goals of the teachers and expressed goals of the community members?

2. Is there a relationship between evaluations of school performance on goals by teachers and community members?

3. Do community members express concerns about discipline, finance, teachers, and the educational program in their schools?

4. Do community members feel that parents have a responsibility to help improve the performance of pupils in their schools?

5. To what extent have community members been involved with their schools in the past (prior to 1973-74), and what is the extent of their present involvement?

6. Is there a relationship between extent of involvement with the school and community members' expressed satisfaction with school operations?

Assumptions

The investigator made the following assumptions: (a) each school district superintendent will cooperate by selecting a representative community committee, (b) each school district superintendent will follow the outlined procedures in the Phi Delta Kappa model, (c) that the teachers and community members will answer honestly.

Definitions

Goals. Goals refer to eighteen goal statements on the Phi Delta Kappa Model Program for Community and Professional Involvement. Additional goals may be added by the respondents.

Performance of school. The performance of school refers to a rating of the eighteen goal statements on the Phi Delta Kappa Model Program for Community and Professional Involvement. Each goal is rated as: Not Enough Is Being Done; Fair, But More Needs To Be Done; Leave As Is; Too Much Is Being Done.

Community member. The term community member will refer to a person on a representative community committee selected under the direction of the school district superintendent.

Needs assessment. Needs assessment refers to the combined effort of school staff and community members to determine a priority of goals for their schools, and a present evaluation of the performance of their schools.

Limitations of the Study

Certain limitations are inherent in the study. These include:

(a) The findings of the study are limited to the three selected school districts in Oklahoma.

(b) The three relatively small school districts may not fully reflect the conflicting goals and demands of a school system in a large urban area.

(c) The primary emphasis of the study is placed on needs assessment. Little or no emphasis has been placed on other ways in which the schools should be accountable.

(d) There may not be a truly representative sample of community members in each school district. The researcher is dependent upon each district superintendent and the district task force committee to select a representative community committee.

Summary

The public schools have frequently been criticized for not adequately reflecting the goals which their communities have for their schools, and that the schools' performance on these goals is inadequate. Although there is a large body of literature on educational accountability, most of it consists of theoretical discussion and commentary, but contains little research to document the claims that public schools are failing to reflect community expectations. The implementation of recent accountability legislation in Oklahoma has provided an unusual opportunity to document the ranking of educational goals by teachers and community members and rating of school performance on the

goals by teachers and community members.

This study sought to determine if a relationship exists between rankings of goals for the schools by teachers and community members, and if a relationship exists between performance of the schools on these goals as perceived by teachers and community members in three selected Oklahoma school districts. The study also included an examination of attitudes of community members toward certain aspects of school operation, and accountability of school personnel and parents for pupil performance in school. The generalizations should be limited to the three communities involved. Within each community, the researcher was dependent upon the school district superintendent for the selection of a random sample of community members to serve on the accountability committee.

CHAPTER II

REVIEW OF SELECTED LITERATURE

The purpose of this chapter is to review the important literature and empirical research of educational accountability. This review is presented under four headings entitled: (a) definitions of educational accountability, (b) movement toward accountability, (c) research and attitudinal polls, and (d) summary.

Definitions of Educational Accountability

In current educational literature, definitions of accountability range from: "when resources and efforts are related to results in ways that are useful for policy-making, resource allocation or compensation," (49, p. 194) to the

> guarantee that all students without respect to race, income, or social class will acquire the minimum school skills necessary to take full advantage of the choices that accrue upon successful completion of public schooling (59, p. J-1).

Educational accountability has also been defined as

> the theory that teachers and school systems may be held responsible for actual improvement in pupil achievement and that such improvement is measureable through tests of teacher effectiveness constructed by outside agencies (31, pp. 5-6).

Using a system model, Lessinger (46, p. 8) treated accountability as ". . . an independent, unbiased review, feedback and report of effectiveness; that is the extent to which an enterprise or a definable part of the enterprise achieves its directives."

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Common to the theory of educational accountability is the idea that educators are to be held responsible for educational outcomes (3). Therefore, if the schools are accountable for pupil performance, then all professional educators and supportive personnel within the system are responsible for their prescribed duties and are held accountable to superiors for results (53) (16).

While some advocate that a certain minimum performance level for pupils be guaranteed by relating techniques to stated objectives (30), most emphasize the need for educational outcomes to be analyzed in terms of input measures such as: expenditures for professional staff and supportive personnel, equipment and facilities. Hyer (36) suggested that educational accountability is actually a management concept which involves agreement upon objectives, deciding upon the necessary input to achieve the objectives, and then measurement of the output to see the degree to which the objectives were met.

Most accountability models have a "product" base very similar to a business systems approach. Improvement in pupil performance is the product, and teachers and administrators are held accountable. Rhodes (61) proposed that a goal-directed management process permits both the present and the desired operation of the school to be viewed from a common perspective focussed on the learner. The education management process becomes a continuous information feedback mechanism which holds the educator accountable for doing something with the information provided. A policy of institutional accountability, therefore, can provide a management framework in which the process and the product can be perceived and dealt with together.

Talmage and Ornstein (69), on the other hand, proposed an

interactional model in which several groups interact in the process of improving pupil performance, and are thereby held accountable. The model takes into consideration the various responsibilities shared by educators, parents, students and community members in the development of the learning process of the children. They stated: ". . . differences in perceived roles and responsibilities can be reconciled, then through mutual consent, accountability roles can be more easily worked out among the concerned parties" (69, p. 221). Most accountability programs focus on one-party accountability, i.e., holding the professional teaching personnel accountable to school boards and the public without reciprocity (6). However, those who claim mutual accountability argue that parents, elected officials, administrators, teachers and students must all share responsibility for improved pupil performance (51) (13) (69) (10).

Among educators there is agreement that accountability implies "a more formal assignment of responsibility within the regulatory process than currently is made" (70, p. 6). Duncan (20, p. 28) has summarized the elements of educational accountability to include the following:

1. It should measure program effectiveness based on stated real goal accomplishment in a time frame.

2. It should report results on a multidimensional format to the interested public of the educational enterprise, both internal and external.

3. It should be a dynamic process that makes the educational system more responsive to the needs of society and its own clientele.

4. It should be related to comprehensive educational planning and show that the programs generated are economical in terms of opportunity costs.

5. The system by which accountability is satisfied should be flexible enough to provide input to regenerate the system through constant, evaluation and feedback which serves as a guide to program formulation, revision or termination.

6. It should relate measurable educational goals to societal goals and should demonstrate common involvement in goal setting.

Movement Toward Accountability

This section of review presents the movement toward educational accountability from the last two decades. The following factors will be discussed: (a) public criticism, (b) federal influence, (c) national assessment, and (d) state influence.

Public Criticism

The impetus for educational accountability, particularly over the last two decades, has come from a variety of sources. Common to all of the demands for accountability is the feeling that schools are not adequately educating children (26) (25) (45). In the post-Sputnik era, the schools became the focus of blame for what many considered to be the technological failure of the United States (53). More recently, public perception of the failure of present schools has been shaped by such noted critics as: Martin Mayer (50), John Holt (35), Jonathan Kozol (42) and Charles Silberman (64). In addition, there have been community demands, particularly from minorities, that schools must become more responsive and relevant to their needs (38) (26) (7).

Morris (53) discussed two background factors which seem to underlie the increased emphasis on accountability. One, during times of flux and changing values, the public tends to scrutinize the institutions of the family and schools more closely. Two, because parents

today are better educated, they critically judge the learning of their
children by personal experiences and by educational advancements pub-
licized through the media.

Crises facing the school have bred uneasiness and dissatisfaction.
Knoll (42) reviewed the five major crises facing education: (1) finan-
cial disparities of per pupil expenditure within states and counties,
(2) deeply imbedded racism, (3) lack of progress toward stated goals,
e.g. compensatory education, (4) increasing voter rejection of school
bond elections, and (5) the political crisis of who controls the
schools.

Federal Influence

The Eighty-First Congress, in 1965, passed an important piece of
compensatory education legislation. It was Title I, Financial Assis-
tance to Local Educational Agencies for the Education of Children of
Low-Income Families and Extension of Public Law 874. An evaluative
clause within that law required a yearly report of objective measurement
of educational attainment in order to document program effectiveness.
The law further stated:

> effective procedures will be adopted for acquiring and dis-
> seminating to teachers and administrators significant infor-
> mation derived from educational research, demonstration, and
> similar projects, and for adopting, where appropriate, pro-
> mising educational practices developed through such projects.
> (72, pp. 30-31)

The federal guidelines held the state educational agencies ac-
countable who in turn held local agencies responsible. Both input and
output of programs were to be monitored. The federal requirement for
documentation of achievement gains and program effectiveness in

compensatory programs encouraged education officials to institute simi-
lar accountability measures of local programs.

In 1970, Title I of the Elementary and Secondary Education Act was
amended to include mandates for accountability at all levels of program
supervision—from the district superintendent to the teacher, students
and parents of low-income families (25). With impetus from Title VIII
of the Elementary and Secondary Act, performance contracts were let in
two discretionary programs: the Dropout Prevention Program and the Bi-
lingual Education Program (25) (73). Small grants were awarded to suc-
cessful applicants from agencies whose proposals fulfilled the follow-
ing selected criteria: (a) translate general goals into specific be-
havioral objectives, (b) collect baseline data on student performance
to assess relationship of input to outputs, and performance levels to
performance objectives (73).

National Assessment

National Assessment of Education may be considered a factor in the
accountability movement in that it provided an attempt to document pre-
sent school attainment in ten subject areas against generally accepted
educational objectives. A group of professional educators and laymen,
in the summer of 1963, met to study the feasibility of establishing an
educational census. The Carnegie Foundation, in 1964, granted the nec-
essary funds to begin and appointed the Exploratory Committee on As-
sessing the Progress of Education (ECAPE). The tasks of the Explora-
tory Committee took four years, and the final report was issued July 1,
1968. At that time National Assessment was seeking data in ten areas:
reading, composition, mathematics, science, citizenship, social studies,

career and occupational development, art, literature and music (71, pp. 1-2).

The National Assessment was guided by two basic purposes:

to provide the lay public with census-like data on the educational levels of important sections of our population--data which furnish a dependable background of informational attainments, the progress we are making, and the problems we still face in achieving our educational aspirations.

the development of an informed audience to which school administrators and teachers can report about local problems and seek support for help that may be needed. (19, p. 8)

During the developmental stage of assessment and the assessment itself, an important dialog between professional educators and lay citizens was established. The attendant publicity of National Assessment aroused local interest in testing and in comparison of local school district results against those of others as a means of assessing strengths and weaknesses of the local programs.

State Influence

Partly in response to meeting requirements for federal monies and partly in response to political maneuvers by education critics and education lobbyists, the state legislatures began enacting accountability measures. On the economic front, unions have long been negotiating contracts in the private sector, however only recently have unions (including teachers') been negotiating in the public sector (43). The American Federation of Teachers, affiliated with AFL-CIO, urged militancy as a means to raise salaries for teachers. Their tactics and the resulting salary gains forced the National Education Association into a more militant stance. Because of existing tax policies, taxpayers have experienced the great burden of paying for the gains made by public

workers. Krause (43) suggested that it is not unreasonable for the public to demand greater accountability from educators in return for the improved salaries paid to them.

Concern for fiscal accountability and economy may have spurred legislators in many states to sponsor legislation requiring local school districts to use a management system, e.g., PPBS (34). Programming, Planning, Budgeting System, which was originally designed for use in U. S. space development and the Defense Department, has been widely used in government agencies and business. With modification, PPBS provides a means to begin cooperative planning between community members, professional educators, and the school board (4).

PPBS focuses on the process of planning educational outcomes through the development of specific objectives. Programs are organized which will lead to the attainment of the objectives; the funds are systematically budgeted to aid the achievement of the objectives. Additional characteristics of PPBS are the inclusion of alternative plans to accomplish stated outcomes and long range planning (55) (56).

Through analysis and evaluation of the school programs, PPBS can efficiently aid educators in the decision-making processes. The American Association of School Administrators in their official statement on accountability posit:

> We believe that the planning-budgeting-evaluating system or any of its counterparts--e.g., the educational resource management system, the resource allocation decision-making system, management by objectives and so forth - - can provide decision makers with more and better information for planning programs and for choosing among the various ways to allocate resources to achieve the school system's objectives. (1, p. 25)

PPBS, the most prevalent system used in education, anticipates current accountability procedures through: needs identification,

definition of goals and objectives, development of alternatives to reach the objectives, and selection of the most feasible program and its implementation. The preceding steps provide a basis for evaluation and justification of programs (5).

In summary, many varied factors have contributed to the movement toward accountability. During the post-Sputnik years, much criticism was leveled at the schools for failing to meet high expectations. The minorities voiced their demands for education which was more responsive and relevant to their particular needs. Disparities of local support for schools, coupled with deeply imbedded racism, fanned the political question of who controls the schools. In 1965, the federal government passed landmark educational legislation which was to provide compensatory education for low-income families. The federal law contained requirements for accountability documentation of local program effectiveness. Subsequent legislation also contained such provisions. During the same period, the National Assessment sought to record present school attainment in ten basic areas and measure the performance against generally agreed-upon objectives. The attendant publicity of National Assessment fostered public interest in testing as a means for comparing progress of local school districts. In order to comply with the requirement for federal education monies, the states began enacting accountability measures. Within the states, major considerations were: finance, accountability and accreditation. With the recent advent of negotiation of public school teachers for salary increases, as well as demands from other public workers, taxpayers were reeling under a tremendous burden. Educational accountability became a visible means of relating expenditures to programs. In several states, the management

system PPBS was also mandated.

