1-1-1992

A study of attitudes about school improvement councils as perceived by principals and teachers in selected leadership and non-leadership site elementary schools in southeastern Massachusetts.

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A STUDY OF ATTITUDES ABOUT SCHOOL IMPROVEMENT COUNCILS

AS PERCEIVED BY PRINCIPALS AND TEACHERS IN SELECTED

LEADERSHIP AND NON-LEADERSHIP SITE ELEMENTARY SCHOOLS

IN SOUTHEASTERN MASSACHUSETTS

A Dissertation Presented

by

THOMAS J. DALEY

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

Doctor of Education

May 1992

School of Education

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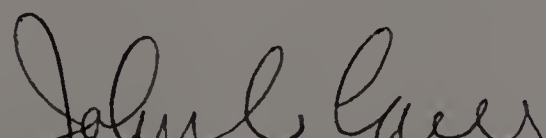
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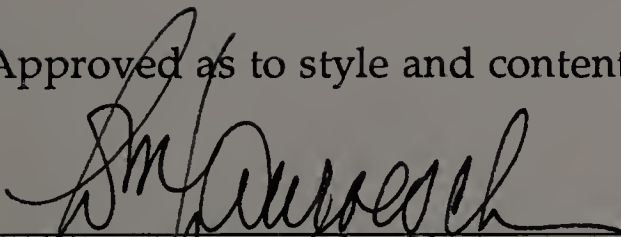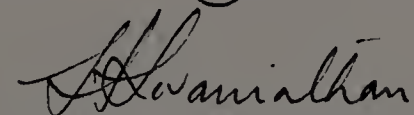School of Education

ACKNOWLEDGMENTS

ABSTRACT

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This study investigated the impact of School Improvement Councils on the attitudes of principals and teachers in ten selected Leadership and ten selected Non-Leadership site elementary schools. The sample (N=233) was drawn from selected schools in southeastern Massachusetts, and included all 20 principals of the schools surveyed, and a random selection of teachers from each school totalling 213. A 68 item questionnaire was distributed, which asked the respondents to indicate how they felt School Improvement Councils met their objectives.

The findings in this study reveal that principals and teachers strongly support the work of School Improvement Councils in their schools. There was overall agreement that Councils had increased enrichment opportunities, provided appropriate learning experiences for children, and had made for a better school.

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CHAPTER I

INTRODUCTION

Background

During the past ten years there has been a media barrage indicating to society that public schools are failing and that has resulted in an erosion of confidence of the public in their schools. The response to this negative publicity has been publication of numerous studies, books, journal articles, and state and federal reports which seek to promote educational reform and school improvement. Prompted by nationwide criticism of the schools, the Massachusetts legislature created task forces and assigned its Joint Committee on Education the task of studying and finding ways to promote major education reform to help unite the constituencies concerned with improving schools.

Their findings and recommendations led the the Massachusetts legislature to enact Chapter 188, the Public School Improvement Act of 1985, which has been amended by Chapter 414 of the Acts of 1986 and by Chapter 727 of the Acts of 1988. The first major state education reform bill in over a decade, this legislation is designed to encourage and support educational improvement. Included in its many provisions is the establishment and funding of School Improvement Councils, whose purpose is to improve the quality of education at the school building level by fostering greater teacher, parent, and citizen involvement. School Improvement Councils consist of the principal, teachers, parents, and citizens (students are added at the secondary level) who collectively discuss

and decide how to spend the funds. The School Committee must approve all Council proposals for expenditures (Freedman & Zerchykov, 1987).

Rationale

Kelley (1980) suggested that efforts to improve working relations between the schools and the concerned groups run into impediments to change voiced in statements such as:

It won't work.

We've tried that before.

We've never.

It's not good enough.

There are better ways than that.

You don't understand our problem.

The new teacher won't understand.

The experienced teachers won't use it.

We have too many projects now.

Can't someone else do it?

Pressures, both internal and external, can overcome or modify the influence of these impediments. New behaviors are encouraged when the recipients see the changes as an improvement of their condition. Local environmental factors which are impediments to school improvement are turmoil, innovation overload, large school/district size, and school/district complexity. Innovation overload has been described as the attempt to make too many changes simultaneously (Kelley, 1980).

As a result of the heavy media blitz, the public has lost confidence in their schools. This same lack of confidence is evident in the southeastern

Massachusetts area. People seek involvement in the schools, and they feel they have been restricted, have not been involved, don't feel connected and, therefore, lack trust in school officials. Parents want to be involved as volunteers in the operation of their schools. Most schools have routinely not involved people and have not encouraged parent participation in the schools.

Willingness of administrators and staff to accept and support greater parental involvement will have a major impact on the success of the attempt to increase participation of the constituencies concerned with school improvement. In general, administrators and teachers will respond to the degree that they feel the activity supports them and their programs (Gergen & Moore, 1985).

The Problem

Preliminary inquiry has revealed that school councils are employed widely throughout the nation and that most report success (Odden & Dougherty, 1982). There is, however, a paucity of evidence revealing what specifically is occurring that precipitates the judgment of success. Chapter 188 created School Improvement Councils to bring about school improvement. The means for doing so was the establishment of a broad base of direct involvement in decisions leading to visible actions in the interest of school improvement. Inasmuch as teachers and administrators remain the principal actors in school improvement efforts, how the School Improvement Councils influence their attitudes is of paramount importance.

Purpose of the Study

The purpose of this study has been to assess the attitudes of principals and teachers in selected Leadership and Non-Leadership site elementary schools in southeastern Massachusetts regarding the effectiveness of School Improvement Councils. In addition, the study seeks to identify the influence on the attitudes (if any) of school personnel which they judge is attributable to School Improvement Council intervention.

Research Questions

The following research questions served as a basis for the investigation.

1. Have School Improvement Councils improved the schools of southeastern Massachusetts?

2. Have School Improvement Councils influenced decision making at the school building level?

3. Have School Improvement Councils improved school/community relations in the school community?

4. Have School Improvement Councils improved staff development opportunities?

5. Have School Improvement Councils improved parent/staff relations?

6. Have School Improvement Councils enhanced and/or influenced the role of the principal?

7. Have School Improvement Councils increased parent involvement in the schools?

Significance of the Study

If one accepts the premise that an important goal of any effort to improve schools is to have a positive influence on the major actors, viz., teachers and principals, then it follows that the extent to which the inquiry has been able to identify attitude change in school personnel, it has made a significant contribution to the literature.

Definition of Terms

All references are to parents, teachers, and principals in the schools of southeastern Massachusetts who are a part of this study.

Council Parents - consist of three parents of children attending the school who are elected annually by the parent teacher organization of the school. In those schools with no parent teacher organization, the three parents are appointed by the School Committee.

Attitudes - are learned pre-dispositions to respond to an object or class of objects in a favorable or unfavorable way (Fishbein, 1967).

School Improvement Councils - were established by Chapter 188 of the Acts of 1986 with the purpose of, among others, providing resources for creative educational improvements at the local level and provide resources to equalize educational opportunity.

Chapter 188 - was passed by the Massachusetts legislature in 1985 and is designed to improve the public schools of the Commonwealth. School Improvement Councils were established as one of its many provisions.

PTO member - refers to parents of the parent teacher organization in the schools included in this study.

State Department of Education - the state agency established by the Massachusetts legislature which is responsible for specified educational matters on a statewide basis.

Superintendent of Schools - includes all superintendents in school districts in Massachusetts which are a part of this study.

Non-Leadership School Site - a school which has not been selected by the Massachusetts Department of Education to serve as a Leadership Site.

Leadership School Site - a school which has been selected by the Massachusetts Department of Education to serve as a Leadership Site. These schools were selected based on several factors including nomination by informed observers, recognition of exemplary School Improvement Council practices and procedures, and the Department's on-going research into promising programs. Leadership Sites agreed to serve as consultants to other schools and to conduct workshops and training sessions .

Chairperson of a School Improvement Council - the school principal is designated to serve in this capacity under the provisions of Chapter 188.

Teacher - includes all teachers in the schools which are included in this study.

School Improvement Council Teacher - includes three teachers elected annually by the teachers in their school to serve on the School Improvement Council.

Community Representative - is an individual, not a parent of a child in the school who is appointed to the School Improvement Council by the school committee.

School Improvement Fund - refers to the annual grant amount per student made by the Massachusetts legislature for the purpose of funding School Improvement Councils. These funds are to be spent during the fiscal year.

Delimitations of the Study

1. This study dealt with the attitudes of principals and teachers at the time it was conducted.
2. This study was restricted to 20 selected public elementary schools in southeastern Massachusetts.
3. This study was limited to the attitudes of principals and teachers in the schools previously described.

Summary and Overview

The attitudes of teachers and principals toward School Improvement Councils has an important effect on their success in improving the quality of the school and its programs. School Improvement Councils provide an opportunity for those groups concerned with the schools to share in efforts to make improvements. This study seeks to identify how effective School Improvement Councils have been as viewed by principals and teachers.

The remainder of the dissertation will be presented in four major chapters: Chapter II presents the review of literature; Chapter III describes the sample and also the methodology to be used in this study; Chapter IV reports and presents the findings of the study; and Chapter V draws conclusions and recommendations resulting from the study.

CHAPTER II

REVIEW OF THE LITERATURE

<u>Introduction</u>

The review of the literature is in two parts, one on School Improvement Councils and one on the measurement of attitude and attitude change.

The first section reviews the literature which relates to the topic of school improvement that has been energized by the recognized need to reform. The intent has been to search out the literature that addresses the role of School Improvement Councils in school reform. National reports have led to additional research as to how and why good schools work. Successful schools are identified and their characteristics are categorized as effective schools. Research further indicates that teams of people working together at the local building level have had an impact on school improvement. The concepts and principles underlying these cooperative efforts for school improvement are examined, and a summary of the characteristics of national models (including Massachusetts) and their impact on schools conclude the review.

The section on the measurement of attitude and attitude change focuses on the literature which relates to how to measure attitudes and attitude change and to link this researcher's study to what others have done. The techniques and procedures revealed serve as a guide in selecting the methodology used by this researcher in this study.

Background of School Improvement Councils

Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld, and York (1966) determined that what happened in a student's home was the dominant factor in student achievement levels, and nothing the schools did could change them. The conclusions reached in that study were not accepted by most researchers and additional studies were conducted to further explore the topic.

In the 1970s numerous studies examined the conclusions reached by Coleman et al. (1966). It was determined that the efforts of the schools do make a difference, especially those with strong principals, high staff and student expectations, and a well ordered school climate (Edmonds, 1979).

The 1980s will be remembered by educators primarily for the reform movements as well as the growth in public involvement which go hand in hand. More than ever before, parents, teachers, community members, and business leaders have become involved in national, state, and local school affairs (Hart, 1988).

A Nation At Risk published by the National Commission on Excellence in Education (1983) reported on the growing public sense of crisis about our children and the quality of their schools. The study encouraged all elements of the population to address the implementation of the recommended reforms.

Harris & Tootle (1982) studied the relationship of advisory committee membership and school effectiveness. They found that the councils they deemed most effective often included students and non-parents. Selection for membership takes a variety of forms - appointment, election, volunteering, or a combination thereof.

In a five year study of the Boston Secondary Schools Project (Maloy & Fischetti, 1985) these researchers analyzed what happens, organizationally and interpersonally, when public schools and universities work together as school improvement teams. They determined that the most effective teams were empowered by the principal which led to input and ownership, and team members were able to see their roles in relation to improving the school. Attitudes of the members was seen as a key factor in team effectiveness.

The authors concluded that:

> An effective team undertakes substantive school improvement tasks and team members are able to see their roles in relation to the . . . process. Patterns of team success establish the need to encourage team members to act as enablers instead of blamers. (pp.166-167)

Guthrie (1986) wrote that school based management is the next needed step in education reform. This movement is traced back to 1970 when it was introduced as a means of offsetting the increased emphasis on state authority and funding. The primary goal of this management system is to give local schools greater decision making authority as a counter to the expanded role of the state.

School advisory councils have been helpful in shaping local and state policies and actions for the betterment of pupils. These councils serve as a means of obtaining feedback from numerous groups interested in strengthening the schools. Various patterns of council organization have been implemented, and usually include the principal, teachers, parents, and students.

Public Support

Haayen (1989) took the position that education is the business of all citizens. In his view, a society's index of learning is one measure of its commitment to the future of its people. Public education is supported by taxpayers, and they have a right to be directly involved in its operation. The author concluded his analysis by indicating that a coordinated approach is lacking, and that educators, business, and the community must develop a long-range comprehensive plan.

The idea that the community wants to have a say in schools was confirmed in a study by (Herman & Yeh, 1980). Their study further revealed that in 72 California schools, the parents' perceptions of their influence was positively related to their satisfaction with their schools.