Research

Research dealing with accountability has generally been presented
in the form of (a) state or local reports of introduction and/or imple-
mentation of accountability measures, (b) doctoral dissertations, and
(c) attitudinal polls. In this section, doctoral dissertations and
attitudinal polls toward educational accountability will be reviewed.

Doctoral Research

Several studies sought perceptions of various school and community
groups in defining accountability (40) (15) (9) (74) (52) (23).
Edwards (23) found that in general teachers, principals, superinten-
dents, school board chairmen and county commission chairmen were in
favor of some form of educational accountability. In a study to deter-
mine the relationship between perceptions of teachers and administrators
toward accountability, Kiamie (40) found that teachers and administra-
tors perceived most accountability items similarly. The teachers
tended to support the idea that educational accountability would indi-
cate to community members the school's concern for effectiveness (74).
The teachers in the study by Wolfe (74) took a neutral position when
asked if accountability could be a means to assure greater pupil achieve-
ment, while the teachers in the study by Kiamie (40) responded that in-
creased teacher participation in educational decision-making would en-
hance pupil achievement. Dallaville (15) reported that the majority of
teachers and department chairmen said "no" to the question: "Can
teachers be validly and realistically evaluated in terms of their

students' progress?" However, the majority of board members, principals and district-wide administrators responded affirmatively (15).

Concerning the assignment of responsibility for accountability, teachers, principals, superintendents, school board chairmen and county commission chairmen believed that responsibility should be shared rather than assigned to one special group; they believed that most of the responsibility should be borne by those who come in direct contact with the students (23). In terms of who should assume the greatest degree of responsibility for pupil performance, the teachers placed the parents with primary responsibility; students next; then teachers; administrators; with board members last (74). For the planning of an accountability program, teachers felt they should have primary input; administrators, second; parents, third; students, fourth; outside experts, fifth; and board members, sixth (74). Edwards (23) found substantial support for involvement of parents, teachers and students for a successful accountability program.

As to evaluation of school programs, both teachers and administrators felt that students should be given a role, but were hesitant about extending student participation to include evaluation of teachers and administrators (40). Burns (9) concluded that accountability should focus on learning output in relation to cost, and should include disclosure techniques. Parents and teachers agreed more strongly than administrators and students that schools should provide evidence that the instructional program is motivationally effective (52). Teachers were in greater agreement than administrators, students and parents that school officials should disclose specified instructional costs to interested citizens. However, parents were more permissive regarding the

release of instructional information and general access to records (52).
There was significant difference among the groups (principals, teachers,
superintendents, school board chairmen, and county commission chairmen)
in response to the statement: "Parents and the general public should
not be supplied with detailed evaluation results of student performance
in the local schools" (23). In general, there appeared to be a ten-
dency for a larger percentage of the groups who were less involved with
classroom activities to disagree or strongly disagree.

In regard to which elements of accountability schools should be
accountable for, a large majority of respondents in Edward's (23)
study indicated that the schools should be accountable for student per-
formance including the development of marketable skills and in planning
careers. Furthermore, they believed that appropriations should be
based on whether program objectives were met. They did, however, re-
ject the concept of merit raises for teachers, performance contracts
and voucher plans.

Accountability should be rewarded with accreditation (23). Indeed,
a definite trend toward tieing accountability to accreditation has been
detected (49). As the state education agencies incorporate account-
ability into accreditation, the agencies tend to assume a greater lead-
ership role for improving public education. Martin (49) concluded that
the accountability movement could provide opportunity for the state
educational agencies to exercise positive leadership in assisting local
school districts to become more "accountable" for quality education.
He further stated that the state department of education should be di-
rectly involved in helping districts meet accountability demands.
Burns' (9) study yielded the following conclusions concerning the state

department of education (Colorado): (a) there existed a lack of exper-
tise and need for implementation assitance in the state, (b) there ex-
isted a financial need for implementation and operation from the state
and, (c) the state department of education will be requested to provide more
assistance than their present available resources. Thus, while there were
challenges for the state departments of education to assume, new oppor-
tunities existed for greater leadership in the improvement of education.

Attitudinal Polls

An important assumption of the advocates of accountability is that
there is widespread dissatisfaction with the schools. Indeed, a 1970
Gallup poll found that 67 percent of the adults surveyed favored "a
system that would hold teachers and administrators more accountable for
the progress of students" (66). Yet the extent of dissatisfaction re-
mains unclear. A Harris poll (32) showed that 71 percent of the par-
ents polled were satisfied with the high school their children attended.
Although there are few available empirical studies which document com-
munity satisfaction or dissatisfaction with their schools, the public
polls and surveys do provide useful information concerning public at-
titudes toward education.

The National Education Association (57) conducted a national poll
of teachers concerning their attitudes toward performance contracting,
merit pay, and the voucher system. In response to the question: "Do
you think public school teachers should be paid according to the
achievement of their pupils?", 88 percent replied that they did not
favor the practice. The same group indicated disapproval of voucher sys-
tems and performance contracting. The study concluded that public school

teachers did not feel that competition for money should apply to
education.

In a public opinion poll in November, 1966, adults were asked if
they were satisfied or dissatisfied, on the whole, with the education of
their children. The national figures were: 74 percent satisfied and
18 percent dissatisfied. This finding compared with the 1963-1965
surveys which revealed that 73 percent of the adults were satisfied
while 22 percent indicated dissatisfaction (29).

In the 1973 poll, the public was asked if the general attitude to-
ward public schools in the local community had become more favorable
or less favorable. Parents of public school children indicated 42 per-
cent more favorable; 31 percent less favorable. Of the educators, 39
percent indicated that their attitudes had become more favorable, while
41 percent reported less favorable attitudes (24, pp. 154-155). The
educators were fairly evenly divided between those whose views toward
the schools had become more favorable and those whose views had become
less favorable. Parents who had children in the public schools reported
more favorable views while those with no children in public school held
less favorable views (24).

Another question within the same poll concerned comparison: "As
you look on your own elementary and high school education, is it your
impression that children today get a better - or worse - education than
you did?" (24, p. 170). Sixty-one percent of the entire sample answered
that their children today get a better education compared to 20 percent
who felt their children's education was inferior to that which they re-
ceived (24, p. 17). For those who felt that the quality of education
had greatly improved, the following reasons were given (in order of

mentions): (a) wider variety of subjects offered, (b) better facilities/equipment, (c) better teaching methods, (d) better qualified teachers, and (e) equal opportunities for all students (24, p. 170).

Parent accountability, as opposed to teacher, school, or pupil accountability, was explored in the 1971 Gallup poll. The question was stated as follows:

> When some children do poorly in school, some people place the blame on the children, some on the children's home life, some on the school, and some on the teachers. Of course, all of these things share the blame, but where would you place the chief blame? (24, p. 94)

Fifty-four percent of the adults responded that the child's home life was the chief cause of poor pupil performance. Only 14 percent named children, 8 percent teachers, and 6 percent the school (24, p. 94).

To further explore parent accountability, a follow-up question was asked. The adults were asked if they favored monthly parent meetings to find out what parents could do at home to encourage improvement of their child's behavior and interest in school. Eighty-one percent of all adults favored the idea, and 80 percent of the parents favored the idea (24, p. 95). This high percentage of support for parent accountability revealed a cooperative role of parents with the schools.

The following two surveys (1972, 1973) included the same question concerning who had the chief blame for pupil failure. The majority for each year felt that the child's home was the chief cause. However, an additional question in the 1972 poll revealed that only 37 percent of the public school parents had attended any meeting during the school year in which the major topic was how parents could help improve children's behavior and interest in school. Sixty-one percent reported that they had not attended any meeting during the school year which dealt

with that subject (24, p. 147). According to the 1972 poll, even though a majority of public school parents indicated their willingness to attend monthly meetings to help improve their children's behavior and interest in school, only 37 percent of the parents attended any meeting dealing with this subject.

Several pertinent questions regarding education were included in the 1968 American National Election Study (67): (a) interest in school board actions, (b) voting in school bond elections, (c) participation in local school activities, and (d) teacher power. When asked if they had taken part in any local school matters or activities within the last two years, less than 21 percent of the respondents replied positively. Only 48 percent indicated average, moderately high or very high interest in school board decisions, while 55 percent indicated that they had voted in at least one election having to do with schools. This study portrayed a picture of low to moderate interest and participation in the schools by citizens.

In looking at the parental role of preparing children for the future, Gallup found in June, 1967, 48 percent of the parents felt they did a good job, while 39 percent felt they did a poor job (27). In the same poll, the adults were asked "Do you think the public schools generally do a good job or a poor job of preparing children for the future?" Seventy-one percent indicated that the schools were doing a good job, while only 19 percent felt the schools were not doing a good job (27). According to the regional analysis of data, the Midwest generally rated education more highly than the national figures.

The data from the 1970 Gallup poll indicated a change in public opinion toward the evaluation of quality of public schools. The report

stated:

> Up to this point in history, the majority of citizens have
> been quite willing to take the word of the school board
> and of the teachers and the administrators that the schools
> are doing a good job. (66)

However, in response to the question: "Would you like to see the stu-

dents in the local schools be given national tests so that their edu-

cational achievement could be compared with students in other communi-

ties?" 75 percent said yes; 16 percent said no. The response seemed to

show that the public desired to have more objective information about

the school's educational programs. Even though the 1970 Gallup poll

revealed that the public had "high regard" for the schools, and a be-

lief that education provides a path to success, a new mood was detected

(66).

In 1970, the public listed the ten major problems facing their

schools as: (1) discipline, (2) integration/segregation, (3) finance,

(4) teachers, (5) facilities, (6) dope/drugs, (7) curriculum, (8) par-

ents' lack of interest, (9) transportation, and (10) school board

policies (66, p. 16).

During the period 1969-1973, discipline was named as the major

problem four out of five years. In 1971, inadequate financial resources

placed first on the list. According to the analysis of the demographic

information, parents of public school children tended to be less con-

cerned about pupil discipline than adults who had little or no involve-

ment with the schools (24).

Summary

Among the various definitions of educational accountability, there

is agreement that educators should measure program effectiveness against stated educational goals, and that a more formal assignment of responsibilities within the educational system is required. Several factors have contributed to this nationwide movement toward account-ability. Public criticism and the failure of national programs to reach their stated goals have fueled the fire. With the push from the federal government for effective evaluation of federally funded educa-tional programs and the impact of National Assessment of Education, state governments have enacted legislation requiring accountability of local school districts in order to receive state and federal monies and accreditation. In many of these same states, the form is also man-dated, i.e., Programming, Planning, Budgeting System. Professional education groups and citizen lobbies are involved in the basic issues of accountability: Who controls the schools? To whom should the schools be accountable?

Recent research has focused on further definition of accountability and identification of factors which vitally concern the school. In general, teachers, administrators, board members, parents and students support the concept of accountability, but differ in regard to evalua-tion of pupil progress, access to records, and degree of accountability. Polls conducted by Gallup have shown that even though the majority of Americans have "high regard" for the schools, more information is now desired by the public in order to judge the quality of current educa-tional programs of the schools. Today's better educated parents want objective standards with which to measure pupil progress and efficient accounting for money expended for their schools.

CHAPTER III

METHOD AND DESIGN

Population and Sample

The population for this study was drawn from three Oklahoma school districts which were differentiated by (a) geographic location, and (b) the number of teachers per school district. A list of school districts using the PDK model was obtained from the OSU-PDK Goals and Objectives Program at Oklahoma State University. Using the above criteria, eliminating the smallest school districts, three school districts were selected. It should be noted that each of the three school districts was studied separately. Demographic data from the community members was used to determine the representativeness of the community committees that were selected.

Each community committee was selected according to guidelines proposed by the school district superintendent and the district task force committee for accountability. Within the Phi Delta Kappa model there were suggested methods for selecting representative community members for the community committee. The researcher was dependent upon the superintendent and the district task force committee for the selection of a representative committee.

Procedures

Teachers

The teachers were administered the Individual Goal Rating Sheet. The ranking of the 18 goals by the teachers was used as the professional base for educational priorities. The teachers were also administered the Individual Rating of the Level of Performance of Current School Programs. The rating of current school performance by the teachers was used as the professional base for evaluating the school performance on the 18 educational goals.

Community Members

The community members were administered the Individual Goal Rating Sheet. The rankings of the 18 goals by the community members were used for correlation with the rankings of the 18 goals by teachers. The community members were administered the Individual Rating of the Level of Performance of Current School Programs. A separate questionnaire was also administered to the community members after the two Phi Delta Kappa forms were completed. This questionnaire covered the areas of: (a) concerns about school operations, (b) reciprocal accountability, a measure of responsibility which parents may feel that they have for the improvement of school, (c) a school participation measure which asks community members about past and present involvement with school, and (d) demographic information about the respondents.

Instruments

Three instruments were used in this study. They were: Phi Delta

Kappa Individual Goal Rating Sheet, Phi Delta Kappa Individual Rating
of the Level of Performance of Current School Programs, and Question-
naire for Representative Community Committee.

Phi Delta Kappa Individual Goal Rating Sheet

The Individual Goal Rating Sheet was completed by both the teach-
ers and the community members. The ratings of the 18 goals by teachers
and community members were used to check similarity or dissimilarity in
the priority of goals.

Phi Delta Kappa Individual Rating of the
Level of Performance

Phi Delta Kappa Individual Rating of the Level of Performance was
administered to the teachers and community members. This form consisted
of the 18 goal statements and categories for rating them on a scale
from 1-15. The categories are: Extremely Poor (1-3), Poor (4-6), Fair,
But More Needs to Be Done (7-9), Leave As Is (10-12), and Too Much Is
Being Done (13-15).

Questionnaire for Representative Community
Committee

The Questionnaire for Representative Community Committee, developed
by the researcher, was a four part instrument covering (1) concerns
about school operation, (2) reciprocal accountability, (3) a measure of
involvement with the school, and (4) demographic data from the respon-
dents. Based on a review of the literature concerning educational ac-
countability, the questions were designed to gain information outside

the goal rating and performance rating of the PDK model. The question-
naire was revised to incorporate suggestions of the doctoral committee.
It was administered to a seminar of doctoral students in education to
check the validity and clarity of the items. Subsequently the instru-
ment was pretested with a community group involved in needs assessment
similar to the three groups used in the study. From the pretest it was
determined that items were easily understood, marked quickly, and con-
venient to score.

In part one of the questionnaire community members were asked to
respond to six statements dealing with concerns about school operations,
selecting answers which approximated their opinions. The responses pro-
vided information about areas (outside the PDK goal ranking and perfor-
mance rating) which community members felt needed improvement.

In the second part of the questionnaire community members responded
to seven statements dealing with reciprocal accountability of teachers
and community members by selecting answers which approximated their
opinions. The responses provided information as to how the community
members felt toward the concept of accountability for pupil performance.

In part three, the community members were asked to indicate past
and present involvement with the school by checking appropriate cate-
gories. Responses to this item provided information about past and pre-
sent involvement, or noninvolvement, of community members in the school
program.

In part four, the community members were asked to provide bio-
graphical information in four different categories. This data was used
to assess the representativeness of the community committees.

Statistical Treatment

Spearman rank order correlation was used to measure the relation-
ship between the expressed goals of teachers and the expressed goals of
community members. Spearman rho was appropriate because it measures
the degree of correlation between two sets of ranked data (12, p. 214).
The correlations were accepted as significant at the .05 level. A cor-
rection factor for tied ranks was used as described in Edwards (22, pp.
426-429).

Pearson product moment correlation was used to measure the rela-
tionship between perceived school performance as rated by teachers and
by community members. The median evaluation of each rank was used as
the basic data for the correlation. Pearson product moment correlation
(4) was selected because it is used to determine the degree of associa-
tion between two sets of paired numbers (8, p. 152). The correlations
were accepted as significant at the .05 level.

Data for questions three through five of the study are presented
in tabular form using percentages.

The original intention was to test the relationship between com-
munity members' involvement or noninvolvement with the school and
their satisfaction or dissatisfaction with school operations. Phi co-
efficient was to be used to measure this relationship. However, there
were too few community members who were not involved with the school,
past or present, to make such a test meaningful. The responses to ques-
tion six are presented in tabular form showing numbers in each category
of involvement.

Summary

The purpose of this study was to determine if a relationship exists between goal ranking for the schools by teachers and community members, and if a relationship exists between performance rating of these goals by teachers and community members. Additional information was sought from community members toward certain aspects of school operation, and accountability of school personnel and parents for pupil performance in school.

The three Oklahoma school districts were selected from a list of districts using the Phi Delta Kappa Model for Community and Professional Involvement. The three communities were differentiated by geographical location and number of teachers per school district. Within each school district, a representative community committee was selected under the direction of the superintendent. The community members and teachers of each school district were administered Phi Delta Kappa Individual Goal Rating Sheet, and Phi Delta Kappa Individual Rating of the Level of Performance of Current School Programs. The community members of each representative committee were also given the Questionnaire for Representative Community Committee.

Spearman rank order correlation was used to determine the relationship between the expressed goals of the teachers and the community members. To determine the relationship between perceived school performance as rated by the teachers and the community members, Pearson product moment correlation was used. Data from the Questionnaire for Representative Community Committee was presented in tabular form using

frequency percentages. Question six for study was deleted because there were too few community members who were not involved with the school.

CHAPTER IV

RESULTS OF THE STATISTICAL ANALYSIS

The population for this study consisted of three Oklahoma school
districts which differed in geographical locations and number of teach-
ers and students. From each population, a representative sample of
community members was selected under the direction of the school dis-
trict superintendent. Two school districts used random selection of
community members; the largest school districts used a stratified ran-
dom selection. In two of the school districts, the total number of
teachers participated in the goal ranking and performance rating of
goals; however, in the largest school district, a completely randomized
sample of teachers was selected.

Within each of the three school districts, the superintendent had
a tenure of more than five years, and school bonds had successfully
passed during the last five years. This evinced some stability in the
administrative leadership and public support of the schools.

The results of the statistical analysis are presented in this
chapter. Each question for study is repeated and the findings will
follow. Question six of the study was deleted because of numbers too
small for statistical analysis. The question was: "Is there a rela-
tionship between extent of involvement with the schools and the commun-
ity members' expressed satisfaction with school operations?" Complete
tables of biographical information from the community members appears

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in Appendix E. The findings will be presented in the following se-
quence: School District A, School District B, School District C, and
summary.

School District A

School district A, the largest of the three in the study, had ap-
proximately 6,000 students and 327 teachers. Oil refining was the main
industry of this medium sized Oklahoma town. This school district
chose a stratified random sample of sixty community members in order to
insure inclusion of ethnic members, educators, students, and former
students. A completely randomized sample of sixty teachers was selected
to participate in the study.

The community committee of school district A was 47 percent male
and 53 percent female. They reported the highest level of education
attained in the following percentages: some high school, 8; high school
graduate, 8; some college, 23; college graduate, 55; trade or business
school, 5. The occupation, according to the head of household, in-
cluded the following percentages: business and professional, 47; cleri-
cal and sales, 18; farm, 5; skilled labor, 17; and students, 13. It
appeared that the committee membership was skewed in favor of the col-
lege educated, and the business and professional persons.

Question 1. Is there a relationship between expressed goals of
the teachers and expressed goals of the community members?

Table I showed the correlation of median ranks of PDK goal state-
ments by teachers and community members. There was a high and positive
relationship between the rankings by both groups (r_s = .8978).

Table II allowed for closer inspection of ranking of goals by

TABLE I

CORRELATION OF MEDIAN RANKS OF THE PDK GOAL
STATEMENTS, RANKED BY TEACHERS AND
COMMUNITY MEMBERS OF SCHOOL
DISTRICT A

Goal	Teachers		Community Members	
Number	Median	Rank	Median	Rank
1	3	6.5	3	6.5
2	2	10.0	2	12.0
3	2	10.0	2	12.0
4	5	1.0	4	2.5
5	2	10.0	2	12.0
6	3	6.5	3	6.5
7	1	15.0	1	17.0
8	3	6.5	3	6.5
9	1	15.0	1	17.0
10	1	15.0	2	12.0
11	4	3.0	3	6.5
12	1	15.0	1	17.0
13	1	15.0	2	12.0
14	1	15.0	2	12.0
15	1	15.0	2	12.0
16	4	3.0	4	2.5
17	3	6.5	4	2.5
18	4	3.0	4	2.5

$N = 57$ $N = 61$

$r_s = .8978*$

$p < .01$

*Corrected for ties

See Appendix C for goal ranking procedure.

TABLE II

PERCENTAGE DISTRIBUTION OF GOAL RANKINGS
BY TEACHERS AND COMMUNITY MEMBERS IN
SCHOOL DISTRICT A

Goal Number	Rankings*					
	Teachers			Community Members		
	Low	Medium	High	Low	Medium	High
	%	%	%	%	%	%
1	12.28	63.16	24.56	11.48	54.10	34.43
2	49.12	42.11	8.77	31.15	50.82	18.03
3	35.09	54.39	10.53	39.34	47.54	13.11
4	5.26	36.84	57.89	1.64	22.95	75.41
5	24.56	56.14	19.30	36.07	52.46	11.48
6	10.53	61.40	28.07	8.20	44.26	47.54
7	63.16	26.32	10.53	59.02	36.07	4.92
8	10.53	61.40	28.07	14.75	45.90	39.34
9	54.39	35.09	10.53	50.82	36.07	13.11
10	38.60	49.12	12.28	55.74	37.70	6.56
11	10.53	49.12	40.35	6.56	39.34	52.46
12	56.14	40.35	3.51	83.61	11.48	4.92
13	47.37	47.37	5.26	59.02	34.43	6.56
14	43.86	49.12	7.02	50.82	39.34	9.84
15	40.35	45.61	14.04	50.82	39.34	9.84
16	5.26	36.84	54.39	6.56	37.70	55.74
17	5.26	42.11	52.63	11.48	40.98	44.26
18	7.02	35.09	57.89	4.92	32.79	62.30

N = 57 N = 61

*Rankings = Low (0-1) Medium (2-3) High (4-5)

teachers. The majority of teachers named the following goals as being of high priority:

4. Develop skills in reading, writing, speaking, and listening;

16. Develop pride in work and a feeling of self-worth;

18. Gain a general education.

The majority of teachers ranked three goals low in priority:

7. Understand and practice the skills of family living;

9. Develop skills to enter a specific field of work;

12. Learn how to use leisure time.

Table II provided a summary of ranking of goals by community members. Differing slightly in their ranking of the top goals, the majority of community members listed high priority goals as:

4. Develop skills in reading, writing, speaking, and listening;

11. Develop a desire for learning now and in the future;

12. Develop pride in work and feeling of self-worth;

18. Gain a general education.

Goals ranked low in priority by a majority of community members were:

7. Understand and practice the skills of family living;

9. Develop skills to enter a specific field of work;

10. Learn how to be a good manager of money, property and resources;

12. Learn how to use leisure time;

13. Practice and understand the ideas of health and safety.

14. Appreciate culture and beauty in the world;

15. Gain information needed to make job selections.

The majority of community members included seven goals in the low (0-1) category while the teachers named only three for that category.

Question 2. Is there a relationship between evaluations of school performance on goals by teachers and community members?

Table III presented the correlation of median evaluation of school performance on goal statements by teachers and community members. The relationship was high and positive (r = .7359). This correlation was higher than that achieved in either of the other two school districts.

Summaries were presented of the percentage distributions of evaluation of the school performance in Tables IV and V. These two tables allowed a closer comparison of the rating of school performance by teachers and community members. The two groups were quite similar. Only items 9 and 12 produced a difference of 15 or more percentage points, with more community members than teachers rating these goals as satisfactorily performed.

Question 3. Do community members express concerns about discipline, finance, teachers, and the educational program in their schools?

Table VI showed the responses to part one of the questionnaire dealing with concerns about school operation. In response to the question: "Overall, how well do you think your schools are doing in meeting the needs of children in this community?" 53 percent replied that the schools were doing an adequate job and 40 percent, excellent. The community members also expressed satisfaction with the teachers. Eighty-three percent of the sample felt that teachers were doing an adequate to excellent job. Generally the community members revealed strong satisfaction with the operation of their schools. To the question, "How well does your school communicate to community members about its academic program?" 48 percent responded fair to poor, indicating need for improvement. Item six showed that 78 percent of the

TABLE III

CORRELATION OF MEDIAN EVALUATION OF SCHOOL
PERFORMANCE ON PDK GOAL STATEMENTS AS
REPORTED BY TEACHERS AND COMMUNITY
MEMBERS IN SCHOOL DISTRICT A

Goal	Median Evaluation	
Number	Teachers	Community Members
1	9	9
2	10	10
3	9	9.5
4	9	9
5	9	9
6	9	9
7	10	10
8	9	9
9	9	10
10	9	9
11	9	8
12	10.5	11
13	10	10
14	11	10
15	9	9
16	9	8
17	9	8
18	10.5	10
	$N = 60$	$N = 60$
	$r = .7359$	
	$p < .01$	

TABLE IV

PERCENTAGE DISTRIBUTION OF EVALUATION OF
SCHOOL PERFORMANCE ON PDK GOAL STATE-
MENTS AS REPORTED BY TEACHERS
IN SCHOOL DISTRICT A

Goal	Performance Evaluation				
Number	I %	II %	III %	IV %	V %
1	0.00	0.00	5.00	63.33	31.66
2	1.66	1.66	8.33	31.66	56.66
3	0.00	1.66	6.66	41.66	50.00
4	0.00	0.00	20.00	43.33	36.66
5	0.00	3.33	8.33	43.33	45.00
6	0.00	1.66	11.66	51.66	35.00
7	3.33	5.00	11.66	30.00	50.00
8	1.66	0.00	10.00	56.66	31.66
9	0.00	0.00	10.00	41.66	45.00
10	5.00	1.66	8.33	48.33	36.66
11	0.00	1.66	13.33	51.66	33.33
12	13.33	3.33	5.00	30.00	48.33
13	3.33	0.00	1.66	40.00	55.00
14	3.33	1.66	1.66	28.33	65.00
15	5.00	1.66	8.33	43.33	41.66
16	0.00	0.00	23.33	50.00	26.66
17	1.66	3.33	16.66	58.33	20.00
18	0.00	1.66	3.33	21.66	73.33

N = 60

  I.   Too Much is Being Done
 II.   Extremely Poor
III.   Poor
 IV.   Fair, More Needs to be Done
  V.   Leave as is

TABLE V

PERCENTAGE DISTRIBUTION OF EVALUATION OF SCHOOL
PERFORMANCE ON PDK GOAL STATEMENTS AS
REPORTED BY COMMUNITY MEMBERS IN
SCHOOL DISTRICT A

Goal	Performance Evaluation				
Number	I	II	III	IV	V
	%	%	%	%	%
1	0.00	0.00	3.33	56.66	40.00
2	1.66	5.00	10.00	33.33	50.00
3	0.00	1.66	3.33	45.00	50.00
4	0.00	0.00	13.33	43.33	43.33
5	0.00	0.00	5.00	48.33	46.66
6	0.00	0.00	16.66	56.66	26.66
7	6.66	5.00	15.00	23.33	50.00
8	1.66	1.66	20.00	43.33	33.33
9	3.33	0.00	10.00	23.33	63.33
10	3.33	5.00	21.66	30.00	40.00
11	0.00	8.33	10.00	55.00	26.66
12	16.66	3.33	3.33	13.33	63.33
13	6.66	3.33	10.00	21.66	58.33
14	6.66	3.33	5.00	25.00	60.00
15	0.00	5.00	11.66	40.00	43.33
16	0.00	0.00	20.00	60.00	20.00
17	1.66	3.33	11.66	61.66	21.66
18	1.66	1.66	1.66	36.66	58.33

N = 60

  I. Too Much is Being Done
 II. Extremely Poor
III. Poor
 IV. Fair, More Needs to be Done
  V. Leave as is

TABLE VI

CONCERNS ABOUT SCHOOL OPERATION EXPRESSED BY
COMMUNITY MEMBERS IN SCHOOL DISTRICT A

Statement Number	Concern Expressed				
	Excellent	Adequate	Fair	Poor	No Answer
	%	%	%	%	%
1. Overall, how well do you think your schools are doing in terms of meeting the needs of children in this community?	40.00	53.33	6.66	0.00	0.00
2. How well do you think teachers in your schools are doing their job?	18.33	65.00	10.00	3.33	0.00
3. How would you rate pupil discipline in your schools?	18.33	48.33	28.33	3.33	0.00
4. How would you rate the extracurricular program provided for the children in your schools?	66.66	20.00	10.00	3.33	0.00
5. How well does your school communicate to community members about its academic program?	16.66	33.33	38.33	10.00	0.00
6. How well do you think that the schools are using the tax monies available to them?	38.33	40.00	15.00	6.66	0.00

N = 60

sample was satisfied with the school's use of tax monies.