Involvement

Kelley (1980) reported that the following strategies are effective in developing and encouraging working relationships with the home.

- The goal of high levels of parent involvement at all school levels
- The involvement of parents is most effective when parents view their efforts as an aid to the work of their children
- Parent and community involvement is a legitimate activity of schools
- Educators should be committed to involvement of parents and patrons in the education of children

Kelley contended that:

Schools belong to their publics. Parents and patrons should be
involved in such tasks as setting goals, reviewing instructional
materials, assisting with classroom activities offered by schools,
determining information needs of parents, reviewing the adequacy
of information provided by testing programs and by practices used to
report pupil performance and behavior. (p.65)

Kelley further stated that parents should be informed of, and assist
in reviewing school regulations. Communication between the schools, the
home, and the community are essential to the building of coalitions for
support of education.

In his long-term study to change the governance and organization of
two New Haven schools, in part by the inclusion of extensive
involvement of parents, Comer concluded that there were significant and
lasting gains in student achievement (Comer, 1980).

Coalitions

Hart (1988) in a recent Oregon study concluded that the current
concern for quality schools presents educators with a unique opportunity to
involve those groups sincerely interested in improving their schools.
Schools are encouraged to form coalitions and show how those concerned
can become involved.

Examples of coalitions in action include: (1) adopt a school programs;
(2) career awareness through mentors; (3) outreach to senior citizens; (4)
small grants programs; (5) fund raising for the coalition; and (6) public
awareness campaigns. Coalitions need to deal with varying interests in all
communities, some of which are educational while others are financial. It

is becoming evident that coalitions express divergent views, and if they are to support education, then educators must lead the way.

Hart (1988) completed his Oregon study , and concluded, relative to coalitions in support of education: (1) they include those groups concerned with maintaining and improving schools, (2) they are called partnerships, alliances, teams and councils, and include broad based representation, (3) coalitions will develop even if their formation is not encouraged, and (4) if coalitions are to make contributions to education, they must be encouraged and supported by school officials.

Legislative Mandates

Legislation has been and is being enacted which seeks to improve education. The actions of the states is motivated by numerous factors among which are: (1) a call from educators for mandates requiring certain actions; (2) in response to research which has demonstrated a need to improve; (3) in response to a call from citizens and business to improve educational quality and opportunity; and (4) as a result of the educational deficits demonstrated in the national reports (Riley, 1986).

In an Education Commission of the States survey of school improvement in the 50 states (Odden & Dougherty, 1982), presented a brief overview of the activities in each state . Two tables are developed which list the programs by categories. These general characteristics are shared by many of the programs:

(1) the school is the unit of educational improvement; (2) the focus of academic goals is on basic skills; and (3) student level data are used for student information and for instructional program modification.

Among the major school improvement activities in most of the states are school improvement programs, parent involvement programs, and community information dissemination programs. In their examination of the California programs the researchers determined that school improvement plans are presented to the state and upon acceptance of the objectives, the local district receives a grant of $58-$133 per student to accomplish it. Odden & Anderson (1986) stated that in California, discretionary funds, although small, were made available to local schools thereby creating a feeling of empowerment and helped build commitment to improvement efforts. The program is planned by site councils at each school consisting of parents, teachers, principals, community members, and students at the secondary level.

Florida, as a natural outcome of its 1973 school finance reform, established school advisory committees which require citizen involvement and participation at the local level. Parent involvement was also required in the school improvement efforts in Arizona, Arkansas, Hawaii, Kentucky, Massachusetts, Michigan, Minnesota, North Dakota, Tennessee, Utah, and Washington. Although the levels of involvement varied, each of these states recognized and mandated the involvement of parents.

Criticism presented in reports such as A Nation At Risk, prompted many states, including South Carolina, to enact reform legislation. A significant theme in this legislation is the reference to research which defined effective schools (Cooper, Corley, & Ray, 1986). In 1977, South Carolina enacted major reform legislation which seeks to promote adequate finances and educational equity. As a part of this legislation, schools are required to file an annual plan detailing intended

improvements for the year. Included in the legislation is a requirement that school improvement councils be established at, and function in, each local school. California established regulations requiring the establishment of school site councils in its efforts to improve its schools. These councils are widely representative of those concerned with improving schools, and the members participate in the decision making process of utilizing the allocated state funds (Zerchykov & Davies, 1980).

As indicated in the literature, some councils have become more than advisory and are also required citizen participation. California, Florida and South Carolina have mandated citizen participation by way of school councils. A review of the success of the programs in these three states indicated that they are leading the way in initiating school based management. Parents and citizens have become partners rather than advisors in the process of improving our schools (Zerchykov & Davies, 1980).

Although nearly every state has put education at or near the top of its agenda, willingness of administrators to accept the mandated changes will have a major impact on the success of these efforts (Gergen & Moore, 1985). The literature says that many of the states have successfully developed programs which improved schools (Farrar & Flakus-Mosqueda, 1986).

Elements of Successful Programs

States have created two types of programs for educational improvement, each of which can be adapted to the local school level. Most state education improvement programs are either school or instructional

based and are defined in four stages: initiation, initial implementation, complete implementation and institutionalization. When local school central offices and school boards are committed and involved in improvement efforts, then the chances of success were heightened (Odden & Anderson, 1986).

The role of the school board in school improvement is pivotal to its success. A plan for school improvement should be developed by the superintendent and his staff and endorsed and funded by the school board.

1. Community trends and finances

2. Broad educational goals

3. Internal communication

4. Communication with the community

5. Effective curriculum

6. Planned staff development

7. Designated responsibility for dissemination of information

8. A system wide plan of implementation

9. Match evaluation with the improvement plan

The above are among the components of effective school improvement efforts (Lezotte, 1989), and he concluded by stating:

> If sustained school improvement is to take place at all, it will take place school by school and system by system. And if either your local school board or the superintendent is unwilling to risk making the changes, then no school improvement is likely to occur. . . . Symbolic improvement is every bit as important as real improvement when it comes to tax levies. (p.20)

States can play a significant and very important role in helping to improve local schools based upon a study by the Education Commission of

the States. Since 1970, states have helped districts and individual schools to utilize research results to improve their schools over a period of time. Discretionary funds which were made available to local districts and school teams engendered a sense of improvement which is essential to develop a feeling of commitment to improve schools. Five factors were also determined to be essential to successful improvement programs (Odden & Anderson, 1986): (1) political support at the state level; (2) a collegial relationship with local school people; (3) adequate resources; (4) adequate staffing, organization, and structure at the state level; and (5) efforts to develop and improve local efforts through adequate technical assistance (Odden & Anderson, 1986).

Canady & Hotchkiss (1984) suggested that there is general agreement among researchers who study effective schools that these schools have strong leadership. The authors further indicated that researchers have determined that the principal provides the leadership in effective schools. These researchers contended that one explanation of inefficient use of classroom time is the lack of attention devoted to scheduling, particularly in mathematics and reading at the elementary level. They concluded by indicating that their research findings demonstrated that effective changes can occur in schools without large expenditures of money provided that greater attention is dedicated to better planning and leadership.

School Teams

The basic decision making unit at the school level is seen as a group who are called councils, teams, units or committees. The number of

participants vary depending upon local desires with a suggested range of 7-15 members (Hansen & Marburger, 1988).

Councils are a form of representative governance and the members must perceive their role as being that. Decisions reached should be brought back to the group the member represents.

In Glendale (Arizona) the schools reacted positively to the criticisms of the national reports on education and began to see the positive effects of community-wide efforts to improve the schools. As they set goals and objectives on a school level, it became clear to the secondary schools that effective secondary school education begins in the elementary schools. A community assistance plan was developed, and it included the following characteristics: (1) community and staff involvement; (2) prestige and credibility; and (3) simplicity and reasonable time demands (Metzger, 1984).

Research previously cited indicated councils at the local school level provided the best vehicle for accomplishing school improvement. Adequate resources are necessary for the attainment of any program, whether old or new. Clear lines of authority and responsibility are vital to the operation of any group, and this is particularly true of organizations functioning within the schools.

The Massachusetts Model

Freedman & Zerchykov, (1987) explained in Secondary School Improvement Councils, Issues and Strategies, that the Massachusetts legislature enacted Chapter 188, the Public School Improvement Act of 1985, amended by Chapter 414 of the Acts of 1986 and by Chapter 727 of the Acts of 1988. The first major state education reform bill in over a decade,

this legislation was designed to encourage and support educational improvement. Included in its many provisions is the establishment and funding of School Improvement Councils, whose purpose is to improve the quality of education at the school building level. School Improvement Councils consist of the principal, teachers, parents,and citizens (students are added at the secondary level) who collectively discuss and decide how to spend allocated funds. The School Committee must approve all Council proposals for expenditure (Freedman & Zerchykov, 1987).

In 1985, the Joint Committee on Education chaired by Senator Gerard D'Amico and Representative Nicholas Paleologos guided the comprehensive Chapter 188 into law. Of the previous models the Massachusetts councils are similar to those in place in California and South Carolina, and were allotted funds based upon the enrollment of the prior year. Council funds may not be used to supplant current operating expense items, but may be used for a variety of purposes described by Freedman & Ascheim (1986).

The passage of Chapter 188 was preceded by many local programs involving citizens. The Boston School Improvement Program, and the Boston Compact demonstrated that citizen participation was effective in school planning. With the passage of Chapter 188, Massachusetts became the fourth state to enact school improvement legislation. The School Improvement Councils are optional, but most schools have chosen to participate. Councils provide opportunities for local decision making, increased resources for improvement, expand support within the local

community by including participation of the major constituencies concerned with improvement, and establish linkages between the School Committee and the councils (Freedman & Grobe, 1986).

School Improvement Councils are composed of:

- The principal who serves as chairperson

- Three teachers elected by the faculty

- Three parents of children in the school
  elected by members of the PTO unless
  there is not one, in which case the School
  Committee may appoint three parents of students in the school

- One community representative, not a parent of a child in the
  school, is appointed by the School Committee

- In grades 9-12, two students, one male and one female are elected
  by the students in those grades

- In schools over 2,500 students, one additional teacher, parent, and
  student for each 500 additional students are selected as previously
  described

Council members serve for a period of one year, and if re-elected or re-appointed, they may succeed themselves. Formed voluntarily by schools within the state, councils were allotted $10 per pupil based upon the enrollment of the prior year for fiscal year 1986 and 1987. Chapter 727 of the Acts of 1988 increased to $15 the allocation per pupil. Funding for fiscal year 1989 returned to $10 per pupil, and with the severe state fiscal condition has been reduced to $2.41 for fiscal year 1990 and to $1.75 for fiscal year 1991.

Council funds may not be used to supplant current operating expense items, but may be used for a variety of purposes, among which are the following:

- Innovative academic programs
- Expanded services to students
- Purchase of instructional equipment
- Alternative educational programs
- Cultural educational programs
- Community and parental involvement programs
- Business and education partnership programs
- Staff training
- Expenditures for educational planning
- Or any purposes consistent with the intent of the legislation

Councils were established in an attempt to accomplish, among others, the following goals:

1. Provide districts an opportunity to learn of school and community needs and concerns
2. Seek greater support from parents and the community
3. Promote improved instruction for students
4. Provide enrichment opportunities for students
5. Improve staff morale
6. Improve communication with parents, the community, and the school committee
7. Promote overall school improvement
8. Provide greater opportunities for all groups to participate in the decision making process

Freedman & Grobe (1986) anticipated that the goals and objectives would be achieved through the council process.

Citizens and Community

From an historical perspective, participation of citizens in educational decision making is not new. Head start and the Elementary and Secondary Education Act were created as a result of the reform movement of the 1960s, which required the participation of citizens in program decision making. Advisory councils at the state level followed the trend at the federal level and were established to assist programs in Special and Occupational Education (Freedman & Grobe, 1986).

Wilson & Rossman (1986) found that the best schools of today tend to open themselves to their communities by forging creative links. These schools also tend to have staff capable of attracting financial resources from the community. This research further demonstrated as unfounded the fear of school officials that business and community involvement would lead to loss of control of school policy.

By involving parents, teachers, principals, community members, and students in the search for quality education, the school helps direct the community's answer to its needs and desires. Members develop a sense of mutual understanding, and trust is developed. All involved have an opportunity to view the strengths and weaknesses of the group and contribute to the process of education (Shoop, 1985).

Mann (1987) suggested that involvement of business can lead to school improvement and he identifies numerous activities available to

local schools, ranging from loaned executives to summer employment for teachers and students. The activities described take the form of projects with fixed resources and measurable goals. The private sponsors seek results and the school officials feel accountable to deliver these results.

Parents

Wimpelberg (1981), in a Chicago study, interviewed the parents of 153 fifth grade students, and determined that 57% of the parents considered the quality of the school their child would attend when deciding on their family residence. It is very important that a climate creating greater parent involvement in the schools be established. Parents and educators have not been trained in shared decision making, and new ways of doing things need to be developed to encourage and foster improved partnerships (Lamm, 1986).

When parents are invited into schools, there should be a mechanism for using them effectively, and by so doing, to improve relationships. Johnston & Slotnick (1985) stated that the advantages of participation of parents in school improvement are compelling. Successful involvement requires that the schools nurture and actively encourage parents. Parents should be considered as partners in the education of their children. Unfortunately, as children enter school, many parents relinquish their role as the child's first and most important teachers. Some parents seem to think that once a child enters school, that it is the only place where learning occurs. We need to be more systematic and aggressive in attempting to build a sense of cooperation at the building level. Parents can be valuable resources for the support of education for their children. When

parents become actively engaged in supporting the education of their children, it usually extends from year to year (Comer, 1986).

Educators need to do more to suggest ways that parents can work with the schools. Cooperation such as this will help to ensure that children reach their potential. Things such as: attending parent conferences; joining and supporting parent organizations; and volunteering to help the schools provide extra touches, send a clear message to children that parents care and are working with the schools on their behalf. In recent years, school-sponsored parenting programs have become popular. Amundson suggested that parents be encouraged to begin early in a child's development to teach child skills which make academic learning possible. Children who have self - confidence and believe in their own worth are usually successful in school. Good health, good nutrition, and self-discipline are additional skills which should be taught to children by parents and teachers (Amundson, 1982).

The Principal

In a recent report of research on improving schools (Lieberman & Miller, 1981), suggested that this is best accomplished when led by the school's principal. A team effort is recommended and should include the administrator, staff, and parents. An important ingredient of positive change includes staff development, which should be incremental, and is enhanced by a motivated staff believing that their efforts really count.

Shoop stated that citizen participation in the decision making process is critical to the future of education, and indicated that school principals need to give this top priority. Principals and teachers gained a

deeper respect from community representatives as they developed greater understanding of their accomplishments (Shoop, 1985).

The roles and effects of differing styles of principals on school improvement are examined and presented in a recent study (Hall, Rutherford, Hord & Huling, 1984). All principals, of course, are not the same and are characterized as initiators, managers, or facilitators in adapting to or managing change. It was found that schools led by directive principals implemented change to a greater degree than schools led by managers. Principals who exhibited all of the stated styles were seen as highly successful in accomplishing school improvement.

Tyler (1987) stated that the effectiveness of schools is dependent upon the efforts of the principal, personnel, and parents. It is suggested that a group effort be made to identify problems and tryout possible solutions. The tryout will show which solutions work and which do not, thereby resulting in improvement of educational effectiveness. As the instructional leader and manager of the school, the principal should strive to encourage the staff. As part of this function, the principal should strive to provide time for teachers to engage in collegial activities. These activities will serve to support teachers to encourage each other.

Groups working together need to recognize that they must now be willing to share both the credit and the blame for these efforts. Finally, the principal must project for the advisory group what schools can accomplish. It is concluded that principals can be more proactive if they identify the issues and factors in their community which may have an impact on their school by developing and implementing strategies to involve and prepare

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citizen and parent groups to work cooperatively on them (Hines &
McCleary, 1980).

<div align="center">Teachers</div>

Lieberman (1986) stated that:

Regardless of the content, team deliberation has been shown to
produce knowledge and self learning for teachers, provide powerful
professional development, and encourage greater collegial
interaction. A collaborative team provides possibilities for teachers
to assume new roles and exhibit leadership. (p.31)

Expansion of the role of teachers, and their inclusion in
collaborative school teams, has led to elevating their status in the school
community. Strong state and national efforts attempt to increase the
involvement and importance of teachers in school governance. The
majority of the efforts described are on a voluntary basis and lack
consistency of application from school to school (Lieberman, 1986).

The sharing of power by teachers within a school is called teacher
empowerment. Empowerment is further defined as the granting of power
or authority to another. Massachusetts has taken a giant step forward in
establishing School Improvement Councils which mandated the inclusion
of teachers in the decision making process of the councils (Freedman &
Zerchykov, 1987).

Current reform proposals attempted to reward teachers through
recommendations such as salary increases and differentiated staffing. These
efforts serve purposes, yet teachers lack power in the organization. Henley
speculates that the policy makers will ask classroom teachers what they
think, and, when this happens, the pendulum of change might stop long

enough to allow teachers to reclaim a role in shaping American schools (Henley, 1987). Teachers are highly motivated and stimulated by the growth and development of their students. Lack of recognition is a common source of dissatisfaction among teachers and many feel that their efforts are not understood or appreciated. Although teachers desire the autonomy of their classroom, they realize that the closed door to their room promotes their isolation. It is important that administrators encourage their staff to engage in collegial activities during the school day whenever possible (McLaughlin, Zpfeifer, Swanson & Yee, 1986).

Lieberman stated that working in collaborative situations exposes teachers to new ideas, to working on problems collectively, and to learning from those who understand the complexity of their work best—-their own colleagues. As teachers and principals renegotiate terms of their work, the new roles established will undoubtedly produce conflicts over turf and responsibilities (Lieberman, 1988).

Lieberman (1988) further indicated that new expanded roles for teachers led to changes in the teaching profession in profound ways:

- Building collegiality among teachers
- Providing greater recognition and status for teachers
- Enlarging the reward structure allowing for choice, renewal and opportunity to grow and learn for both teachers and pupils
- Building a school structure that permits autonomy, flexibility, and responsibility
- Reshaping teaching as an occupation to encourage young people to become teachers and more experienced teachers to share their expertise

- Building a professional culture in schools that will broaden the way they function and enable them to become more sensitive to the communities they serve

Students

The primary recipients of the benefits of school improvement and reform should be the students. As a profession, we have failed to seek the views of the students relative to what they see as the strengths and weaknesses of their schools. Follow-up studies, when properly developed and widely administered, have been very effective in obtaining the views of students. Furtwengler (1985) proposed that a vital key to effective school change requires the involvement of students. He prescribed the following strategy for change which has worked in school after school:

1. Structure and order

2. Support for social interaction

3. Support for intellectual/learning activities

4. Strong commitment to school mission

He further stated that success of school effectiveness depends largely on the involvement of both formal and informal student leaders. It is his feeling that this strategy works because students are defined and treated as members of the school organization, and not merely as clients. The writer further feels that the change process does work and increases the effectiveness of the school (Furtwengler, 1985).

The involvement of students in the schools of Massachusetts has been in place since 1972. Students have been serving on advisory

committees at both the state and local levels. Student advisory committees to local school committees have served as a forerunner to student representatives on School Improvement Councils. The major purposes of the student advisory committee are to: represent to the school committee a cross section of the entire student body; to bring to the school committee proposals of concern to the student body; and to represent to the school committee the interests and concerns of the students (Chamberlain, 1984).

<div align="center">Councils in Action</div>

The School Improvement Council at Work, a video jointly produced by the Massachusetts Department of Education and the University of Massachusetts/Amherst, provided this researcher an opportunity to view a council at work and to analyze the process. The group worked its way through a set of procedures to govern its meetings and to determine the needs of the school. It was agreed that consensus would be the basis of decision making for deliberations of the council. Consensus allows each member of the group to participate and express his/her point of view. It allows members of the group to disagree with a decision and still be willing to go along with it.

The Council purposes were used to formulate key questions, and a survey was made of the groups representing constituencies concerned with student learning. The determined needs were then prioritized, and the distinct groups began to unite as decisions were made. Finally, the group decided that its common goal was the improvement of learning for the youth in their school.

This researcher decided to include an observation of a local Secondary School Improvement Council meeting. This experience provided an opportunity to make specific personal observations relative to the meeting process. Becker (1970) agreed that direct observation by the researcher can make a substantial contribution to the findings.

The meeting was conducted in accordance with established criteria on how to run a good meeting. The meeting was upbeat and well-organized, consensus decision making was utilized, and it served to develop cohesiveness among the group. Individual members were provided a forum to express their views. The process allowed for priorities to be set and for definition and consideration of alternatives to be explored.

Teachers were made aware of parents thinking in a small group setting which further allowed them to explore the views of parents in an open situation. All council members had an opportunity to more actively participate in the decision making process than ever before possible. The council was careful to maximize the impact on students in the allocation of funds. During this meeting, funds were voted for cultural education programs and for the purchase of supplementary instructional equipment. Positive public relations occurred a few days later with the publication of details of the meeting in the local weekly newspaper.

Copies of the Council requests, results of the needs assessment, the implementation plan, and the minutes of the meeting were forwarded to the school committee for consideration and approval. The requests were considered and approved as they were in accordance with local district guidelines which had been established for council expenditures.

Annually, each School Improvement Council is required to file a written report with the state. As chairperson, the principal is responsible for completing and filing this report, and the results of the submissions are reviewed, categorized, and summarized. The Massachusetts Department of Education's Expanding Horizons, Profiles of School Improvement Councils (1988) documents the positive impact the partnerships of educators, parents, and citizens have had on the schools educational planning, and school-community relations. The book showed that the School Improvement Councils have been effective in uniting the constituencies, and that their decision making has made a positive difference for the schools. Descriptions of many of the creative programs and practices implemented by local School Improvement Councils are recorded and explained. Appendix A contains a list of examples which were selected by this researcher to show some ways in which School Improvement Councils have had a positive effect on school improvement at the local and state level.

Numerous principals noted the increased enthusiasm on the part of teachers, parents, and citizens as they worked effectively together. Teachers are now making decisions which influence their schools and, most importantly, have funds available to implement their innovative ideas. Principals are providing leadership and are sharing with Council members valuable information relative to strengths and weaknesses of the school. Encouraging these members to help in the planning of short- and long-term goals has been a common strategy of principals.

Teachers have the unique opportunity to bring to the attention of the Council their perceptions of the needs of the school. Council supported programs in staff development, workshops, seminars, and similar activities are reported as having been highly successful.

Parents too, have been enriched through School Improvement Council activities. Opportunities have been provided for parents to work with the principal and teachers in situations which did not center on their individual children. Programs and activities beneficial to parents such as resource materials and information, parenting workshops, and lectures and seminars on child development, have been funded by the Councils.

Benefits to students are what the Councils were established to accomplish. Many of the improvements in the schools, covering a wide range of school activities, have been suggested by the students themselves.

The community and the school have both benefited as a result of the establishment of the Councils. Partnerships with business, community organizations, and institutions of higher learning have been initiated and/or enriched. Some civic leaders, senior citizens, business leaders, and others who have been involved with the Councils have developed into strong advocates for the schools. Expanded public support of the schools has been one of the most significant outcomes of School Improvement Council activities.

School Improvement Council success, through groups working together, is supported by the previously cited research relative to the effectiveness of groups working together for improvement of the schools.

Barriers

Kelley (1980) suggested that efforts to improve working relations between the schools and the concerned groups run into impediments to change voiced in statements such as:

It won't work.

We've tried that before.

We've never.

It's not good enough.

There are better ways than that.

You don't understand our problem.

The new teacher won't understand.

The experienced teachers won't use it.

We have too many projects now.

Can't someone else do it?

Pressures, both internal and external, can overcome or modify the influence of these impediments. New behaviors are encouraged when the recipients see the changes as an improvement of their condition (Kelley, 1980). Local environmental factors which are impediments to school improvement are turmoil, innovation overload, large school/district size, and school/district complexity. Innovation overload is described as the attempt to make too many changes simultaneously.

Conclusion - School Improvement Councils

This review of the literature said that school councils are employed widely throughout the nation and that most report success.

Based upon reports submitted by building principals, the Massachusetts Department of Education School Improvement Council Report for fiscal year 1988 cited the following examples of Council impact:

1. School Improvement Councils continue to diversify their expenditures in serving a greater number of students

2. Most schools are making multiple use of their grants

3. Councils continue to show increased outreach to school and community constituencies

4. Expenditures were for numerous purposes with the larger amounts dedicated to instructional equipment and enhancement of school and cultural programs

5. Community representatives were largely senior citizens, business people, or a former parent from the school

6. Half of the Councils met four or more times during the year

7. Over half of the Councils used the consensus decision making process

8. Communication to the school and district community was expanded through increased newsletters and press releases

9. Councils reported an increase in collaboration and cooperation with PTOs, Advisory Committees and business groups

Attitude

Attitudes are learned pre-dispositions to respond to an object or class of objects in a favorable or unfavorable way (Fishbein, 1967).

Attitude Change

The literature on attitude measurement techniques has led to the development of the concept of attitudes by emphasizing self-report aspects of attitude. The most commonly used measure of attitude is a pencil and paper instrument, and measures of attitude change usually employ simple, unpretested questions which reflect little of the behavioral implications (Kiesler, Collins, & Miller, 1969).