Question 4. Do community members feel that parents have a responsibility to help improve the performance of pupils in their schools?

Table VII presented the responses of community members to reciprocal accountability statements. Seventy-five percent felt that parents should have more say about school matters such as teacher selection and retention. A majority of the respondents agreed with the statements that parents should participate in (a) the determination and enforcement of school rules for pupil behavior, and (b) in the determination of school curriculum. The community members were fairly evenly divided over the matter of holding administrators and teachers more accountable to the public for academic performance of pupils. Forty-one percent agreed with the statement, while 47 percent disagreed. However, 72 percent disagreed that administrators and teachers should be held more accountable for the behavior of pupils in school. The community members overwhelmingly supported the ideas of (a) giving time and assistance to improve the educational program, and (b) of assuming parental responsibility for the behavior of their children in school.

Question 5. To what extent have community members been involved with their schools in the past (prior to 1973-74), and what is the extent of their present involvement?

Information concerning involvement of community members with the schools was presented in Table VIII. Of the sixty community members, only eight persons had not been involved with the schools in the past or during 1973-74. The two most prevalent activities were: (a) assistance in school projects, and (b) membership in parent-teacher organization. The community members of school district A had the highest

TABLE VII

RESPONSE TO RECIPROCAL ACCOUNTABILITY ITEMS BY
COMMUNITY MEMBERS IN SCHOOL DISTRICT A

Statement Number		Response		
		Agree	Disagree	No Opinion
		%	%	%
1.	Parents should have more say about what goes on within the school on matters such as teacher selection and retention.	20.00	75.00	5.00
2.	Parents should have a part in determining and enforcing school rules for pupil behavior.	58.33	38.33	3.33
3.	Parents should have a part in determining the curriculum of the school.	51.66	45.00	3.33
4.	Teachers and administrators should be held more accountable to parents and the community for the academic performance of pupils in the schools.	41.66	46.66	11.66
5.	Parents and/or community members should be willing to give time and assistance to the school when it will help improve the educational program.	93.33	1.66	5.00
6.	Teachers and administrators should be held more accountable for the behavior of pupils in school.	25.00	71.67	3.33
7.	Parents should be held accountable for the behavior of their children in school.	88.33	6.66	5.00
		N = 60		

TABLE VIII

SCHOOL INVOLVEMENT OF COMMUNITY MEMBERS
IN SCHOOL DISTRICT A

Type	Past %	Present %
Member of Parent-Teacher Organization	48.33	36.67
Officer of Parent-Teacher Organization	31.67	13.33
Participated in Parent-Teacher Conferences	38.33	25.00
Room Mother	40.00	11.67
Volunteer Aide	15.00	10.00
Assisted in School Projects	50.00	10.00
Total Involved in Past or Present		86.67
Total Non-Involved in Past or Present		13.33
	N = 60	

percentage of community involvement with the assistance in school projects, and the highest overall percentage of community involvement with the schools.

School District B

School district B, smaller in population, size and wealth than school district A, was a consolidated rural district. The two major industries in the area were oil production and agriculture. The student population was approximately 950, and the number of teachers was 62.

The community committee of school district was 41 percent male and 59 percent female. They reported the highest level of education attained in the following percentages: grade school, 4; some high school, 19; high school graduate, 26; some college, 11; college graduate, 11; and trade or business school, 22. The occupations, according to the head of household, included the following percentages: business and professional, 30; clerical and sales, 11; farm, 22; skilled labor, 26; non-labor force, 4; and students, 7. It appeared that the community committee was representative of school district B.

Question 1. Is there a relationship between expressed goals of the teachers and expressed goals of the community members?

The correlation of median ranks of PDK goal statements by teachers and community members were shown in Table IX. There was a high and positive relationship of r_s = .8001

Table X provided for closer inspection of prioritization of goals by teachers and community members. The majority of teachers in school district B chose three goals as being of high priority. The goals

TABLE IX

CORRELATION OF MEDIAN RANKS OF THE PDK GOAL
STATEMENTS, RANKED BY TEACHERS AND
COMMUNITY MEMBERS OF SCHOOL
DISTRICT B

Goal	Teachers		Community Members	
Number	Median	Rank	Median	Rank
1	4	3.5	3	5.5
2	2	10.0	2	12.0
3	1	15.5	2	12.0
4	5	1.5	5	1.0
5	1	15.5	2	12.0
6	3	6.0	2	12.0
7	1	15.5	2	12.0
8	4	3.5	3	5.5
9	2	10.0	2	12.0
10	2	10.0	2	12.0
11	3	6.0	3	5.5
12	1	15.5	1	17.5
13	2	10.0	2	12.0
14	1	15.5	1	17.5
15	1	15.5	2	12.0
16	3	6.0	3	5.5
17	2	10.0	4	2.5
18	5	1.5	4	2.5

$$N = 54 \qquad N = 41$$

$$r_s = .8001*$$

$$p < .01$$

*Corrected for ties

See Appendix C for goal ranking procedure.

TABLE X

PERCENTAGE DISTRIBUTION OF GOAL RANKINGS
BY TEACHERS AND COMMUNITY MEMBERS IN
SCHOOL DISTRICT B

Goal Number	Rankings*					
	Teachers			Community Members		
	Low	Medium	High	Low	Medium	High
	%	%	%	%	%	%
1	9.26	46.30	44.44	14.63	29.27	56.10
2	46.30	37.04	16.67	48.78	26.83	24.39
3	42.59	53.70	3.70	51.22	34.15	14.63
4	1.85	27.78	70.37	12.20	12.20	75.61
5	27.78	57.41	14.81	56.10	36.59	7.32
6	24.07	50.00	25.93	29.27	31.71	39.02
7	38.89	50.00	11.11	56.10	29.27	14.63
8	3.70	51.85	44.44	31.71	17.07	51.22
9	38.89	50.00	14.81	31.71	41.46	26.83
10	40.74	51.85	7.41	48.78	34.15	17.07
11	18.52	53.70	27.78	24.39	31.71	43.90
12	59.26	33.33	7.41	63.41	21.95	14.63
13	38.89	53.70	7.41	46.34	46.34	7.32
14	55.56	35.19	9.26	65.85	24.39	9.76
15	44.44	46.30	9.26	51.22	34.15	12.20
16	11.11	62.90	25.93	21.95	51.22	26.83
17	9.26	35.19	55.56	7.32	46.34	46.34
18	16.67	25.93	57.41	14.63	17.07	68.29

N = 54   N = 41

*Rankings = Low (0-1) Medium (2-3) High (4-5)

were:

    4. Develop skills in reading, writing, speaking, and listening;

  17. Develop good character and self-respect;

  18. Gain a general education.

The following four goals were ranked low in priority by a majority of teachers:

    2. Learn how to respect and get along with people who think, dress and act differently;

  12. Learn to use leisure time;

  14. Appreciate culture and beauty in the world;

  15. Gain information needed to make job selections.

The majority of community members ranked three goals high in priority. These goals were:

    1. Learn how to be a good citizen;

    8. Learn to respect and get along with people with who we work and live;

  18. Gain a general education.

A majority of community members ranked six goals low in priority as compared to three goals ranked low by the teachers. Those goals ranked low by community members were:

    3. Learn about and try to understand the changes that take place in the world;

    5. Understand and practice democratic ideas and ideals;

    7. Understand and practice the skills of family living;

  12. Learn how to use leisure time;

  14. Appreciate culture and beauty in the world;

  15. Gain information needed to make job selections.

Question 2. Is there a relationship between evaluations of school performance on goals by teachers and community members?

Table XI presented the correlation of median evaluation of school performance by teachers and community members. The relationship was a moderate but positive $r = .4315$. Of all three school districts, this correlation on performance on goals was the lowest.

The differences in rating were presented in summary tables of percentage distributions of evaluation (Tables XII and XIII). Community members tended to rate as satisfactorily performed those goals which they had ranked low in priority. None of the eighteen goals received a satisfactory rating by a majority of the teachers, while four goals were rated as satisfactory by a majority of the community members. In the category I, "Too Much Is Being Done," some community members placed two of the goals, whereas teachers placed seven goals in this category. The community members rated the performance of most of the goals in categories III, IV and V, while the teachers used all five categories.

Question 3. Do community members express concerns about discipline, finance, teachers, and the educational program in their schools?

Table XIV presented frequency distributions of community concerns toward school operation. Sixty-three percent of the community members felt that the schools were meeting the needs of children adequately, and 7 percent felt the schools were doing an excellent job. Likewise, 78 percent of the community members responded that the teachers were doing an adequate to excellent job. However, there was some criticism evident in statement three. The responses were fairly evenly divided between those who felt that pupil discipline should be improved and those who felt that pupil discipline was adequate or excellent.

TABLE XI

CORRELATION OF MEDIAN EVALUATION OF SCHOOL
PERFORMANCE ON PDK GOAL STATEMENTS AS
REPORTED BY TEACHERS AND COMMUNITY
MEMBERS IN SCHOOL DISTRICT B

Goal Number	Median Evaluation	
	Teachers	Community Members
1	8	9
2	9	10
3	8	9
4	9	9
5	9	10
6	8	9
7	8	10
8	9	9
9	8	9
10	8	9
11	8	9
12	9	9
13	9	10
14	9	10
15	8	8
16	8	9
17	7	9
18	9	9
	N = 54	N = 31
	$r = .4315$	
	$p < .05$	

TABLE XII

PERCENTAGE DISTRIBUTION OF EVALUATION OF
SCHOOL PERFORMANCE ON PDK GOAL STATE-
MENTS AS REPORTED BY TEACHERS
IN SCHOOL DISTRICT B

Goal	Performance Evaluation				
Number	I	II	III	IV	V
	%	%	%	%	%
1	0.00	0.00	14.04	56.14	29.82
2	0.00	1.75	10.53	49.12	38.60
3	1.75	1.75	14.04	57.89	24.56
4	0.00	1.75	12.28	45.61	40.35
5	0.00	1.75	10.53	50.88	36.84
6	0.00	3.50	21.05	49.12	26.32
7	1.75	3.50	24.56	35.09	35.09
8	0.00	7.01	14.04	40.35	38.60
9	0.00	0.00	29.82	45.61	24.56
10	1.75	5.26	26.32	47.37	19.30
11	0.00	0.00	29.82	52.63	17.54
12	5.26	1.75	19.30	31.58	42.11
13	1.75	1.75	3.50	49.12	43.86
14	0.00	5.26	19.30	31.58	43.86
15	0.00	0.00	17.54	50.88	31.58
16	1.75	5.26	14.04	63.16	15.79
17	1.75	1.75	29.82	52.63	14.04
18	0.00	0.00	10.53	45.61	43.86

N = 54

  I. Too Much is Being Done
 II. Extremely Poor
III. Poor
 IV. Fair, More Needs to be Done
  V. Leave as is

TABLE XIII

PERCENTAGE DISTRIBUTION OF EVALUATION OF SCHOOL
PERFORMANCE ON PDK GOAL STATEMENTS AS
REPORTED BY COMMUNITY MEMBERS IN
SCHOOL DISTRICT B

Goal	Performance Evaluation				
Number	I	II	III	IV	V
	%	%	%	%	%
1	0.0	0.0	9.68	48.39	41.94
2	0.0	6.45	12.90	29.03	51.61
3	0.0	6.45	6.45	41.94	45.16
4	0.0	3.23	12.90	35.48	48.39
5	3.23	3.23	6.45	35.48	51.61
6	0.0	0.0	12.90	64.52	22.58
7	0.0	9.68	16.13	22.58	51.61
8	0.0	3.23	6.45	51.61	38.71
9	0.0	3.23	16.13	48.39	32.26
10	0.0	3.23	19.35	45.16	32.26
11	0.0	3.23	9.68	54.84	32.26
12	3.23	0.0	19.35	32.26	45.16
13	0.0	0.0	0.0	29.03	70.97
14	0.0	3.23	6.45	45.16	45.16
15	0.0	6.45	19.35	38.71	35.48
16	0.0	0.0	12.90	61.29	25.81
17	0.0	0.0	9.68	70.97	19.35
18	0.0	0.0	0.0	64.52	35.48

N = 31

I. Too Much is Being Done
II. Extremely Poor
III. Poor
IV. Fair, More Needs to be Done
V. Leave as is

TABLE XIV

CONCERNS ABOUT SCHOOL OPERATION EXPRESSED BY
COMMUNITY MEMBERS IN SCHOOL DISTRICT B

Statement Number		Concern Expressed				
		Excellent	Adequate	Fair	Poor	No Answer
		%	%	%	%	%
1.	Overall, how well do you think your schools are doing in terms of meeting the needs of children in this community?	7.41	62.96	25.93	0.00	3.70
2.	How well do you think teachers in your schools are doing their job.	18.52	59.26	22.22	0.00	0.00
3.	How would you rate pupil discipline in your schools?	11.11	37.04	44.44	7.41	0.00
4.	How would you rate the extracurricular program provided for the children in your schools?	48.15	37.04	11.11	0.00	3.70
5.	How well does your school communicate to community members about its academic program?	7.41	29.63	55.56	7.41	0.00
6.	How well do you think that the schools are using the tax monies available to them?	14.81	48.15	37.04	0.00	0.00

N = 27

Dissatisfaction was expressed in regard to school communication to the public about the academic program. Sixty-three percent rate the school fair to poor on this item.