The "Yale Program" is one of the major forces shaping current research and theory dealing with attitude change. This is a program of empirical research based upon the premise, "Who says what to whom with what effect?" (Smith, Laswell, & Carey, 1946).

Zimbardo & Ebbesen (1970) asserted that:

> Researchers who claim to be working with the same conceptual variable, namely attitude change, use an array of what appear to be inconsistent methods. There appears to be little agreement among them as to what constitutes a reasonable measure of attitudes or a reasonable operationalization of the most commonly studied conceptual independent variables. . . . In view of the large variety of attitude measurements, it is not surprising that results in this area often conflict. Some experimenters make their decision on which measure to use based upon intuition and/or ease of measurement. (pp.62-63)

Organizational development is designed to effect change through altering attitudes and values and improving interactions. Bennis endorsed organizational development strategies as a means to alter the attitudes and structure of organizations. As a result, organizations are better able to meet and address new challenges and changing conditions (Bennis, 1969).

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<center>Likert Attitude Scales</center>

There are a variety of devices and instruments for measuring attitudes. Among these is the Likert Attitude Scale which measures an individual's attitude on a continuum ranging from very positive to very negative. When the data are collected, the responses are tallied and quantified as to positive and negative relative to the attitudinal object. It is important that the researcher clearly define what he/she seeks to measure and convey this information to those completing the scale. It is necessary to develop an item pool that is comprehensive and a representative sampling of the attitudinal object (Mueller, 1986).

<center>Thurstone Attitude Scales</center>

Beginning in the late 1920s, Louis Thurstone described a method for measuring attitudes which bear his name and helped earn him the title of "father" of attitude scaling. Actually, he developed three techniques: (1) the method of paired comparisons; (2) equal-appearing intervals, and (3) successive intervals (Dawes, 1972).

Shaw & Wright concluded that:

In the Thurstone method of scale construction, the statements are scaled for the degree to which the statement expresses a favorable or unfavorable attitude, based upon the consensus of judges. (1967, p.14)

A significant difference in criteria between Likert and Thurstone scales is that the former disallows neutral items, whereas in the latter some neutral items are required. Advantages of this method of scaling are: (a) construction of two equivalent scales is easier than with others; and (b) the

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existence of a neutral or zero point which allows for an interpretation that the response reflects a neutral attitude (Mueller, 1986).

Guttman Attitude Scales

Shaw & Wright (1967) reported on a procedure developed in 1944 by Louis Guttman which now bears his name. It is based upon the premise that items may be arranged "in an order in which an individual who responds positively to any particular item also responds positively to all other items having a lower rank" (p.25).

The attitude construct is more narrowly focused than Likert or Thurstone scales, and this results in areas of the attitude domain that cannot be covered by the Guttman scale. A comparison of Likert and Thurstone scales resulted in the Likert being rated the best when considering reliability and the number of items involved. Additionally, the Thurstone scale must be submitted to judges in addition to the respondents (Mueller, 1986).

The Semantic Differential

Charles Osgood and his associates developed the semantic differential for the purpose of attitude measurement. In attitude measurement, adjective pairs which represent the dimension being measured are presented to the individual completing the questioning. For example, an individual is asked to indicate the position between each adjective pair which best describes the meaning of marijuana to them. Included in the adjective pairs are: ugly-beautiful; positive-negative; clean-dirty; wonderful-terrible; and unpleasant-pleasant. Although this

instrument is easy to construct and administer, and usually high in reliability, it does have several deficiencies. Respondents sometimes balk on interpretation of some of the adjective pairs, the validity is often questioned and the evaluative dimension is sometimes difficult to isolate (Mueller, 1986)

Observations Relative to Scales

Several of the previous measures of attitude are reviewed in Borg & Gall (1983). The Thurstone-type scale seeks to determine the individual's agreement or disagreement with statements about the respondent's attitude toward specific items.

A Likert scale solicited the individual to check one of five possible responses to each statement: strongly agree, agree, undecided, disagree, or strongly disagree. Guttman scaling, interviews, and open-ended questionnaires are indicated as other methods of attitude measurement (Borg & Gall, 1983).

One of the practical drawbacks of the Thurstone scale is that its construction is extremely laborious and time-consuming. The Likert scale provided information on the ordering of peoples' attitudes on a continuum, but is unable to indicate how close or how far apart different attitudes might be. Although the Osgood scale provided a lot of information about a concept, it is not exactly clear how the concept's meaning for a person is related to opinion statements he would make about it.

Surveys

A survey is defined as a method of collecting information from people about their ideas, feelings, plans, beliefs, attitudes, social, educational, and other information. It usually takes the forms of questionnaires and interviews, and they are most appropriate when information should come directly from people (Fink & Kosecoff, 1985).

Deciding to conduct a survey should be made after the alternatives have been considered. Orlich suggested that researchers determine if the information sought could be obtained from other sources, or if in fact, the information has already been obtained by other researchers (Orlich, 1978).

Interviewing

Taylor & Bogdan (1984) stated that, in the minds of many, interviewing suggests "structured research tools such as attitude surveys, opinion polls and questionnaires" (p.77). In the process of interviewing, the researcher poses the questions , and the subject is expected to supply the answers.

Qualitative interviewing is different from structured interviewing in that it is unstructured, non-directive, open-ended interviewing and is known as in-depth interviewing. This in-depth interviewing is face-to-face and seeks to glean information about events in the participants' lives presented in their own words. An interview protocol and interview guide to questioning is recommended. Taping of interview sessions may prove beneficial in certain circumstances, and conducting interviews by phone may be necessary in circumstances where distance and scheduling are

problems. It is highly recommended that the researcher keep a journal and/or notes recording the responses from the participants.

Observational methodology is either as a participant or as an onlooker. When the participant observation strategy is used, it combines analysis of documents, interviewing, and direct participation of the research topic. Whereas, if the researcher is an onlooker, he/she makes direct observations of activities which is separate from data collection through interviewing. Participant observation is a more thorough and complete technique (Patton, 1987).

Among the disadvantages of utilizing the interview method are: the length of time involved; the need to travel; only a limited number of persons may be interviewed; the costs; and the possibility that the interviewer may bias the data (Orlich, 1978).

Questionnaires

Questionnaires are normally used when the researcher needs answers to a series of questions. They are designed so that each question addresses a specific concern and yields a score about that concern. They may be constructed so that respondents indicate how they feel about a particular aspect of school, and the number of favorable responses could indicate an attitude toward school (Henerson, Morris, & Fitz-Gibbon, 1978).

Questionnaires are constructed to meet the criteria and objectives of the individual researcher, and when utilized in this manner, are an effective and efficient method to gather data. They are less expensive than interviewing, allow for a wider sample, the respondents may answer at their convenience, and possible bias of the interviewer is eliminated.

Disadvantages include: return is sometimes difficult to achieve; respondents are limited in their responses; and the entire instrument may not be completed (Orlich, 1978).

<u>Case Studies</u>

Yin (1987) contrasted relevant situations for five different research strategies and indicated that case studies have long been stereotyped as weak among research methods. Relevant situations for different research strategies are presented in Table 1.

Table 1 Relevant Situations for Different Research Strategies

Strategy	Form of Research Question	Requires Control Over Behavioral Events?	Focuses on Contemporary Events?
Experiment	how,why	yes	yes
Survey	who,what,* where, how many, how much	no	yes
Archival analysis (e.g.,economic study)	who,what,* where, how many, how much	no	yes/no
History	how, why	no	no
Case study	how, why	no	yes

*"What" questions, when asked as part of an exploratory study, pertain to all five strategies? (p.17).

The author concluded that most of the criticisms of case studies were misdirected, and case study research is hard even though it has traditionally been considered to be soft (Yin, 1987).

Indirect Methods

Dawes cited a classic technique in which the subject is unaware that his attitude is being evaluated as devised by Melton (1933, 1936). He observed the frequency with which museum tiles needed to be replaced as an indicator of popularity of the respective exhibits. Another indirect technique is Milgram's letter drop procedure (Milgram, Mann, & Harter, 1965) which assessed the political attitude of people in a particular location. A post office box was rented to receive mail for bogus political organizations having titles that implied certain political philosophies. Letters to be mailed were placed in various locations in the community. The frequency with which letters were received served as an indicator of the feelings in the area toward the philosophy of the various organizations (Dawes, 1972).

Approaches

When members of a group report directly about their own attitudes in interviews, surveys, polls, questionnaires, attitude rating scales, logs, observational procedures, journals and diaries, the authors suggested these as appropriate devices when the people being investigated are: able to understand the questions; have the awareness to provide the needed information; are likely to respond honestly; and when the researcher has a sufficient opportunity to observe representative behavior.

When members of a group report about their attitudes toward one another, the method is referred to as sociometic procedures and utilizes peer ratings and social choice techniques.

The final approach involved a review of records, if available, such as counselor files, attendance records and staff reports to determine what they revealed relative to attitudes (Henerson, Morris, & Fitz-Gibbon, 1978).

The literature also suggests that the researcher review existing measures which may provide the benefit of the experience of others prior to developing his/her own measures (Robinson & Shaver, 1972).

Selecting the Best Approach

There are a number of attitude inventories described in The Eighth Mental Measurements Yearbook. Included in this listing are: (1) Teacher Attitude Inventory toward seven school items and (2) Arlin-Hills Attitude Surveys consisting of four forms which seek to determine student attitude toward language arts, learning processes, mathematics, and teachers (Buros, 1978). The National Study of School Evaluation has developed three attitude inventories: Teacher Opinion Inventory, Student Opinion Inventory, and Parent Opinion Inventory. Each of these have become part of the National Evaluation Model and provide reliable and valid data. (Encyclopedia of Educational Research, 5th Edition, 1982).

Measures of Social Psychological Attitudes is a complete compilation of numerous surveys, questionnaires, and measures of a variety of measuring instruments which presented this researcher with examples of survey and interview questions as a guide in developing an instrument for this study (Robinson, & Shaver, 1972). Shaw & Wright (1967) put forth an

outstanding presentation of a variety of attitude scales of different types which utilize a range of measuring instruments, questions, and methodologies.

The study conducted by this researcher did not lend itself to a pre-test/post-test methodology. The study sought to determine the effects of School Improvement Councils in influencing attitudes as reported by the respondents. The three attitude inventories developed by the National Study of School Evaluation utilize this methodology.

Summary

This review of the literature indicated that school councils have existed widely throughout the nation, and specifically in Massachusetts, where School Improvement Councils started in 1985. Additional research was needed on the effectiveness of School Improvement Councils as discussed in this study in southeastern Massachusetts.

Community pride, involvement, political, and educational support are key ingredients of the School Improvement Council concept.

Wilson & Rossman (1984) supported the preceding statement and state:

"Strong community involvement makes schools more accessible places and builds political support across constituencies" (p.710).

The literature further indicated that an important measure of success of programs is reflected in attitudes and/or attitude changes of teachers and administrators. This researcher compared his study with what

has been done previously. Samples of instruments and procedures were examined with the purpose of selecting a methodology appropriate to this study. Team success or failure clearly exhibited a recurring pattern based upon team members' attitudes (Maloy & Fischetti, 1985).

CHAPTER III

PROCEDURES FOR COLLECTING AND ANALYZING DATA

Introduction

This chapter presents the plan of operation detailing how the study was carried out. The chapter includes: the design of the study; a description of the survey instrument; the method of data collection; and procedures used in analyzing the data.

Design of the Study

The study sought to determine the impact (if any) of School Improvement Council intervention on the attitudes of principals and teachers. An analysis was made of the attitudes of principals and teachers in Leadership Site and Non-Leadership Site elementary schools in southeastern Massachusetts.

Instrumentation

Looking at attitudes in the literature, this researcher determined that a questionnaire was the most appropriate instrument to collect data which were analyzed to determine if there were differences in attitudes between the six target groups concerning the effectiveness of School Improvement Councils. The study, through the questionnaire, sought to determine the impact (if any) of School Improvement Councils on attitudes of school personnel.

Because there was a need for answers to a series of questions, which in turn, yielded a score about that concern, the questionnaire was selected as

the measuring device. Questionnaires are considered to: 1) be an effective and efficient method to gather data; 2) allow for a wide sample; 3) enable respondents to answer at their convenience; and 4) eliminate possible bias of other methods.

The questionnaire was constructed so that respondents indicated how School Improvement Councils have met their objectives. A draft of the questionnaire was piloted by administering it to a group of fifteen administrators and teachers similar to the population which was investigated. Those involved in the pilot study were asked for suggestions relative to the clarity and content of the questionnaire in meeting the stated objective. As appropriate, revisions were made to the questionnaire. The Background data is presented as Appendix C and the questionnaire is presented as Appendix D

Population

The population was composed of principals and teachers in 20 selected elementary schools in southeastern Massachusetts. The sample of schools selected included ten Leadership Site Schools and ten Non-Leadership Site Schools. This selection process allowed for the comparison of attitudes between personnel in those schools which were selected as Leadership Site Schools and those which were not. All principals of schools participating in this study were surveyed and a random selection of teachers from each school completed the sample.

Data Collection

An individual at each site was asked to assist and be responsible for distributing and collecting the survey instruments. This distribution included a total of 300 survey instruments so as to ensure the return of 125 completed surveys. A color coding system was utilized to determine the response from the target groups, to facilitate the organization of the data, and to ensure anonymity. A short letter, presented as Appendix B, accompanied the questionnaire and it indicated the aims of the survey, and the broad category of the participants.

Data Treatment and Analysis

Data obtained from the questionnaires were analyzed using the Statistical Package for Social Sciences Extended computer program. Responses to the background information and questionnaire were tabulated. Statistical procedures, including frequency counts and percentages, as well as, when appropriate, t-tests and analyses of variance were used to analyze the data.

Background Data

Background data were analyzed utilizing t-tests and ANOVA to determine if relationships exist between this information and attitudes expressed by the respondents. Gender, years of teaching experience, and years of administrative experience were examined. The analysis of this data is presented in Tables 78 through 81.

Analysis of Survey Questions

A frequency distribution and analysis of variance of the responses to the questionnaire were determined for the six specific target groups. Each of the 68 questions were analyzed and statistical data reflecting the responses is presented in Tables 2 through 69. The survey questions were placed into the categories for the seven research questions they were designed to investigate.

Pair Wise Comparison of Means

An analysis of the responses to the questionnaire by respondents from the six target groups relative to their attitudes toward the seven research topics was completed. Analysis was accomplished through an ANOVA (analysis of variance) and the significance of F value was determined for each of the target groups. ANOVA was selected because it permits the simultaneous comparison of group means. When the ANOVA procedure indicated significant differences among groups, Scheffe's Post Hoc Multi Comparison procedure was used to determine where the differences occurred. The overall results obtained are presented and summarized in the Pair Wise Comparison of Means, Tables 70 through 77.

Summary

A 68 item questionnaire was distributed to principals and teachers in ten selected Leadership Site Schools and ten selected Non-Leadership Site Schools in southeastern Massachusetts. The results obtained were analyzed and are presented in Chapter IV of this study.

CHAPTER IV

RESEARCH FINDINGS

Introduction

The purpose of this study was to determine the impact (if any) of School Improvement Council related processes on attitudes of school personnel. These attitudes related to improvement and/or increased support with respect to the following: school improvement, decision making, school community/relations, staff development, parent/staff relations, the role of the principal, and parent involvement. In addition, the study seeks to identify the influence on the attitudes (if any) of school personnel which they judge is attributable to School Improvement Councils.

Background data was analyzed to determine if relationships exist between this information and attitudes expressed by the respondents. Their attitudes relative to the overall effectiveness of the Councils in their schools were reviewed. The research questions were examined to determine if differences existed between the groups. Responses of participants and non-participants were compared, as were those of Leadership and Non-Leadership site personnel, to determine if attitude differences existed relative to School Improvement Councils. A review was made of the questions relative to the effectiveness of the methods of communication utilized by the Council, and an analysis of the responses to the questions regarding changes of attitudes, as judged by those participating, completed the study. Results of this analysis are presented in this chapter.

Chart 1 Distribution and Comparison of Questionnaire Returns

The questionnaire was distributed to school personnel of 20 selected elementary schools in southeastern Massachusetts that included: principals, Council and Non-Council teachers from ten Leadership site schools; and principals, Council teachers, and Non-Council teachers from ten Non-Leadership site schools. A total of 169 questionnaires were distributed to Council and Non-Council teachers, and ten to principals of Leadership site schools. A total of 176 questionnaires were distributed to Council and Non-Council teachers, and ten to principals of Non-Leadership site schools.

Group	Return	% of pop
Principals Leadership	10	4.3
Principals Non-Leadership	10	4.3
Council teachers Leadership	63	27
Council teachers Non-Leadership	42	18
Non-Council teachers Leadership	53	22.7
Non-Council teachers Non-Leadership	55	23.6
Total Population	233	100

Chart 2 Analysis of Questionnaire Responses

Leadership site school	Sent	Returned	%
#1	21	18	85.7
#2	24	21	87.5
#3	12	10	83.3
#4	10	5	50
#5	14	10	71.4
#6	12	10	83.3
#7	14	9	64.3
#8	22	14	63.7
#9	28	21	75
#10	12	8	75
Total	169	126	74.5
Non-Leadership site school			
#11	25	18	72
#12	18	11	61.1
#13	18	12	66.6
#14	16	10	62.5
#15	10	4	40
#16	20	10	50
#17	35	25	71.4
#18	12	4	33.3
#19	12	8	75
#20	10	5	50
Total	176	107	60.8
Grand Total	345	233	67.5

Chart 3 Coding System

To assist in interpreting the data presented in Tables 2 through Table 69, the following coding system will be used.

Target Group	Code
Principal Leadership site	PL
Principal Non-Leadership site	PNL
Council teacher Leadership site	CTL
Council teacher Non-Leadership site	CTNL
Non-Council teacher Leadership site	NCTL
Non-Council teacher Non-Leadership site	NCTNL

Response	Tables 2-53	Code
Strongly disagree		SD
Disagree		D
Undecided		U
Agree		A
Strongly agree		SA
No basis to judge		N B
No response		N R

Chart 3 Continued

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Response	Tables 54-61	Code
Not used		NU
Not at all effective		NE
Not very effective		NV
Somewhat effective		S
Effective		E
Very effective		V
No basis to judge		NB
No response		NR

Response	Tables 62-69	Code
Less favorable		LF
Favorable		F
More favorable		MF
No change		NC
No response		NR

Chart 4 Research Variables, Codes and Survey Questions

To assist in interpreting the data presented in Tables 70 through 81, the codes and survey questions are listed for each of the research variables to which they apply

Research Variable	Code	Survey Questions (#'s)
1. School Improvement	Improve	2,9,10,31,40,42,43,44,45 46,47,48,49,61,64
2. Decision Making	Decision	1,5,12,19,22,25,37,50 51,52
3. School/Community Relations	Schcomm	3,6,7,16,17,18,30,38,39, 55,56,58,65,67
4. Staff Development	Staff	11,13,14,15,23,24,36,60 66,68
5. Parent/Staff Relations	Parstaff	4,26,28,29,33,54,57,62
6. Role of the Principal	Prin	8,20,21,34,35,63
7. Parent Involvement	Parent	27,32,41,53,59

Tables 2 through 53 display the aggregate numbers and percentages of the Strongly disagree and Disagree categories, as well as the aggregate numbers and percentages of Agree and Strongly agree responses for each of the target groups. Tables 54 through 61 display the aggregate numbers and percentages of the Not at all effective and Not very effective as well as the aggregate numbers and percentages of Somewhat effective, Effective, and Very effective for each of the target groups. Tables 61 through 69 report the individual responses by listed codes.

Data in Table 2 show that 87.9% of those surveyed stated they were familiar with the operation of School Improvement Councils. Although the great majority of the target groups agreed, 9.5% either disagreed or were undecided.

Table 2 Responses to Question 1: I am familiar with the operation of School Improvement Councils.

Group		SD+D	U	A+SA	N B	N R	MEAN	SD	F
				Response Category					
PL	N			10					
	%			100			4.90	.32	
PNL	N			10					
	%			100			5.00	.00	
CTL	N		1	62					
	%		1.6	98.4			4.40	.53	
CTNL	N			41	1				.00
	%			97.6	2.4		4.46	.50	
NCTL	N	3	4	44	2				
	%	5.7	7.5	83	3.8		3.96	.77	
NCTNL	N	9	5	38	3				
	%	16	9.1	69.1	5.5		3.68	.96	
Total	N	12	10	205	6				
	%	5.2	4.3	87.9	2.6				

The majority of the responses of the target groups and 100% of the principals surveyed stated they were familiar with the operation of Councils. Non-Council teachers at both Leadership (12.7%) and Non-Leadership (25.1%) sites comprised the majority of respondents who disagreed or were undecided. The data indicate that those who did not serve on Councils were less familiar with their operation.

Data in Table 3 reveal that 100% of the principals and a large majority of the responses from the six target groups agreed that School Improvement Councils are composed of the people who are most concerned with improving education.

Table 3 Responses to Question 2: School Improvement Councils are composed of the people who are most concerned with improving education.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N			10					
	%			100			4.60	.52	
PNL	N	1		9					
	%	10		90			4.20	.92	
CTL	N	4	2	56	1				
	%	6.4	3.2	88.9	1.6		4.12	.81	
CTNL	N		4	37	1				.06
	%		9.5	88.1	2.4		4.37	.66	
NCTL	N	3	7	40	3				
	%	5.7	13.2	75.5	5.7		3.96	.78	
NCTNL	N	5	5	40	5				
	%	9.1	9.1	72.8	9.1		4.00	.90	
Total	N	13	18	192	10				
	%	5.6	7.7	82.4	4.3				

Non-Council teachers at both Leadership sites (18.9%) and Non-Leadership sites (18.2%) represented the largest groups who either disagreed with or were undecided in regard to the statement. Of the entire population, 82.4% responded favorably to the question. Of the groups, principals of Leadership sites (100%) had the most favorable response while Non-Council teachers at Leadership sites (75.5%) indicated the least favorable response.

Results given in Table 4 show that 60% of the principals of Leadership site schools and 20% of the principals of Non-Leadership site schools reported that the Council continued to meet after the funding decision had been made indicating that the Council concept had brought the groups together.

Table 4 Responses to Question 3: The School Improvement Council continued to meet after the funding decision had been made indicating that the Council concept had brought the groups together.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
PL	N	2	1	6	1				
	%	20	10	60	10		3.78	1.48	
PNL	N	7	1	2					
	%	70	10	20			2.30	1.06	
CTL	N	25	3	26	8	1			
	%	39.7	4.8	41.3	12.7	1.6	2.96	1.41	
CTNL	N	25	2	12	3				.01
	%	59.5	4.9	28.5	7.1		2.51	1.30	
NCTL	N	5	3	16	28	1			
	%	6.9	5.7	30.2	52.8	1.9	3.36	1.32	
NCTNL	N	7	10	17	21				
	%	12.8	18.2	30.9	38.2		3.38	1.18	
Total	N	71	20	79	61	2			
	%	30.5	8.6	33.9	26.2	.9			

The data further show that many Councils did not meet after funding decisions had been made as reported by 70% of the Non-Leadership site principals. Of those surveyed, 33.9% agreed with the statement, 30.5% disagreed, and 26.2% responded that they had no basis to judge which suggests that this group was not aware of additional meetings.

An examination of Table 5 shows that Non-Council teachers in Leadership (32.1%) and Non-Leadership (29.1%) site schools reported they had no basis to judge if the Council and the PTO shared the cost of programs.

Table 5 Responses to Question 4: The School Improvement Council worked cooperatively with the PTO to share the cost of programs.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N			9	1				
	%			90	10		4.78	.44	
PNL	N	2	1	6	1				
	%	20	10	60	10		3.67	1.12	
CTL	N	7	5	43	7	1			
	%	11.1	7.9	68.2	11.1	1.6	3.84	1.11	
CTNL	N	4	3	29	6				.05
	%	9.5	7.1	69	14.3		4.11	.98	
NCTL	N	8	4	24	17				
	%	15.1	7.5	45.3	32.1		3.64	1.05	
NCTNL	N	3	8	28	16				
	%	5.4	14.5	50.9	29.1		3.90	.97	
Total	N	24	21	139	48	1			
	%	10.3	9.9	59.7	20.6	.4			

Leadership site principals (90%), 60% of Non-Leadership site principals, 69% of Council teachers in Non-Leadership sites, and 68.2% in Leadership sites stated that the Council and PTO did share the cost of programs. The data suggest that those on the Council were more aware of its actions than those who did not serve. Of the total population, 59.7% responded positively to the question.

A review of the data in Table 6 shows that those who served on a Council responded positively concerning the helpfulness of Council guidelines in encouraging participation of members (80% of principals and 74.6% of Council teachers from Leadership sites, and 60% of principals and 61.9% of Council teachers from Non-Leadership site schools).

Table 6 Responses to Question 5: The Councils' adoption of guidelines governing its meetings was helpful in encouraging the participation of Council members.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N		1	8		1			
	%		10	80		10	4.00	1.56	
PNL	N	2	1	6	1				
	%	20	10	60	10		3.67	1.12	
CTL	N	1	6	47	8	1			
	%	1.6	9.5	74.6	12.7	1.6	3.96	.82	
CTNL	N	5	9	26	2				.85
	%	11.9	21.4	61.9	4.8		3.77	.97	
NCTL	N	1	3	14	35				
	%	1.9	5.7	26.4	66		3.83	.71	
NCTNL	N	2	5	18	30				
	%	3.6	9.1	32.8	54.5		3.76	.78	
Total	N	11	25	119	76	2			
	%	4.7	10.7	51.1	32.6	.9			

(Response Category heading spans SD+D, U, A+SA, NB, NR)

The data suggest that those who did not serve on a Council were not aware if guidelines were developed, and if so, whether they helped to encourage participation of the Council members. Of the total population, 51.1% agreed that the adoption of guidelines was helpful.