Question 4. Do community members feel that parents have a responsibility to help improve the performance of pupils in their schools?

Table XV showed the frequency distributions of responses of community members toward reciprocal accountability. The majority of community members disagreed with the statement that parents should have more say about teacher selection and retention; however, they gave strong support to the remaining statements. In terms of accountability, the community members felt that parents should (a) participate in determining school rules for pupil behavior, (b) participate in school curriculum, and (c) willingly assist the school to improve its educational program. Ninety-three percent of the community members felt that parents should be accountable for the behavior of their own children in school. Sixty-three percent felt that teachers and administrators should be held more accountable to parents and the community for the academic performance of pupils. On the other hand, 67 percent also agreed that teachers and administrators should be held more accountable for the behavior of pupils in school. Thus, while the community members indicated they wanted to have more input to the school system, with the exception of teacher selection and retention, they strongly agreed that teachers and administrators should be held more accountable for academic performance and behavior of pupils in school.

Question 5. To what extent have community members been involved with their schools in the past (prior to 1973-74), and what is the extent of their present involvement?

TABLE XV

RESPONSE TO RECIPROCAL ACCOUNTABILITY ITEMS BY
COMMUNITY MEMBERS IN SCHOOL DISTRICT B

Statement Number		Response		
		Agree	Disagree	No Opinion
		%	%	%
1.	Parents should have more say about what goes on within the school on matters such as teacher selection and retention.	29.63	62.96	7.41
2.	Parents should have a part in determining and enforcing school rules for pupil behavior.	74.07	25.93	0.00
3.	Parents should have a part in determining the curriculum of the school.	70.37	22.22	7.41
4.	Teachers and administrators should be held more accountable to parents and the community for the academic performance of pupils in the schools.	66.66	29.63	3.70
5.	Parents and/or community members should be willing to give time and assistance to the school when it will help improve the educational program.	88.89	3.70	7.41
6.	Teachers and administrators should be held more accountable for the behavior of pupils in school.	66.67	22.22	11.11
7.	Parents should be held accountable for the behavior of their children in school.	92.59	3.70	3.70

N = 27

Information concerning involvement of community members with the
school was presented in Table XVI. Seventy percent of the sample had
been involved in some type of school activity prior to and/or during
the 1973-74 year. Community members had participated in more school
activities in the past than during the current year. The two most pre-
valent activities were (a) parent-teacher conferences and (b) assist-
ing in school projects.

School District C

School district C was centered in a small agricultural community.
The consolidated district had approximately 743 students and 40
teachers.

The community committee of school district C was 32 percent male
and 68 percent female. They reported the highest level of education
attained in the following percentages: grade school, 3; some high
school, 8; high school graduate, 27; some college, 30; college graduate,
22; trade or business school, 11. The occupations, according to the
head of household, included the following percentages: business and
professional, 19; clerical and sales, 19; farm, 5; skilled labor, 30;
unskilled labor, 11; non-labor force, 3; students, 11. It appeared
that the community committee was representative of school district C.

Question 1. Is there a relationship between expressed goals of
the teachers and expressed goals of the community members?

Table XVII showed the correlation of median ranks of PDK goal
statements by teachers and community members. The relationship was a
high and positive r_s = .8696.

Table XVIII allowed for closer inspection of ranking of goals by

TABLE XVI

SCHOOL INVOLVEMENT OF COMMUNITY MEMBERS
IN SCHOOL DISTRICT B

Type	Past %	Present %
Member of Parent–Teacher Organization	25.93	14.81
Officer of Parent–Teacher Organization	11.11	0.00
Participated in Parent–Teacher Conferences	33.33	22.22
Room Mother	18.52	3.70
Volunteer Aide	18.52	11.11
Assisted in School Projects	33.33	18.52
Total Involved in Past or Present		70.37
Total Non–Involved in Past or Present		29.63
	N = 27	

TABLE XVII

CORRELATION OF MEDIAN RANKS OF THE PDK GOAL
STATEMENTS, RANKED BY TEACHERS AND
COMMUNITY MEMBERS OF SCHOOL
DISTRICT C

Goal Number	Teachers		Community Members	
	Median	Rank	Median	Rank
1	3	7.0	3	5.5
2	2	12.5	2	12.0
3	2	12.5	2	12.0
4	4	2.0	4	1.5
5	2	12.5	2	12.0
6	3	7.0	3	5.5
7	1	17.5	1	17.5
8	4	2.0	3	5.5
9	2	12.5	2	12.0
10	2	12.5	2	12.0
11	3	7.0	3	5.5
12	2	12.5	1	17.0
13	2	12.5	2	12.0
14	2	12.5	1	17.0
15	1	17.5	2	12.0
16	4	2.0	3	5.5
17	3.5	4.5	4	1.5
18	3.5	4.5	3	5.5

N = 32   N = 41

r_s = .8696*

p < .01

*Corrected for ties

See Appendix C for goal ranking procedure.

TABLE XVIII

PERCENTAGE DISTRIBUTION OF GOAL RANKINGS
BY TEACHERS AND COMMUNITY MEMBERS IN
SCHOOL DISTRICT C

Goal Number	Rankings*					
	Teachers			Community Members		
	Low	Medium	High	Low	Medium	High
	%	%	%	%	%	%
1	12.50	75.00	12.50	9.76	53.66	36.59
2	34.38	50.00	15.63	31.71	51.22	9.76
3	40.63	46.88	12.50	17.07	75.61	7.32
4	3.13	25.00	71.88	2.44	36.59	60.98
5	15.63	78.13	6.25	39.02	51.22	9.76
6	15.63	56.25	28.13	19.51	34.15	46.34
7	59.38	37.50	3.13	63.41	34.14	2.44
8	0.00	31.25	68.75	12.20	78.05	31.71
9	37.50	53.13	9.38	36.59	48.78	14.63
10	46.88	50.00	3.13	34.15	58.54	7.32
11	9.38	59.38	31.25	7.32	48.78	43.90
12	46.88	46.88	6.25	78.05	19.51	2.44
13	46.88	50.00	3.13	36.59	56.10	7.32
14	46.88	46.88	6.25	68.29	24.40	7.32
15	56.25	37.50	6.25	21.95	56.10	21.95
16	0.00	43.75	56.25	7.32	63.41	29.27
17	3.13	46.88	50.00	2.44	46.34	51.22
18	15.63	34.38	50.00	14.63	36.59	48.78

N = 32   N = 41

*Rankings = Low (0-1)   Medium (2-3)   High (4-5)

teachers and community members. The majority of teachers named the
following goals as being of high priority:

4. Develop skills in reading, writing, speaking, and listening;

8. Learn to respect and get along with people with whom we work
   and live;

16. Develop pride in work and a feeling of self-worth;

17. Develop good character and self-respect;

18. Gain a general education.

The following two goals were ranked low in priority by a majority of
the teachers:

7. Understand and practice the skills of family living;

15. Gain information needed to make job selections.

The majority of community members ranked two goals high in
priority:

4. Develop skills in reading, writing, speaking, and listening;

17. Develop good character and self-respect.

The following three goals were ranked low in priority by a majority of
the community members:

7. Understand and practice the skills of family living;

12. How to use leisure time;

14. Appreciate culture and beauty in the world.

Question 2. Is there a relationship between evaluations of school
performance on goals by teachers and community members?

Table XIX presented the correlation of median evaluations of
school performance by teachers and community members. The relationship
was moderate and positive ($r = .5835$). Community members generally
rated performance higher than did teachers. Only for number 15, "Gain

TABLE XIX

CORRELATION OF MEDIAN EVALUATION OF SCHOOL
PERFORMANCE ON PDK GOAL STATEMENTS AS
REPORTED BY TEACHERS AND COMMUNITY
MEMBERS IN SCHOOL DISTRICT C

Goal Number	Median Evaluation	
	Teachers	Community Members
1	8	9
2	8.5	9
3	8.5	10
4	9	9
5	9	9
6	8	8
7	9.5	11
8	8	9
9	9	10
10	9	10
11	7	8
12	9	11
13	10	10
14	10	10
15	10	9
16	8	8
17	7	9
18	9	9
	N = 32	N = 37
	r = .5835	
	$p < .01$	

information needed to make job selections," did the community members

rate performance lower than the teachers did.

Summaries of the ratings of performance on goals by teachers and

community members were presented in Tables XX and XXI. A majority of

teachers indicated three goals were performed satisfactorily while a

majority of community members indicated that seven goals were satis-

factorily performed. Seventy-eight percent of the community members

felt that the school's performance on goal 11 was poor; 11 percent

rated performance extremely poor. This goal pertained to the desire

for learning now and in the future. On the same goal, the teachers

rated the school's performance as fair, 53 percent; poor, 31 percent;

and extremely poor, 3 percent.

Question 3. Do community members express concerns about disci-

pline, finance, teachers, and the educational program in their schools?

Table XXII presented the responses of community members toward

concerns about school operation. The findings can be summarized as

follows. In response to the question: "Overall, how well do you think

your schools are doing in terms of meeting the needs of children in

this community?" 70 percent of the sample answered adequate to excel-

lent. Seventy-nine percent felt that the extracurricular programs pro-

vided by the schools were adequate to excellent. However, on the four

concerns a majority of community members expressed dissatisfaction. On

pupil discipline, 57 percent felt that improvement was needed; 19 per-

cent felt that much improvement was needed. Seventy-two percent ex-

pressed the opinion that the schools do not adequately communicate to

the community about the academic program. Two areas received criticism,

although the responses were more evenly divided. Fifty-one percent felt

TABLE XX

PERCENTAGE DISTRIBUTION OF EVALUATION OF
SCHOOL PERFORMANCE ON PDK GOAL STATE-
MENTS AS REPORTED BY TEACHERS
IN SCHOOL DISTRICT C

Goal	Performance Evaluation				
Number	I %	II %	III %	IV %	V %
1	0.00	0.00	9.38	75.00	15.63
2	0.00	3.13	15.63	43.75	37.50
3	0.00	3.13	28.13	37.50	31.25
4	0.00	3.13	12.50	56.23	28.13
5	0.00	0.00	18.75	43.75	37.50
6	0.00	3.13	28.13	50.00	18.75
7	3.13	3.13	12.50	34.38	46.88
8	0.00	3.13	25.00	65.63	6.25
9	0.00	0.00	3.13	50.00	46.88
10	0.00	6.25	15.63	31.25	46.88
11	0.00	3.13	31.25	53.13	12.50
12	3.13	3.13	12.50	43.75	37.50
13	3.13	0.00	6.25	25.00	65.63
14	0.00	12.50	12.50	21.88	53.13
15	0.00	3.13	15.63	25.00	56.25
16	0.00	3.13	28.13	53.13	15.63
17	0.00	0.00	28.13	68.75	3.13
18	0.00	0.00	3.13	50.00	46.88

N = 32

I. Too Much is Being Done
II. Extremely Poor
III. Poor
IV. Fair, More Needs to be Done
V. Leave as is

TABLE XXI

PERCENTAGE DISTRIBUTION OF EVALUATION OF SCHOOL
PERFORMANCE ON PDK GOAL STATEMENTS AS
REPORTED BY COMMUNITY MEMBERS IN
SCHOOL DISTRICT C

Goal	Performance Evaluation				
Number	I	II	III	IV	V
	%	%	%	%	%
1	0.00	5.41	2.70	43.24	48.65
2	0.00	2.70	8.11	43.24	45.95
3	2.70	0.00	2.70	37.84	56.76
4	2.70	0.00	5.41	54.05	37.84
5	0.00	2.70	0.00	48.65	48.65
6	0.00	0.00	13.51	59.46	21.62
7	8.11	0.00	2.70	24.32	59.46
8	0.00	2.70	8.11	48.65	40.54
9	0.00	2.70	8.11	35.14	54.05
10	2.70	0.00	13.51	32.43	51.35
11	0.00	0.00	10.81	78.38	10.81
12	16.22	0.00	5.41	16.22	62.16
13	0.00	0.00	10.81	35.14	54.05
14	5.41	0.00	10.81	24.32	59.46
15	2.70	5.41	8.11	43.24	40.54
16	2.70	2.70	16.22	59.46	18.92
17	2.70	0.00	18.92	59.46	18.92
18	2.70	0.00	13.51	59.46	18.92

N = 37

  I. Too Much is Being Done
 II. Extremely Poor
III. Poor
 IV. Fair, More Needs to be Done
  V. Leave as is

TABLE XXII

CONCERNS ABOUT SCHOOL OPERATION EXPRESSED BY
COMMUNITY MEMBERS IN SCHOOL DISTRICT C

Statement Number		Concern Expressed				
		Excellent	Adequate	Fair	Poor	No Answer
		%	%	%	%	%
1.	Overall, how well do you think your schools are doing in terms of meeting the needs of children in this community?	10.81	59.45	29.72	0.00	0.00
2.	How well do you think teachers in your schools are doing their job.	10.81	35.14	51.35	2.70	0.00
3.	How would you rate pupil discipline in your schools?	2.70	8.11	56.76	18.92	0.00
4.	How would you rate the extracurricular program provided for the children in your schools?	29.73	48.65	21.62	0.00	0.00
5.	How well does your school communicate to community members about its academic program?	2.70	27.02	56.26	16.22	2.70
6.	How well do you think that the schools are using the tax monies available to them?	10.81	37.84	45.95	5.41	0.00

N = 37

that teachers were doing a fair job compared to 35 percent who felt

that teachers were doing an adequate job. Opinion was evenly divided

over the issue of the schools' use of tax monies. Forty-nine percent

indicated the schools were using the tax monies satisfactorily, while

51 percent indicated dissatisfaction with the schools' use of tax

monies.