An analysis of the data in Table 7 shows that 35% of Council teachers from Leadership sites and 28.6% of Council teachers from Non-Leadership sites stated that Councils, through their citizen members, had increased citizen support for schools.

Table 7 Responses to Question 6: The School Improvement Council in this school has, through its citizen member, increased citizen support for schools.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
PL	N	2	2	6					
	%	20	20	60			3.60	1.08	
PNL	N	3	2	4	1				
	%	30	20	40	10		3.00	1.41	
CTL	N	17	18	22	6				
	%	27	28.6	35	9.5		3.09	1.01	
CTNL	N	9	17	12	4				.30
	%	21.4	40.5	28.6	9.5		3.03	1.03	
NCTL	N	7	7	22	17				
	%	13.2	13.2	41.5	32.1		3.42	1.08	
NCTNL	N	7	9	21	18				
	%	12.8	16.4	38.2	32.7		3.41	1.09	
Total	N	45	55	87	46				
	%	19.3	23.6	37.3	19.7				

Response Category spans SD+D, U, A+SA, N B, NR columns.

From Leadership sites, 41.5% of Non-Council teachers, and 38.2% of Non-Council teachers from Non-Leadership sites agreed citizen support had increased. The data indicate that Non-Council teachers felt that the citizen member had a greater influence than did the Council member teachers. Of the total population, 37.3% indicated that the citizen member had helped increase citizen support.

A study of the data in Table 8 shows that the majority of principals and Council teachers indicated that the community representative had a positive impact on the work of the Council.

Table 8 Responses to Question 7: The community representative appointed by the school committee had a positive impact on the work of the Council.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
PL	N	1	1	7	1				
	%	10	10	70	10		4.11	1.05	
PNL	N	1	2	6	1				
	%	10	20	60	10		3.67	.87	
CTL	N	5	12	39	7				
	%	7.9	19	61.9	11.1		3.75	.81	
CTNL	N	3	11	21	7				.87
	%	7.1	26.2	50	16.7		3.71	.89	
NCTL	N	1	8	16	28				
	%	1.9	15.1	30.1	52.8		3.76	.78	
NCTNL	N	1	7	17	30				
	%	1.8	12.7	31	54.5		3.76	.72	
Total	N	12	41	106	74				
	%	5.2	17.6	45.5	31.8				

Response Category

Of the total population, 31.8% indicated they had no basis to judge, while 45.5% agreed that the community representative had a positive impact on the work of the Council. Council teachers in both Leadership (61.9%) and Non-Leadership (50%) sites strongly agreed that the work had been positive, while 17.6% were undecided, and 5.2% disagreed on the positive impact of the efforts of the community representative.

Results presented in Table 9 show that a large majority (75.1%) of those surveyed agreed that the leadership style of the principal helped the Council in being successful.

Table 9 Responses to Question 8: The leadership style of the principal aided the Council in being successful.

Group		Response Category SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N		1	8		1			
	%		10	80		10	3.90	1.52	
PNL	N		1	9					
	%		10	90			4.20	.63	
CTL	N	2	4	56	1				
	%	3.2	6.3	88.9	1.6		4.26	.72	
CTNL	N	5	2	35					.71
	%	11.9	4.8	83.3			4.14	1.05	
NCTL	N	3	6	35	9				
	%	5.7	11.3	66	17		4.00	.92	
NCTNL	N	2	6	32	15				
	%	3.6	10.9	58.2	27.3		4.08	.92	
Total	N	12	20	175	25	1			
	%	5.2	8.6	75.1	10.7	.4			

Principals of Leadership sites (80%), 90% of Non-Leadership site principals, 88.9% of Council teachers and 66% of Non-Council teachers from Leadership sites, and 83.3% of Council teachers and 58.2% of Non-Council teachers from Non-Leadership sites agreed that the leadership style of the principal aided the Council in being successful.

Data in Table 10 show that a vast majority of all groups felt that
Council activities in the school improved enrichment opportunities for
students. Of those surveyed, 84.1% indicated their support of this
statement.

**Table 10 Responses to Question 9: School Improvement Council activities
in this school have improved enrichment opportunities for students.**

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N		2	8					
	%		20	80			4.40	.84	
PNL	N	1		9					
	%	10		90			4.30	.95	
CTL	N	2	4	57					
	%	3.2	6.3	90.5			4.25	.78	
CTNL	N	4	2	36					.83
	%	9.6	4.8	85.7			4.33	1.10	
NCTL	N	2	3	45	3				
	%	3.8	5.7	84.9	5.7		4.30	.84	
NCTNL	N	2	4	41	8				
	%	3.6	7.3	74.6	14.5		4.11	.81	
Total	N	11	15	196	11				
	%	4.7	6.4	84.1	4.7				

Response Category

Disagreeing were 4.7%, 6.4% were undecided, and 4.7% of those
surveyed indicated they had no basis to judge if Council activities
improved enrichment opportunities. Principals of Non-Leadership sites
indicated the most positive feeling (90%) while Non-Council teachers from
Non-Leadership sites stated the least positive feeling (74.6%). Those
surveyed strongly supported the statement that Councils provided
enrichment opportunities for students.

Data in Table 11 reveal that 82.4% of the population surveyed agreed that children in the school benefited greatly as a result of actions of the School Improvement Council.

Table 11 Responses to Question 10: Children in this school benefited greatly as a result of actions of the School Improvement Council.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N	1		9					
	%	10		90			4.30	.95	
PNL	N	1		9					
	%	10		90			4.10	.88	
CTL	N	2	6	55					
	%	3.2	9.5	87.3			4.22	.75	
CTNL	N	1	1	40					.05
	%	2.4	2.4	95.3			4.48	.67	
NCTL	N	2	6	43	2				
	%	3.8	11.3	81.1	3.8		4.20	.80	
NCTNL	N	4	8	36	7				
	%	7.3	14.5	65.4	12.7		3.92	.94	
Total	N	11	21	192	9				
	%	4.7	9	82.4	3.9				

Response Category

Principals (90%), 87.3% of Council teachers in Leadership sites, 95.5% of Council teachers in Non-Leadership sites, 81.1% of Non-Council teachers in Leadership sites, and 65.4% of Non-Council teachers in Non-Leadership sites agreed that children benefited greatly. The responses indicate strong support of the view that School Improvement Council efforts were of great benefit to children.

Results given in Table 12 show that 96.8% and 95.2% of Council teachers in Leadership and Non-Leadership sites respectively agreed that teachers who served on the Council had a positive impact on its work.

Table 12 Responses to Question 11: Teachers who served on the Council had a positive impact on the work of the Council.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N		1	9					
	%		10	90			4.70	.68	
PNL	N	1	1	8					
	%	10	10	80			4.20	1.32	
CTL	N		2	61					
	%		3.2	96.8			4.32	.53	
CTNL	N	1	1	40					.40
	%	2.4	2.4	95.2			4.43	.67	
NCTL	N	2	4	41	6				
	%	3.8	7.5	77.3	11.3		4.28	.80	
NCTNL	N	1	3	37	14				
	%	1.8	5.5	67.3	25.5		4.22	.69	
Total	N	5	12	196	20				
	%	2.2	5.2	84.1	8.6				

Principals of Leadership sites (90%), 80% of Non-Leadership site principals, 77.3% of Non-Council teachers in Leadership sites, and 67.3% of Non-Council teachers in Non-Leadership sites agreed that Council teachers were effective. Overall, 84.1% of the total population agreed that teachers who served on a Council had a positive impact on its work.

An examination of Table 13 shows that 14.6% of the total population disagreed, 24.5% were undecided, and 13.3% had no basis to judge if School Improvement Councils were effective in helping to empower teachers.

Table 13 Responses to Question 12: School Improvement Councils were effective in helping to empower teachers in this school.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
PL	N	2	1	7					
	%	20	10	70			3.80	1.14	
PNL	N	2	1	6	1				
	%	20	10	60	10		3.78	1.20	
CTL	N	10	18	29	6				
	%	15.9	28.6	46	9.5		3.49	.97	
CTNL	N	5	8	29					.20
	%	11.9	19	69			3.79	1.00	
NCTL	N	10	15	20	8				
	%	18.9	28.3	37.8	15.1		3.27	.94	
NCTNL	N	5	14	20	16				
	%	9.1	25.5	36.4	29.1		3.51	.97	
Total	N	34	57	111	31				
	%	14.6	24.5	47.6	13.3				

(Response Category spans SD+D, U, A+SA, N B, NR columns)

Leadership site principals (70%), 60% of principals of Non-Leadership sites, 46% of Council teachers from Leadership sites, 69% of Council teachers from Non-Leadership sites, 37.8% of Non-Council teachers from Leadership sites, and 36.4% of Non-Council teachers from Non-Leadership sites responded positively. Less than half of the teachers and less than half of the total population (47.6%) agreed that Councils helped to empower teachers.

A review of the data in Table 14 shows that 68.2% of the total population surveyed agreed that teachers welcomed the opportunity to represent their peers on the School Improvement Council.

Table 14 Responses to Question 13: Teachers in this school welcomed the opportunity to represent their peers on the School Improvement Council.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N	1	3	5	1				
	%	10	30	50	10		3.44	.73	
PNL	N	1		8	1				
	%	10		80	10		3.78	.67	
CTL	N	4	7	50	2				
	%	6.3	11.1	79.4	3.2		4.07	.83	
CTNL	N	3	4	35					.07
	%	7.1	9.5	83.3			3.95	.76	
NCTL	N	9	8	32	4				
	%	17	15.1	60.4	7.5		3.63	.97	
NCTNL	N	3	12	29	11				
	%	5.4	21.8	52.7	20		3.75	.89	
Total	N	21	34	159	19				
	%	9	14.6	68.2	8.2				

In contrast, 23.6% of those surveyed reported they either disagreed or were undecided in regard to the statement. Principals of Non-Leadership sites (80%), and 50% of the principals of Leadership sites agreed that teachers welcomed the opportunity to serve on the School Improvement Council.

An analysis of the data in Table 15 shows that 52.8% of those surveyed agreed that Council initiatives had a positive impact on the morale of the staff of the school.

Table 15 Responses to Question 14: School Improvement Council initiatives have had a positive impact on the morale of the staff in this school.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
			Response Category						
PL	N		2	8					
	%		20	80			4.00	.67	
PNL	N		5	5					
	%		50	50			3.50	.53	
CTL	N	7	27	27	2				
	%	11.1	42.9	42.8	3.2		3.43	.83	
CTNL	N	3	12	24	3				.32
	%	7.2	28.6	57.1	7.1		3.74	.97	
NCTL	N	12	8	30	3				
	%	22.7	15.1	56.6	5.7		3.46	1.03	
NCTNL	N	7	9	29	10				
	%	12.7	16.4	52.7	18.2		3.62	.98	
Total	N	29	63	123	18				
	%	12.5	27	52.8	7.7				

Of those surveyed 12.5%, and 27%, respectively either disagreed or were undecided concerning the statement. The most favorable response was from principals of Leadership sites (80%). The majority of those surveyed agreed that School Improvement Council initiatives had a positive impact on staff morale.

A study of the data in Table 16 shows the majority of those surveyed (58.3%) indicated they either disagreed (37.3%) or were undecided (21%) regarding an increase in staff development as a result of actions of the Council.

Table 16 Responses to Question 15: The School Improvement Council has provided increased staff development opportunities for teachers.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N	4	1	5					
	%	40	10	50			3.10	.99	
PNL	N	5	1	4					
	%	50	10	40			2.80	1.14	
CTL	N	29	12	18	4				
	%	46.1	19	28.5	6.3		2.85	1.10	
CTNL	N	18	10	12	2				.92
	%	42.8	23.8	28.5	4.8		2.85	1.17	
NCTL	N	19	11	14	9				
	%	35.8	20.8	26.5	17		2.95	.99	
NCTNL	N	12	14	14	15				
	%	21.8	25.5	25.5	27.3		3.05	1.20	
Total	N	87	49	67	30				
	%	37.3	21	28.7	12.9				

Response Category

Of the respondents, 12.9% reported they had no basis to judge the statement. Principals of Leadership sites (50%), and 40% of the principals of Non-Leadership sites responded positively to the statement. Only 28.7% of those surveyed agreed with the statement. The data indicate that the vast majority felt that Councils were not effective in providing increased staff development opportunities.

Results presented in Table 17 show that 70% of Leadership site principals, and 100% of Non-Leadership site principals felt that the school committee had supported School Improvement Council activities. Non-Council teachers from Non-Leadership sites (40%), and a majority of the rest of the teaching staff indicated support for the statement.

Table 17 Responses to Question 16: The school committee has been supportive of School Improvement Council activities.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N		2	7	1				
	%		20	70	10		4.33	.87	
PNL	N			10					
	%			100			4.20	.42	
CTL	N		17	36	10				
	%		27	57.1	15.9		3.92	.76	
CTNL	N	1	7	29	5				.22
	%	2.4	16.7	69	11.9		4.03	.76	
NCTL	N	2	1	36	14				
	%	3.8	1.9	68	26.4		4.13	.70	
NCTNL	N	1	6	22	26				
	%	1.8	10.9	40	47.3		3.79	.62	
Total	N	4	33	140	56				
	%	1.7	14.2	60.1	24				

Surprisingly, 24% of those surveyed stated they had no basis to make a judgment. Of the total population, (60.1%) agreed that school committees had supported Council activities.

Data in Table 18 show that 80% and 60% respectively of the principals of Leadership and Non-Leadership sites agreed that the school community was informed of Council decisions on a regular basis.

Table 18 Responses to Question 17: Informing the school community of the decisions of the Council occurred on a regular basis.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
				Response Category					
PL	N		1	8	1				
	%		10	80	10		4.56	.73	
PNL	N	2	2	6					
	%	20	20	60			3.60	1.08	
CTL	N	8	9	38	8				
	%	12.7	14.3	60.3	12.7		3.62	.95	
CTNL	N	5	9	18	10				.05
	%	11.9	21.4	42.9	23.8		3.56	.95	
NCTL	N	4	6	18	25				
	%	7.6	11.3	33.9	47.2		3.64	1.03	
NCTNL	N	8	6	16	25				
	%	14.5	10.9	29.1	45.5		3.30	1.12	
Total	N	27	33	104	69				
	%	11.6	14.2	44.6	29.6				

Of those surveyed, 11.6%, 14.2%, and 29.6%,respectively, disagreed, were undecided, and had no basis to judge in regard to the statement that the school community was informed on a regular basis. Nearly half (44.6%) of the total population agreed that the school community had been informed of Council decisions on a regular basis.

Data in Table 19 reveal that 70% of the principals of Leadership sites agreed that the School Improvement Councils increased communication between the school and parents.

Table 19 Responses to Question 18: The School Improvement Council has increased communication between the school and parents.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N	2		7	1				
	%	20		70	10		4.00	1.22	
PNL	N	4	2	4					
	%	40	20	40			3.10	1.10	
CTL	N	12	18	29	4				
	%	19.1	28.6	46	6.3		3.37	.96	
CTNL	N	9	14	16	3				.34
	%	21.4	33.3	38.1	7.1		3.28	1.02	
NCTL	N	9	10	22	12				
	%	17	18.9	41.5	22.6		3.39	.92	
NCTNL	N	4	12	21	18				
	%	7.3	21.8	38.2	32.7		3.54	.90	
Total	N	40	56	99	38				
	%	17.2	24	42.5	16.3				

Less than a majority of principals of Non-Leadership sites (40%), Council teachers in Leadership sites (46%), Council teachers in Leadership sites (38.1%), Non-Council teachers in Leadership sites (41.5%), and Non-Council teachers in Non-Leadership sites (38.2%) agreed that communication had increased. Of the target groups (42.5%) agreed that communication between the school and parents had increased as a result of Council activities.

Results presented in Table 20 show that 80% of principals in both Leadership and Non-Leadership sites agreed that a needs assessment was conducted to gain input from the staff.

Table 20 Responses to Question 19: A school needs assessment was conducted by the Council to gain support from the staff.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N	1	1	8					
	%	10	10	80			4.30	1.06	
PNL	N	2		8					
	%	20		80			4.00	1.16	
CTL	N	4	1	55	3				
	%	6.3	1.6	87.3	4.8		4.23	.79	
CTNL	N	4	2	36					.35
	%	9.5	4.8	85.7			4.19	.99	
NCTL	N	4	3	37	9				
	%	7.5	5.7	69.8	17		3.98	.82	
NCTNL	N	5	5	37	8				
	%	9.1	9.1	67.3	14.5		3.89	.94	
Total	N	20	12	181	20				
	%	8.5	5.2	77.7	8.6				

Council teachers from Leadership sites (87.3%), 85.7% of Council teachers from Non-Leadership sites, 69.8% of Non-Council teachers from Leadership sites, and 67.3% of Non-Council teachers from Non- Leadership sites agreed that input was sought from staff members. Of those surveyed (77.7%) agreed that staff suggestions were solicited through a needs assessment.

An examination of Table 21 shows that less than a majority of principals agreed that their status was enhanced by opportunities provided by School Improvement Councils (50%) for Leadership sites and 40% for Non-Leadership sites).

Table 21 Responses to Question 20: The status of the principal as the educational leader of the school has been enhanced by the opportunities made available by the School Improvement Council.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
				Response Category					
PL	N	1	3	5	1				
	%	10	30	50	10		3.67	1.00	
PNL	N		3	4	3				
	%		30	40	30		3.57	.53	
CTL	N	13	15	31	4				
	%	20.6	23.8	49.2	6.3		3.44	1.04	
CTNL	N	8	15	16	3				.69
	%	19.1	35.7	38.1	7.1		3.28	.97	
NCTL	N	8	12	17	16				
	%	15.1	22.6	32	30.2		3.32	1.08	
NCTNL	N	2	13	19	21				
	%	3.6	23.6	34.5	38.2		3.62	.99	
Total	N	32	61	92	48				
	%	13.7	26.2	39.5	20.6				

Less than a majority of all other groups agreed with the question and of those surveyed, 26.2% were undecided and 20.6% indicated they had no basis to make a judgment. Those surveyed (39.5%) agreed that the status of the principal had been enhanced by opportunities provided by the Council. In contrast, 26.2% of the population responded that they were undecided.

A review of the data in Table 22 shows that 60% and 80% respectively of the principals of Leadership and Non-Leadership sites agreed that, as a result of Council involvement, the principal has shown concern for the support of teachers and parents.

Table 22 Responses to Question 21: As a result of School Improvement Council involvement, the principal has demonstrated concern for the support of teachers and parents.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N		2	6	1	1			
	%		20	60	10	10	3.67	1.58	
PNL	N		1	8	1				
	%		10	80	10		4.11	.60	
CTL	N	8	10	41	4				
	%	12.7	15.9	65.1	6.3		3.85	.97	
CTNL	N	2	9	31					.92
	%	4.8	21.4	73.8			3.95	.83	
NCTL	N	6	6	34	7				
	%	11.3	11.3	64.1	13.2		3.91	1.05	
NCTNL	N	2	7	28	18				
	%	3.6	12.7	50.9	32.7		3.97	.93	
Total	N	18	35	148	31	1			
	%	7.7	15	63.5	13.3	.4			

The strongest support for the statement is shown by principals (65.1%) and Council teachers (73.8%) of Non-Leadership sites. Overall, 63.5% of the population agreed that the principal has shown concern for the support of teachers and parents.

An analysis of the data in Table 23 shows that Council teachers from Non-Leadership sites gave strongest endorsement of the statement that staff members who served on the Council felt that participation in the decision making process was a significant step forward in empowerment.

Table 23 Responses to Question 22: Staff members who served on the Council felt that participation in the decision making process was a significant step forward in empowering teachers.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N	1	2	6	1				
	%	10	20	60	10		3.78	.97	
PNL	N	1	3	4	2				
	%	10	30	40	20		3.50	.93	
CTL	N	8	17	37	1				
	%	12.7	27	58.8	1.6		3.63	.91	
CTNL	N	2	13	27					.68
	%	4.8	31	64.3			3.83	.85	
NCTL	N	3	8	21	21				
	%	5.7	15.1	39.6	39.6		3.72	.85	
NCTNL	N	2	9	25	19				
	%	3.6	16.4	45.5	34.5		3.89	.85	
Total	N	17	52	120	44				
	%	7.3	22.3	51.5	18.9				

Over half (51.5%) of those surveyed agreed with the statement. Council teachers from Leadership sites (58.8%), Non-Council teachers from Leadership sites (39.6%), and Non-Council teachers from Non-Leadership sites (45.5%) agreed that staff members who served on the Council felt decision making authority helped empower teachers.

A study of the data in Table 24 shows that an overwhelming majority of each of the target groups disagreed that School Improvement Councils sponsored activities on time and stress management for teachers.

Table 24 Responses to Question 23: School Improvement Councils have sponsored activities on stress and time management for teachers.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
PL	N	6	1	2	1				
	%	60	10	20	10		2.33	1.12	
PNL	N	8		1	1				
	%	80		10	10		1.89	.93	
CTL	N	47	6	3	7				
	%	74.6	9.5	4.8	11.1		1.86	.94	
CTNL	N	25	5	4	8				.03
	%	59.6	11.9	9.5	19		2.21	.98	
NCTL	N	33	6	3	11				
	%	62.2	11.3	5.7	20.8		2.00	.86	
NCTNL	N	26	6	11	12				
	%	47.3	10.9	20	21.8		2.53	1.26	
Total	N	145	24	24	40				
	%	62.2	10.3	10.3	17.2				

Principals of Leadership sites (60%), and 80% of principals from Non-Leadership sites, 74.6% and 59.6% respectively of Council teachers from Leadership and Non-Leadership sites, and 62.2% and 47.3% of Non-Council teachers from Leadership and Non-Leadership sites disagreed with the statement. Of those surveyed, 62.2% disagreed that the Council had sponsored activities on time and stress management.

Results presented in Table 25 show that 5 of the 6 target groups disagreed that School Improvement Councils were effective in improving the self esteem of teachers.

Table 25 Responses to Question 24: The School Improvement Council was effective in improving the self esteem of teachers.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N	3	3	4					
	%	30	30	40			3.00	1.05	
PNL	N	2	4	1	3				
	%	20	40	10	30		2.71	.95	
CTL	N	22	25	9	7				
	%	34.9	39.7	14.3	11.1		2.75	.94	
CTNL	N	14	13	9	6				.76
	%	33.3	31	21.5	14.3		2.83	1.03	
NCTL	N	21	16	7	9				
	%	39.6	30.2	13.2	17		2.59	1.02	
NCTNL	N	15	16	10	14				
	%	27.3	29.1	18.2	25.5		2.88	1.03	
Total	N	77	77	40	39				
	%	33	33	17.2	16.7				

Although 33% of those surveyed disagreed, 33% were undecided, 17.2% agreed, and 16.7% indicated they had no basis to make a judgment in regard to the effectiveness of Councils in improving teacher self esteem.

Data in Table 26 show that the majority of teachers disagreed that School Improvement Councils empowered only those teachers who served on them.

Table 26 Responses to Question 25: School Improvement Councils helped to empower only those teachers who served on the Council.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
PL	N	3	3	3	1				
	%	30	30	30	10		3.00	1.22	
PNL	N	2	2	4	2				
	%	20	20	40	20		3.38	1.06	
CTL	N	34	14	12	3				
	%	54	22.2	19.1	4.8		2.47	1.05	
CTNL	N	22	9	8	3				.22
	%	52.4	21.4	19	7.1		2.64	1.14	
NCTL	N	20	16	8	9				
	%	37.7	30.2	15.1	17		2.75	1.10	
NCTNL	N	24	7	7	17				
	%	43.6	12.7	12.8	30.9		2.47	1.20	
Total	N	105	51	42	35				
	%	45.1	21.9	18	15				

Council teachers (54%) and Non-Council teachers (37.7%) from Leadership sites, and Council teachers (52.4%) and Non-Council teachers (43.6%) from Non-Leadership sites disagreed with the statement. Of all surveyed, 45.1% disagreed that Councils empowered only those teachers who were members.

Data in Table 27 reveal that the majority of each of the target groups agreed that Councils increased parent participation in school activities.

Table 27 Responses to Question 26: School Improvement Council support increased parent participation in school activities.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
PL	N	1	2	7					
	%	10	20	70			3.90	.99	
PNL	N	4	1	4	1				
	%	40	10	40	10		3.11	1.17	
CTL	N	14	16	31	2				
	%	22.2	25.4	49.2	3.2		3.28	.93	
CTNL	N	8	16	14	4				.09
	%	19.1	38.1	33.4	9.5		3.16	.85	
NCTL	N	10	5	32	6				
	%	18.9	9.4	60.3	11.3		3.57	.95	
NCTNL	N	6	11	23	15				
	%	10.9	20	41.9	27.3		3.50	.85	
Total	N	43	51	111	28				
	%	18.5	21.9	47.6	12				

Response Category (column span header over SD+D, U, A+SA, NB, NR)

Principals of Leadership sites (70%) and Non-Council teachers of Leadership sites (60.3%) showed the strongest support for the statement. Of those surveyed, 47.6% agreed, 18.5% disagreed, 21.9% were undecided, and 12% indicated they had no basis to make a judgment concerning an increase in parent participation in school activities as a result of Council support. The data suggest the majority of those surveyed agreed that parent participation had increased.