Question 4. Do community members feel that parents have a respon-

sibility to help improve the performance of pupils in their schools?

Table XXIII showed the responses of community members toward re-

ciprocal accountability statements. Fifty-four percent of the sample

responded that parents should have more say on school matters such as

teacher selection and retention. The majority of respondents did not

support statements 2 and 3 which dealt with parental participation in

(a) determination of school rules for pupil behavior and (b) determina-

tion of school curriculum. Community members strongly agreed that

teachers and administrators should be held more accountable for acade-

mic performance of pupils, and for the behavior of pupils. Community

members overwhelmingly (95 percent) expressed willingness to assist

the school in the improvement of the educational program. Eighty-four

percent of the respondents held parents to be accountable for the be-

havior of their own children in school.

Question 5. To what extent have community members been involved

with their schools in the past (prior to 1973-74), and what is the ex-

tent of their present involvement?

Table XXIV presented information about past and present involve-

ment in school activities by community members. Of thirty-seven re-

spondents, only eight had not participated in any school activities

TABLE XXIII

RESPONSE TO RECIPROCAL ACCOUNTABILITY ITEMS BY
COMMUNITY MEMBERS IN SCHOOL DISTRICT C

Statement Number	Response		
	Agree	Disagree	No Opinion
	%	%	%
1. Parents should have more say about what goes on within the school on matters such as teacher selection and retention.	54.05	37.84	8.11
2. Parents should have a part in determining and enforcing school rules for pupil behavior.	45.96	54.05	0.00
3. Parents should have a part in determining the curriculum of the school.	32.43	45.96	21.62
4. Teachers and administrators should be held more accountable to parents and the community for the academic performance of pupils in the schools	67.57	21.62	10.81
5. Parents and/or community members should be willing to give time and assistance to the school when it will help improve the educational program.	94.59	2.70	2.70
6. Teachers and administrators should be held more accountable for the behavior of pupils in school.	72.97	18.92	8.11
7. Parents should be held accountable for the behavior of their children in school.	83.78	10.81	5.41
	N = 37		

TABLE XXIV

SCHOOL INVOLVEMENT OF COMMUNITY MEMBERS
IN SCHOOL DISTRICT C

Type	Past	Present
	%	%
Member of Parent-Teacher Organization	13.51	*
Officer of Parent-Teacher Organization	*	*
Participated in Parent-Teacher Conferences	43.24	37.83
Room Mother	13.51	2.70
Volunteer Aide	8.11	13.51
Assisted in School Projects	37.84	27.03
Total Involved In Past or Present		78.38
Total Non-Involvement Past or Present		21.62
	N = 37	

*Organization not functioning.

prior to or including the 1973-74 school year. There seemed to have
been slightly more participation in school activities in the past. It
should be noted, however, that the parent-teacher organization was not
operative this year. The most prevalent types of school involvement
were: (a) parent-teacher conferences and (b) assistance in school
projects.

Summary

The purpose of this study was to determine how similar were teach-
ers and community members on ranking of goals for their schools, and
ratings of performance on those goals. Also examined were attitudes
of community members toward certain aspects of school operation, and
accountability of school personnel and parents for pupil performance
in school.

In each of the three school districts, a high and positive corre-
lation was found between the ranking of educational goals by teachers
and community members. Likewise, a moderate to high correlation was
found for each of the school districts between the rating of perfor-
mance on these goals by teachers and community members. Even though
the correlations between the goal rankings of teachers and community
members were high, there were interesting variations of rankings among
the three school districts. School district A had a high and positive
correlation, while school districts B and C had moderate and positive
correlations. The community members tended to rate performance higher
than teachers on most of the goals.

Community members expressed concerns about school operation.
General criticism was expressed toward the schools' communication to

the public about the academic program. Another major criticism had to do with pupil discipline in the schools. The community members of school districts B and C indicated a large amount of dissatisfaction with pupil discipline. The areas of greatest satisfaction with school operation were: (a) general agreement that schools were meeting the needs of the children in the community, and (b) general approval of the extracurricular program of the schools. Community members of school district C expressed a large amount of dissatisfaction with (a) the job teachers were doing in their schools, and (b) moderate disapproval of the schools' use of tax monies. Community members of school districts A and B strongly approved of the job teachers were doing in their schools, and the schools' use of tax monies.

Community members expressed their opinions toward reciprocal accountability statements. Two statements were overwhelmingly supported by all three community groups. These statements concerned: (a) parental willingness to give time and assistance to help improve the educational program, and (b) parental accountability for the behavior of their children in school. The majority of community members in school districts A and B disagreed with the statement that parents should have more of a say on teacher selection and retention, whereas a majority of community members in school district C agreed with the statement. On the matter of parental input in determination of school rules for pupil behavior, community members in school districts A and B supported the idea, while community members in school district C rejected it. On a similar item, community members of school districts A and B felt that parents should have more of a say about school curriculum, whereas community members in school district C did not form a majority opinion on

this statement. Community members in school districts B and C responded that teachers and administrators should be held more accountable for academic performance of pupils, while 47 percent of community members of district A disagreed with the statement and 12 percent held no opinion. The same two community groups (A and B) felt that teachers and administrators should be held more accountable for pupil behavior, while a large majority of community members in school district A disagreed.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview

The public schools have frequently been criticized for not adequately reflecting the goals which their communities have for their schools, and that the schools' performance on these goals is inadequate. The implementation of recent accountability legislation in Oklahoma has provided a unique opportunity to document the ranking of educational goals by teachers and community members, and the rating of school performance on goals by teachers and community members.

This study sought to determine if a relationship existed between rankings of goals for the schools by teachers and community members, and if a relationship existed between performance of the schools on these goals as perceived by teachers and community members in three Oklahoma school districts. Attitudes of community members toward certain aspects of school operation, and reciprocal accountability for pupil performance in school were examined in order to detect satisfaction or dissatisfaction aside from the goal ranking and performance rating.

Findings

The findings of this study were:

1.   In all three school districts, there were strong and positive relationships between expressed goals of the teachers and expressed goals of the community members.

2.   There were moderate to high and positive relationships between evaluations of school performance on goals by teachers and community members. The relationships were moderate in school districts B and C, while the relationship was high in school district A. In most in-stances, the community members rated performance on goals higher than teachers.

3.   There was general agreement among community members that schools are meeting the educational needs of their children in their communities.

4.   General approval was expressed with extracurricular programs of the schools.

5.   General criticism was expressed toward the schools' communi-cation to the public concerning the academic program of the schools.

6.   Two of the three school districts (B, C) indicated a large amount of dissatisfaction with pupil discipline.

7.   Two school districts (A, B) were very satisfied with the job teachers were doing in the schools, while one district (C) expressed a large amount of dissatisfaction.

8.   Community members of two school districts (A, B) were satisfied with the schools' use of tax monies, while in one school district (C) a majority of community members indicated dissatisfaction.

9.   A majority of community members in two school districts (A, B) disagreed that parents should have more to say about school matters such as teacher selection and retention, whereas a majority of

community members in school district C agreed with the statement.

10. Community members in two school districts (A, B) felt that parents should participate in the determination and enforcement of school rules for pupil behavior, however one school district (C) disagreed with this view.

11. Community members in two school districts (A, B) concurred that parents should participate in school curriculum decisions. Community members in one school district (C) were divided on this issue and there was no simple majority opinion.

12. Community members in two school districts (B, C) felt that educators should be held more accountable to the public for the academic performance of pupils, while in one school district (A) 47 percent disagreed with the statement and 12 percent held no opinion.

13. Community members of all three school districts overwhelmingly supported the idea of parent and community member assistance to help improve the educational program of the school.

14. Community members in two school districts (B, C) felt that teachers and administrators should be held more accountable for pupil behavior, while a large majority of community members in one school district (A) disagreed.

15. Community members of the three school districts overwhelmingly supported the idea of parental accountability for their own children's behavior in school.

Discussion of the Findings and Conclusions

The conclusions which can be drawn from this study should be considered in light of several factors. Included among the factors to be

considered are: (a) the findings of this study can be generalized only to the three school districts involved, (b) the findings of this study present some question as to whether or not a truly random selection of community members occurred since an examination of biographical information showed disproportionate representation for college educated, and business and professional persons in school district A. Since the researcher was unable to personally supervise the selection process this factor should be considered when drawing conclusions.

Based on the findings of this study, the following conclusions are made:

1. There was general satisfaction that the schools are doing a good job of educating the children. However, dissatisfaction was expressed about certain aspects of school operations, particularly the amount of information about the academic program which is available to community members. School officials and teachers should make more effort to keep the patrons better informed about the academic program of their schools.

2. Community members were concerned about pupil discipline. They indicated that teachers and administrators should be more accountable for pupil discipline, and that parents should be responsible for the behavior of their children in school. The emphasis on parental responsibility for behavior of their own children can provide a basis for cooperation between school and parents on problems of pupil discipline.

3. Community members were generally satisfied with the schools' use of their tax monies. In only one district was there moderate dissatisfaction on this question. This finding, considered with the one regarding desire for information about academic programs, indicates

that taxpayers are interested in how their taxes are used. To assure
community financial support for school programs, school officials
should endeavor to keep the citizens informed about school performance,
new programs, and other school matters.

4. Community members expressed a desire to be more involved with
their schools. They indicated willingness to give time and assistance
to improve the educational program of the schools. Administrators and
teachers in these three districts have an opportunity to build a
broader base of public support by involving more citizens in meaning-
ful activities in the schools.

Recommendations For Further Study

1. Study the same three school districts through the next two
phases of the Oklahoma accountability statute. Such a study could
focus on the question of whether the accountability legislation will
actually lead to greater community imput into the school program.

2. A longitudinal study of school districts to measure change of
parental attitudes toward the schools during the three year cycle of
the Oklahoma accountability statute. The purpose of such a study would
be to determine the impact of accountability on community attitudes.

3. A thorough study of parental satisfaction or dissatisfaction
with the schools as related to their involvement or non-involvement
with the school program.

4. Replicate the present study including urban school districts
in order to determine whether the findings of the present study would
be confirmed using a more heterogenous population.

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APPENDIX A

OKLAHOMA ACCOUNTABILITY RESOLUTION

Resolution

ENROLLED HOUSE CONCURRENT
RESOLUTION NO. 1027

BY: BOATNER of the House

and

HOWELL of the Senate

A CONCURRENT RESOLUTION REQUESTING THAT THE STATE
DEPARTMENT OF EDUCATION PROVIDE REGULATIONS WITHIN
ITS ACCREDITATION PROCESSES FOR THE IMPLEMENTATION
OF AN EDUCATIONAL ACCOUNTABILITY PROGRAM; PROVIDING
FOR A NEEDS ASSESSMENT; PROVIDING FOR A SYSTEMATIC
PLAN FOR MEETING STUDENT NEEDS; PROVIDING FOR
ANNUAL EVALUATION; PROVIDING FOR TRAINING; AND
DIRECTING DISTRIBUTION.

WHEREAS, every individual has educational needs which are
unique; and

WHEREAS, each school has its own special needs and
characteristics based upon its student body and community; and

WHEREAS, financial resources of any community, state, and
nation are limited and must be allocated on a priority basis, and
educational programs must be designed to obtain optimum economic
efficiency; and

WHEREAS, the educational system should be developed by making
choices among alternatives in the face of limited resources; and

WHEREAS, the system for education at all levels should be
responsive to the needs of the society of which the school is a
part; and

WHEREAS, the system for education sould be alert to the
changing needs of the students in a dynamic society with rapidly
changing values; and

WHEREAS, the system cannot ignore the future as though the
future is to be the same as today; and

WHEREAS, the system should provide for an analysis and
evaluation of consequences of educational actions, alternatives,

choices, and actions; and

WHEREAS, the system for education should be accountable for the use made of the resources allocated to it by the public; and

WHEREAS, the system for education should make decisions effecting the educational process which advances or impedes student progress based upon sound management and systems operation processes; and

WHEREAS, each of these reasons for instituting an educational accountability program is logical as well as compelling; and

WHEREAS, a systematic process involving careful planning and effective management should provide worthwhile solutions to the educational problems of the state.

NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES OF THE 1ST SESSION OF THE 34TH OKLAHOMA LEGISLATURE, THE SENATE CONCURRING THEREIN:

SECTION 1. That the Oklahoma Department of Education be hereby requested to provide regulations within its accreditation process for the implementation of an educational accountability program.

SECTION 2. That each school district that wishes state accreditation shall initiate a systemwide needs assessment involving all grades under its jurisdiction.

SECTION 3. That the needs assessment shall be undertaken by the local school staff in compliance with general direction and guidelines developed by the State Department of Education.

SECTION 4. That a systems analysis process including goals and objectives shall be utilized to plan the instructional program to fit the needs of the students of said district.

SECTION 5. That the needs assessment shall involve local patrons as well as school staff members of said district and shall encompass all of the curriculum areas at each grade level.

SECTION 6. That an evaluation shall be designed and conducted

annually to determine whether or not and to what extent the
objectives are being met.

SECTION 7. That the State Department of Education shall hold
inservice training sessions for administrators, local school staff,
and others involved to effect changes in the accreditation process.
Furthermore, that these meetings shall be held periodically in
planning regions throughout the State of Oklahoma.

SECTION 8. That duly authenticated copies of this Resolution
be forwarded to Dr. Leslie Fisher, State Superintendent of Public
Instruction, and each member of the State Board of Education.

Adopted by the House of Representatives the 13th day of March,
1973.

W. P. Willis
————————— Speaker   of the House of
                               Representatives.

Adopted by the Senate the 15th day of March, 1973.

James E. Hamilton
—————————————————— President of the Senate.

APPENDIX B

FURTHER ACCOUNTABILITY REGULATIONS

Amendment to Rules and Regulations
Annual Bulletin for Elementary and Secondary Schools, No. 113-R
Hearing Held - Approved

FURTHER ACCOUNTABILTTY REGULATIONS

The primary purpose for the accreditation of the public schools in Oklahoma is
to insure that each boy and girl has the opportunity to receive an optimum
instructional program that fits his or her particular need. Accountability of
the local school district to the State Board of Education is the basis for the
accreditation process.

This process can effect needed changes for the boys and girls of this state by
adding the following accountability components to the accreditation procedure:

1. Each school district that applies for state accreditation shall
    initiate a system-wide needs assessment involving grades K-12.

2. Under the general direction and guidelines of the State Department
    of Education, the needs assessment will be undertaken in each school
    district for the purpose of determining the needs of the students
    peculiar to that district with the aim of developing goals and
    objectives for academic areas at each level.

3. The needs assessment shall involve local patrons as well as staff
    members of the school district and shall encompass all of the
    curriculum areas at each grade level.

4. From the goals and objectives, an instructional program will be
    developed by the local school staff to fit the needs of the students
    of their school district.

5. A determination will be made annually as to how well the objectives
    are being met. This evaluation procedure shall be a part of the
    school district's application for accreditation.

6. Each school district will be visited by a team of professional
    educators at least once every five years. This team will consist
    of staff members from the State Department of Education and other
    professional educators. This team shall evaluate progress, propose
    improvements, and make recommendations to the State Board of Education.

7. A continued effort will be made by the State Department of Education
    to hold in-service training sessions for administrators and local
    school staff to effect changes in the accreditation process. These
    meetings will be held periodically on a regional basis throughout
    the state of Oklahoma.

APPENDIX C

PHI DELTA KAPPA FORMS

(Reprinted with the permission of
B. Keith Rose, Executive Director
of Program Development Center of
Northern California)

DIRECTIONS FOR INDIVIDUAL MEMBERS OF THE REPRESENTATIVE COMMUNITY COMMITTEE

Directions:*

1. Make sure your materials include the following items:

   (a) Display Board; (b) Eighteen (18) cards containing goal statements; (c) A set of (50) red colored discs.

2. | Note: Punch out 45 of the red discs contained on the card (leave five (5) discs on card). |

3. Read each of the green Goal Statement Cards. As you examine each Goal Statement carefully, read the similar goals associated with it. The similar goals listed under each of the Goal Statements are important for understanding the Goal Statement. As you read each card, ask yourself . . .

   HOW IMPORTANT IS THIS EDUCATIONAL GOAL FOR OUR SCHOOL SYSTEM?

4. Separate each goal statement card from the sheet and place on the Display Board in the space in the column labeled "Goal Statement." The order in which you place the cards on the board is not important. There is one space for each card.

5. Place a red colored disc in the column labeled #1 beside each of the 18 goal statements. Each disc has a value of 1 point.

6. Reread the goal statements. For those goals you believe to be more important, place another red disc beside each in the column labeled #2.

7. Read the goal statements that have two (2) red discs beside them. For those goals you believe to be much more important than others, place a red disc beside them in the column labeled #3.

8. Read the goal statements that have three (3) red discs beside them. For those goals you believe to be much more important than others, place a red disc beside them in the column labeled #4.

   Have you used all of your red discs?
   If not, continue on to direction #9.
   If yes, see direction #10.

9. Read the goal statements which have four (4) red discs beside them. For those goals you believe to be of extreme importance, place a red disc beside them in the column labeled #5.

10. Review your Display Board and keep in mind the following:

    a. All 45 red discs must be used (each disc has a value of 1 point).
    b. At least one goal statement must have five (5) red discs (5 points) beside it.
    c. A maximum of five (5) red discs (5 points) is allowed for any one goal statement.
    d. It is not necessary for a goal statement to have a red disc beside it.
    e. In the event you wish to rearrange your display board, you may add or remove red discs (points) from the goal statements (remembering that discs must always be in horizontal sequence with no spaces between discs).

11. Transfer the total number of points for each goal to the goal summary sheet. IT IS IMPORTANT TO NOTE THAT THE GOAL STATEMENTS FOUND ON YOUR INDIVIDUAL GOAL SUMMARY SHEET ARE IN RANDOM ORDER AND WILL NOT MATCH THE ORDER IN WHICH YOU PLACED YOUR GOALS.

12. During the next few minutes you will be given a card assigning you to a small group (4 persons). After refreshments, you will be working with your group in arriving at a consensus on a single display board.

13. Leave your display board at your position. Take the direction sheets to your small group meeting.

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*Those Committee members who have developed goals in addition to the original 18 goals must inform the program moderator at the beginning of the meeting for additional directions.

INDIVIDUAL GOAL RATING SHEET

Instructions: Place the total number of points (red discs) you gave to each of the goals on your display board in the blank space found next to each of the goals on this page.

Goals	My Individual Score for Each Goal	(Optional) Our Small Group Score
LEARN HOW TO BE A GOOD CITIZEN	_____	_____
LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY	_____	_____
LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD	_____	_____
DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING	_____	_____
UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS	_____	_____
LEARN HOW TO EXAMINE AND USE INFORMATION	_____	_____
UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING	_____	_____
LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE	_____	_____
DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK	_____	_____
LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES	_____	_____
DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE	_____	_____
LEARN HOW TO USE LEISURE TIME	_____	_____
PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY	_____	_____
APPRECIATE CULTURE AND BEAUTY IN THE WORLD	_____	_____
GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS	_____	_____
DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH	_____	_____
DEVELOP GOOD CHARACTER AND SELF-RESPECT	_____	_____
GAIN A GENERAL EDUCATION	_____	_____
_____	_____	_____
_____	_____	_____

REMEMBER YOU WILL NEED THIS SHEET FOR YOUR SMALL GROUP MEETING!

INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE
OF CURRENT SCHOOL PROGRAMS

Directions:

Listed below are the goals established for the school district at the last meeting of the Representative Community Committee. The goals are **not** listed in a priority order.

Your task is to read each of the goal statements and ask yourself:

Community Member: "In my opinion, how well are current programs meeting this goal?"

Teachers/Students: "How well are my school's current programs meeting this goal?"

The answer to this question for each of the goals will provide the Board of Trustees, administrators and teachers with the information needed to revise existing programs and to develop new programs for the students of the district. When the results are examined, the district will interpret your statements in the following manner:

EXTREMELY POOR means:

I believe students are **not being taught** the skills necessary to meet this goal.
This goal is the school's responsibility but **almost nothing** is being done to meet this goal.

POOR means:

I believe programs designed to meet this goal are **weak.**
I believe that **much more effort** must be made by the school to meet this goal.

FAIR BUT MORE NEEDS TO BE DONE means:

I believe present programs are **acceptable,** but I would like to see **more importance** attached to this goal by the school.
I would rate the school's job in this area as only fair; **more effort** is needed as far as I am concerned.

LEAVE AS IS means:

I believe the school is doing a **good job** in meeting this goal.
I am satisfied with the present programs which are designed to meet this goal.

TOO MUCH IS BEING DONE means:

I believe the school is already spending **too much** time in this area.
I believe programs in this area are **not the responsibility** of the school.

For Example:

If one believed that the goal "Learn How To Be A Good Citizen" is being met quite adequately, a circle would be drawn around the appropriate number on the scale. The circled number would then be placed in the score box.

EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			Score
1	2	3	4	5	6	7	8	9	10	(11)	12	13	14	15	11
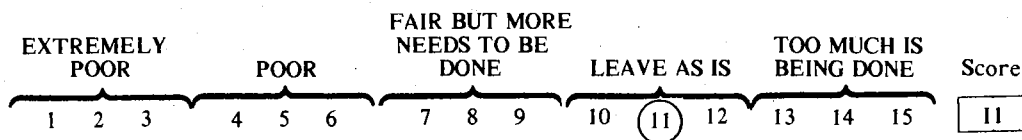
Goal Statements:

Similar Goals:

1. Learn how to be a good citizen

   A. Develop an awareness of civic rights and responsibilities.
   B. Develop attitudes for productive citizenship in a democracy.
   C. Develop an attitude of respect for personal and public property.
   D. Develop an understanding of the obligations and responsibilities of citizenship.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

2. Learn how to respect and get along with people who think, dress and act differently

   A. Develop an appreciation for and an understanding of other people and other cultures.
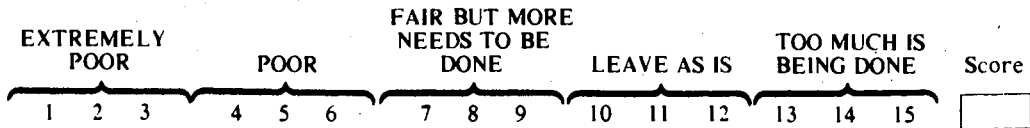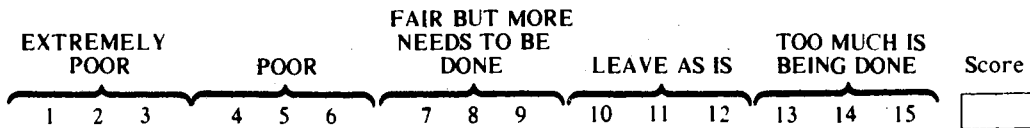   B. Develop an understanding of political, economic, and social patterns of the rest of the world.
   C. Develop awareness of the interdependence of races, creeds, nations, and cultures.
   D. Develop an awareness of the processes of group relationships.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

3. Learn about and try to understand the changes that take place in the world

   A. Develop ability to adjust to the changing demands of society.
   B. Develop an awareness and the ability to adjust to a changing world and its problems.
   C. Develop understanding of the past, identify with the present, and the ability to meet the future.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	
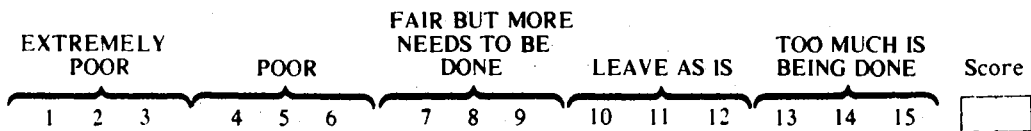
4. Develop skills in reading, writing, speaking, and listening

   A. Develop ability to communicate ideas and feelings effectively.
   B. Develop skills in oral and written English.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	
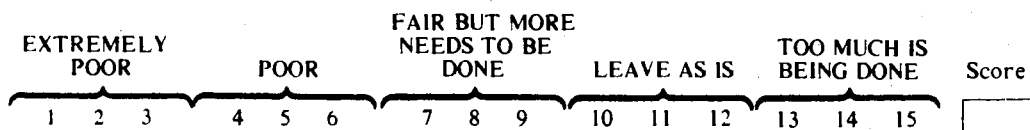
5. Understand and practice democratic ideas and ideals

A. Develop loyalty to American democratic ideals.
B. Develop patriotism and loyalty to ideas of democracy.
C. Develop knowledge and appreciation of the rights and privileges in our democracy.
D. Develop an understanding of our American heritage.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

6. Learn how to examine and use information

A. Develop ability to examine constructively and creatively.
B. Develop ability to use scientific methods.
C. Develop reasoning abilities.
D. Develop skills to think and proceed logically.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

7. Understand and practice the skills of family living

A. Develop understanding and appreciation of the principles of living in the family group.
B. Develop attitudes leading to acceptance of responsibilities as family members.
C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

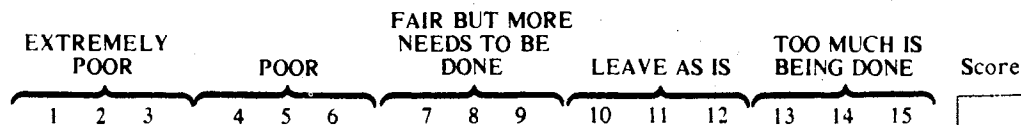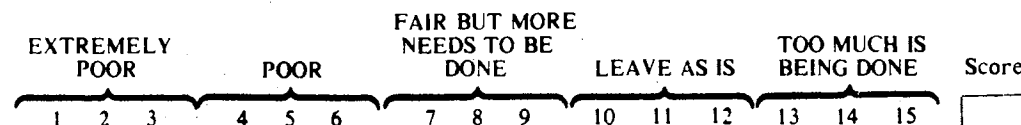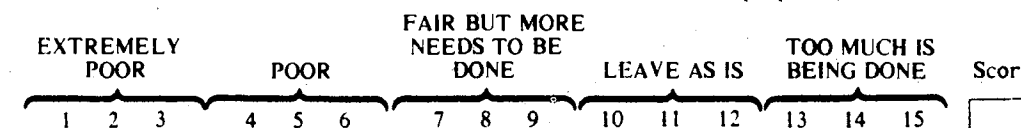| EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	

8. Learn to respect and get along with people with whom we work and live

A. Develop appreciation and respect for the worth and dignity of individuals.
B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
C. Develop a cooperative attitude toward living and working with others.

EXTREMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	LEAVE AS IS	TOO MUCH IS BEING DONE	Score
1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	
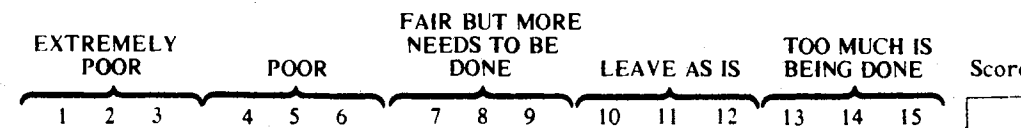
9. Develop skills to enter a specific field of work

    A. Develop abilities and skills needed for immediate employment.
    B. Develop an awareness of opportunities and requirements related to a specific field of work.
    C. Develop an appreciation of good workmanship.

	EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE		Score
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
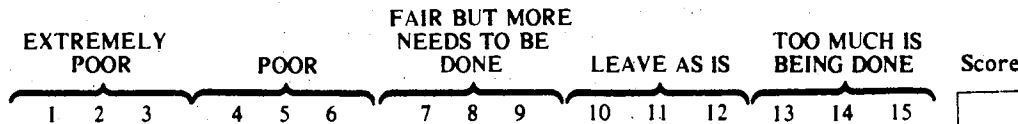
10. Learn how to be a good manager of money, property and resources

    A. Develop an understanding of economic principles and responsibilities.
    B. Develop ability and understanding in personal buying, selling and investment.
    C. Develop skills in management of natural and human resources and man's environment.

	EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE		Score
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

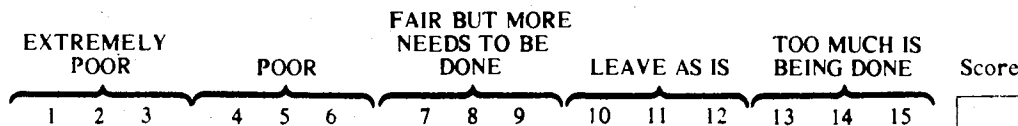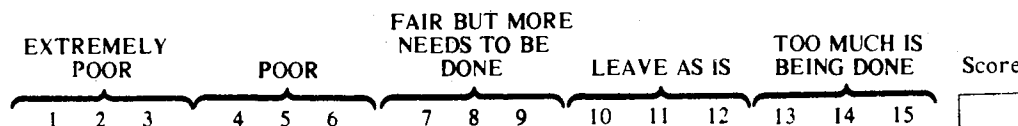11. Develop a desire for learning now and in the future

    A. Develop intellectual curiosity and eagerness for lifelong learning.
    B. Develop a positive attitude toward learning.
    C. Develop a positive attitude toward continuing independent education.

	EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE		Score
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

12. Learn how to use leisure time

    A. Develop ability to use leisure time productively.
    B. Develop a positive attitude toward participation in a range of leisure time activities--physical, intellectual, and creative.
    C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

	EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE		Score
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
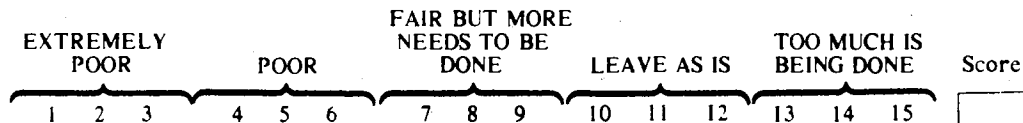
13. Practice and understand the ideas of health and safety

A. Establish an effective individual physical fitness program.
B. Develop an understanding of good physical health and well being.
C. Establish sound personal health habits and information.
D. Develop a concern for public health and safety.

EXTREMELY POOR		POOR		FAIR BUT MORE NEEDS TO BE DONE		LEAVE AS IS		TOO MUCH IS BEING DONE		Score
1	2	3	4	5	6	7	8	9	10 11 12	13 14 15

14. Appreciate culture and beauty in the world

A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
B. Cultivate appreciation for beauty in various forms.
C. Develop creative self - expression through various media (art, music, writing, etc.).
D. Develop special talents in music, art, literature, and foreign languages.

EXTREMELY POOR		POOR		FAIR BUT MORE NEEDS TO BE DONE		LEAVE AS IS		TOO MUCH IS BEING DONE		Score
1	2	3	4	5	6	7	8	9	10 11 12	13 14 15

15. Gain information needed to make job selections

A. Promote self-understanding and self-direction in relation to student's occupational interests.
B. Develop the ability to use information and counseling services related to the selection of a job.
C. Develop a knowledge of specific information about a particular vocation.

EXTREMELY POOR		POOR		FAIR BUT MORE NEEDS TO BE DONE		LEAVE AS IS		TOO MUCH IS BEING DONE		Score
1	2	3	4	5	6	7	8	9	10 11 12	13 14 15

16. Develop pride in work and a feeling of self-worth

A. Develop a feeling of student pride in his achievements and progress.
B. Develop self-understanding and self-awareness.
C. Develop the student's feeling of positive self-worth, security and self-assurance.

EXTREMELY POOR		POOR		FAIR BUT MORE NEEDS TO BE DONE		LEAVE AS IS		TOO MUCH IS BEING DONE		Score
1	2	3	4	5	6	7	8	9	10 11 12	13 14 15

17. Develop good character and self-respect

A. Develop moral responsibility and sound ethical and moral behavior.
B. Develop the student's capacity to discipline himself to work, study and play constructively.
C. Develop a moral and ethical sense of values, goals and processes of free society.
D. Develop standards of personal character and ideas.

EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			Score
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

18. Gain a general education

A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
B. Develop a fund of information and concepts.
C. Develop special interests and abilities.

EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			Score
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

GOALS AND OBJECTIVES

A MODEL PROGRAM FOR COMMUNITY AND PROFESSIONAL INVOLVEMENT

GROUP. .SCHOOL. . . . . .GRADE. . . . . . .

SCORE

1. LEARN HOW TO BE A GOOD CITIZEN. . . . . □

2. LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY . . . . □

3 LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD . . . . □

4. DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING . . . . □

5. UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS . . . . □

6. LEARN HOW TO EXAMINE AND USE INFORMATION. □

7. UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING . . . . □

8. LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE . . . . □

9. DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK . . . . □

10. LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES □

11. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE. . . . . □

12. LEARN HOW TO USE LEISURE TIME. . . . . □

13. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY. . . . . □

14. APPRECIATE CULTURE AND BEAUTY IN THE WORLD. . . . . □

15. GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS . . . . □

16. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH . . . . □

17. DEVELOP GOOD CHARACTER AND SELF-RESPECT. □

18. GAIN A GENERAL EDUCATION . . . . □

APPENDIX D

QUESTIONNAIRE FOR REPRESENTATIVE

COMMUNITY COMMITTEE

QUESTIONNAIRE FOR REPRESENTATIVE COMMUNITY COMMITTEE

I.   People often express feelings about various aspects of the operation
of their schools. For each question circle the answer which most nearly
reflects your feelings about the schools in this community.
Please circle:
    E. . .Excellent, if you feel that performance is outstanding.
    A. . .Adequate, if you feel that performance is okay, not outstanding
       but adequate for the community.
    F. . .Fair, if you feel that performance is mediocre, and effort
       is needed to improve this area.
    P. . .Poor, if you feel that performance is weak, and much effort
       is needed to improve this area.

1. Overall, how well do you think your schools are doing in terms of
meeting the needs of children in this community?   E A F P

2. How well do you think that teachers in your schools are doing
their job?   E A F P

3. How would you rate pupil discipline in your schools?   E A F P

4. How would you rate the extracurricular program (band, athletics,
etc.) provided for the children in your schools?   E A F P

5. How well does your school communicate to community members about
its academic program?   E A F P

6. How well do you think that the schools are using the tax monies
available to them?   E A F P

II. Below you will find a series of statements regarding the part which
community members may have in relation to school operation. For each
question circle the answer which most nearly reflects your feelings.
Please circle:
    A. . .Agree, if you agree in general with the statement as it is.
    D. . .Disagree, if you disagree in general with the statement as
       it is.
    N. . .No Opinion, if you do not have an opinion on the statement
       as it is.

1. Parents should have more say about what goes on within the school
on matters such as teacher selection and retention.   A D N

2. Parents should have a part in determining and enforcing school
rules for pupil behavior (e.g. dress code).   A D N

3. Parents should have a part in determining the curriculum of
the school.   A D N

4. Teachers and administrators should be held more accountable to
parents and the community for the academic performance of pupils
in the schools.   A D N

5. Parents and/or community members should be willing to give time
   and assistance to the school when it will help improve the
   educational program, such as: serving on a curriculum com-
   mittee or as a classroom aide.   A D N

6. Teachers and administrators should be held more accountable
   for the behavior of pupils in school.   A D N

7. Parents should be held accountable for the behavior of their
   own children in school.   A D N

III. Some information about your past and present participation in school
activities is needed. Please check the box beside any school activity of
which you have been a part. Check Past if you have participated prior to
the 1973-74 school year. Check Present if you are participating in the
1973-74 school year.

	Past	Present
Member of a parent-teacher organization	☐	☐
Officer in a parent-teacher organization	☐	☐
Parent-teacher conferences	☐	☐
Room mother	☐	☐
Volunteer aide in the school	☐	☐
Assist in class or school organization projects	☐	☐

Others (please specify) _____

IV. Biographical Information. Please answer each of the following items
by checking the appropriate box.

1. Sex: Male ☐ Female ☐

2. Please indicate the highest level of education that you have completed:
   ☐ grade school   ☐ some high school
   ☐ high school graduate   ☐ some college
   ☐ college graduate   ☐ trade or business school

3. Listed below are several grade levels. Please indicate the number of
   your children in the appropriate categories. If you have no children
   in the public schools mark none.
   ___ Kindergarten through 3rd grade.

   ___ 4th through 6th grade.

   ___ 7th through 9th grade.

   ___ 10th through 12th grade.

   ___ none.

4. What is your occupation and that of your spouse?

   Your Occupation_____   Spouse_____

APPENDIX E

COMPOSITION OF THE COMMUNITY COMMITTEES

IN SCHOOL DISTRICTS A, B, AND C

COMPOSITION OF THE COMMUNITY COMMITTEES
IN SCHOOL DISTRICTS A, B, AND C

| Characteristic | School District | | | | | |
| | A | | B | | C | |
	%	N	%	N	%	N
Total	100.00	60	100.00	27	100.00	37
Sex						
Male	46.67	28	59.26	16	32.43	12
Female	53.33	32	40.74	11	67.57	25
Education						
Grade School	0.00	0	3.70	1	2.70	1
Some high school	8.33	5	18.52	5	8.11	3
High School Grad.	8.33	5	25.93	7	27.02	10
Some College	23.33	14	11.11	3	29.73	11
College Graduate	55.00	33	18.52	5	21.62	8
Trade or business school	5.00	3	22.22	6	10.81	4
Occupation						
Business and professional	46.67	28	29.63	8	18.92	7
Clerical and sales	18.33	11	11.11	3	18.92	7
Skilled labor	16.67	10	25.93	7	29.73	11
Unskilled labor	0.00	0	0.00	0	10.81	4
Farm	5.00	3	22.22	6	5.41	2
Non-labor force	0.00	0	3.70	1	2.70	1
Students	13.33	8	7.41	2	10.81	4
Undesignated	0.00	0	0.00	1	2.70	1
Number of Children in School						
K-3rd		12		6		13
4th-6th		11		6		11
7th-9th		23		6		10
10th-12th		24		12		10
None	41.67	25	51.85	14	35.14	13

VITA

Jo Sandra Howdeshell

Candidate for the Degree of

Doctor of Education

Thesis: RELATIONSHIPS OF EXPRESSED GOALS AND PERCEIVED PERFORMANCE
OF SCHOOLS AS REPORTED BY TEACHERS AND COMMUNITY MEMBERS IN
THREE OKLAHOMA SCHOOL DISTRICTS

Major Field: Elementary Education

Biographical:

Personal Data: Born June 13, 1939 in Topeka, Kansas, the daughter
of Mr. and Mrs. W. W. Ritter.

Education: Graduated from Wichita High School North in May, 1957;
received Bachelor of Arts in Elementary Education from
Friends University, Wichita, Kansas, in May, 1961; received
Master of Education degree in Public School Administration
from Wichita State University in July, 1965; received Spe-
cialist in Education degree in Educational Administration
from Wichita State University in May, 1968; completed re-
quirements for the Doctor of Education degree at Oklahoma
State University in July, 1974.

Professional Experience: Elementary teacher, Wichita, Kansas,
1961-1966; Administrative Intern, Wichita Public Schools,
1968; Elementary teacher, Wichita, Kansas, 1969-1972.