Results given in Table 28 show that only 21.5% of those surveyed agreed that School Improvement Councils were effective in improving the self-esteem of parents.

Table 28 Responses to Question 27: The School Improvement Council was effective in improving the self esteem of parents.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N		4	4	2				
	%	4	40	40	20		3.63	.74	
PNL	N	3	1	2	4				
	%	30	10	20	40		2.83	.98	
CTL	N	13	21	18	11				
	%	20.7	33.3	28.6	17.5		3.08	.95	
CTNL	N	12	12	7	11				.20
	%	28.6	28.6	16.7	26.2		2.81	.95	
NCTL	N	7	12	11	23				
	%	13.2	22.6	20.7	43.4		3.27	.98	
NCTNL	N	5	16	8	26				
	%	9.1	29.1	14.5	47.3		3.17	.80	
Total	N	40	66	50	77				
	%	17.2	28.3	21.5	33				

Disagreement was stated by 17.2%, 28.3% were undecided, and 33% had no basis to judge if Councils improved the self-esteem of parents. Strongest disagreement was indicated by principals of Non-Leadership sites (30%) while the strongest agreement was recorded by principals of Leadership sites (40%). The data indicate that the majority of those surveyed disagreed that Councils had improved the self-esteem of parents.

An examination of Table 29 shows that only 15.5% of those surveyed agreed that parents demonstrated increased respect for teachers as a result of efforts of the Council.

Table 29 Responses to Question 28: Parents have demonstrated increased respect for teachers as a result of the efforts of the School Improvement Council.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N	3	3	3	1				
	%	30	30	30	10		3.11	1.05	
PNL	N	2	3	1	4				
	%	20	30	10	40		2.83	.75	
CTL	N	17	20	15	11				
	%	26.9	31.7	23.8	17.5		2.92	.99	
CTNL	N	13	14	4	11				.76
	%	30.9	33.3	9.5	26.2		2.65	.91	
NCTL	N	13	18	7	15				
	%	24.5	34	22.7	28.3		2.89	.83	
NCTNL	N	12	12	6	35				
	%	21.8	21.8	10.9	45.5		2.83	.95	
Total	N	60	70	36	67				
	%	25.8	30	15.5	28.8				

Response Category

No basis to make a judgment was indicated by 28.8%, 30% were undecided, and 25.8% of those surveyed disagreed with the question. The response from the target groups show that they felt Councils did not increase parent respect for teachers.

A review of the data in Table 30 shows that a majority of each of the target groups disagreed that teachers are more comfortable communicating with parents as a result of School Improvement Council activities.

Table 30 Responses to Question 29: As a result of School Improvement Council activities, teachers are more comfortable about communicating with parents.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
				Response Category					
PL	N	3	3	3	1				
	%	30	30	30	10		2.89	1.05	
PNL	N	3	2	1	4				
	%	30	20	10	40		2.67	.82	
CTL	N	19	17	14	12	1			
	%	30.1	27	22.2	19	1.6	2.76	1.01	
CTNL	N	16	15	2	9				.32
	%	38.1	35.7	4.8	21.4		2.42	.83	
NCTL	N	17	15	8	13				
	%	32.1	28.3	15.1	24.5		2.80	.82	
NCTNL	N	13	12	11	19				
	%	23.6	21.8	20	34.5		2.94	1.01	
Total	N	71	64	39	58	1			
	%	30.5	27.5	16.7	24.9	.4			

Of those surveyed, only 16.7% agreed, 27.5% were undecided, and 24.9% indicated they had no basis to make a judgment concerning the question. Most of those surveyed indicated they felt Council activities had little impact in making teachers more comfortable in communicating with parents.

An analysis of the data in Table 31 shows that 30% of the total population felt Council activities had improved communication with the community.

Table 31 Responses to Question 30: School Improvement Council activities in this school have improved communication with the community.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N	1	2	6	1				
	%	10	20	60	10		3.56	.73	
PNL	N	1	4	2	3				
	%	10	40	20	30		3.14	.69	
CTL	N	20	14	22	7				
	%	31.8	22.2	34.9	11.1		3.00	.99	
CTNL	N	11	18	66	7				.32
	%	26.2	42.9	14.3	16.7		2.86	.91	
NCTL	N	13	10	16	14				
	%	24.5	18.9	30.2	26.4		3.10	.99	
NCTNL	N	9	11	18	17				
	%	16.3	20	32.8	30.9		3.26	1.03	
Total	N	55	59	70	49				
	%	23.6	25.3	30	21				

Of those surveyed, 23.6% disagreed, 25.3% were undecided, and 21% indicated they had no basis to make a judgment in regard to the question. The strong feeling of those surveyed is that School Improvement Councils were not very effective in improving communication with the community.

An analysis of the data in Table 32 shows that 15.9% of those surveyed disagreed that Council initiatives had helped improve student achievement.

Table 32 Responses to Question 31: There has been an improvement in the achievement of students in this school as a result of School Improvement Council initiatives.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
				Response Category					
PL	N	3	5	1	1				
	%	30	50	10	10		2.67	.87	
PNL	N	2	3	2	3				
	%	20	30	20	30		3.00	1.29	
CTL	N	9	20	19	15				
	%	14.3	31.7	30.1	23.8		3.29	.94	
CTNL	N	6	12	11	13				.64
	%	14.3	28.6	26.1	31		3.21	1.05	
NCTL	N	9	17	14	13				
	%	17	32.1	26.4	24.5		3.22	.92	
NCTNL	N	8	16	12	19				
	%	14.5	29.1	21.8	34.5		3.17	1.03	
Total	N	37	73	59	64				
	%	15.9	31.3	25.3	27.5				

Additionally, 31.3% were undecided, and 27.5% indicated they had no basis to make a judgment in regard to the statement. Only 25.3% of the total agreed that Councils had helped improve achievement. The data clearly show that the majority disagreed, were undecided, or had no basis to make a judgment.

Results presented in Table 33 show that nearly half of those surveyed (48.5%) felt that the parents, not the Council, had the responsibility to become involved in school activities.

Table 33 Responses to Question 32: It is the responsibility of parents to become involved in school activities and not that of the School Improvement Council.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N	7	2	1					
	%	70	20	10			2.50	.97	
PNL	N	2	4	4					
	%	20	40	40			3.30	.95	
CTL	N	18	13	31	1				
	%	28.5	20.6	49.2	1.6		3.29	1.16	
CTNL	N	13	6	20	3				.11
	%	31	14.3	47.6	7.1		3.35	1.20	
NCTL	N	9	11	31	1	1			
	%	17	20.8	58.5	1.9	1.9	3.56	1.11	
NCTNL	N	6	12	26	10	1			
	%	10.9	21.8	47.3	18.2	1.8	3.58	1.10	
Total	N	55	48	113	15				
	%	23.6	20.6	48.5	6.4				

Of the respondents, 23.6% disagreed, 20.6% were undecided, and 6.4% indicated no basis to make a judgment in regard to the question. Nearly half of those surveyed agreed that it is the responsibility of parents to become involved in school activities and not that of the Council.

Data in Table 34 show that nearly 66% of the total surveyed felt that teachers should provide more opportunities for parents to become involved in school activities.

Table 34 Responses to Question 33: Teachers should provide more opportunities for parents to become involved in school activities.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N	1	1	8					
	%	10	10	80			4.30	1.06	
PNL	N	1	3	6					
	%	10	30	60			3.70	1.25	
CTL	N	8	8	47					
	%	12.7	12.7	74.6			3.67	.82	
CTNL	N	11	8	22	1				.08
	%	26.2	19	52.4	2.4		3.32	.93	
NCTL	N	9	8	35	1				
	%	17	15.1	66.1	1.9		3.71	1.00	
NCTNL	N	7	9	36	2	1			
	%	12.7	16.4	65.4	3.6	1.8	3.60	.99	
Total	N	37	37	154	4	1			
	%	15.9	15.9	66	1.7	.4			

Response Category header spans SD+D, U, A+SA, NB, NR columns.

Principals of Leadership sites (80%) and Non-Leadership sites (60%) indicate strong agreement with the statement. Most teachers agreed with the principals (approximately 60%) in regard to the question while 15.9% of the total population disagreed. The data show that the target groups agreed that teachers should provide increased opportunities for parents.

Data in Table 35 reveal that every group, except the principals, agreed that the development of guidelines for parent involvement is the responsibility of the principal.

Table 35 Responses to Question 34: Development of guidelines for parent involvement is the responsibility of the principal.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
				Response Category					
PL	N	5	2	3					
	%	50	20	30			3.00	1.25	
PNL	N	4	1	5					
	%	40	10	50			3.20	1.14	
CTL	N	21	9	32	1				
	%	33.3	14.3	50.8	1.6		3.21	1.23	
CTNL	N	15	4	22	1				.10
	%	35.8	9.5	52.4	2.4		3.24	1.18	
NCTL	N	20	6	26	1				
	%	37.8	11.3	49	1.9		3.19	1.21	
NCTNL	N	15	10	23	6	1			
	%	27.2	18.2	41.8	10.9	1.8	3.16	1.18	
Total	N	80	32	111	9	1			
	%	34.3	13.7	47.6	3.9	1.8			

Of those surveyed, 47.6% agreed, 34.3% disagreed, 13.7% were undecided, and 3.9% had no basis to judge in regard to the statement. The majority of those surveyed agreed that the principal has the responsibility of developing guidelines for parent involvement.

Results given in Table 36 show that 80.7% of those surveyed strongly agreed that the principal should provide opportunities for parents to become involved in the school.

Table 36 Responses to Question 35: The principal should provide opportunities for parents to become involved in activities of the school.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
				Response Category					
PL	N			10					
	%			100			4.80	.42	
PNL	N		1	9					
	%		10	90			4.20	.63	
CTL	N	5	7	51					
	%	7.9	11.1	81			3.90	.78	
CTNL	N	1	6	35					.00
	%	2.4	14.3	83.4			3.98	.64	
NCTL	N	2	5	45	1				
	%	3.8	9.4	85	1.9		4.04	.68	
NCTNL	N	4	8	38	5				
	%	7.3	14.5	69.1	9.1		3.80	.83	
Total	N	12	27	188	6				
	%	5.2	11.6	80.7	2.6				

Each of the 6 target groups overwhelmingly agreed and only 5.2% disagreed, 11.6% were undecided, and 2.6% indicated no basis to judge in regard to the responsibility of the principal to involve parents.

An examination of Table 37 shows near unanimous agreement among those surveyed (84.1%) that teacher suggestions were considered by the Council.

Table 37 Responses to Question 36: Suggestions of the teachers were considered by the Council.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
				Response Category					
PL	N			10					
	%			100			5.00	.00	
PNL	N			10					
	%			100			4.90	.32	
CTL	N			61	2				
	%			96.8	3.2		4.49	.50	
CTNL	N	1	1	40					.00
	%	2.4	2.4	95.3			4.44	.67	
NCTL	N	1	3	41	8				
	%	1.9	5.7	77.4	15.1		4.48	.69	
NCTNL	N	1	4	34	16				
	%	1.8	7.3	61.8	29.1		4.28	.86	
Total	N	3	8	196	26				
	%	1.3	3.4	84.1	11.2				

All (100%) of the principals of both Leadership and Non-Leadership sites, 96.8% of Council teachers from Leadership sites, 95.3% of Council teachers from Non-Leadership sites, 77.4% of Non-Council teachers from Leadership sites, and 61.8% of Non-Council teachers from Non-Leadership sites agreed that suggestions of teachers were considered by the Council. Council teachers indicated greater agreement with the statement than did Non-Council teachers.

A review of the data in Table 38 shows that 61.8% of the population reported that Council Members were informed of the School Improvement Council goals and expectations.

Table 38 Responses to Question 37: Members of the Council were given information that explained the goals and expectations of School Improvement Councils.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N			9	1				
	%			90	10		4.78	.44	
PNL	N	1		9					
	%	10		90			4.10	1.20	
CTL	N	4	1	54	4				
	%	6.3	1.6	85.7	6.3		4.24	.78	
CTNL	N	1	3	38					.08
	%	2.4	7.1	90.5			4.38	.73	
NCTL	N		3	18	32				
	%		5.7	34	60.4		3.95	.50	
NCTNL	N		5	16	34				
	%		9.1	29.1	61.8		4.06	.77	
Total	N	6	12	144	71				
	%	2.6	5.2	61.8	30.5				

Principals of both Leadership and Non-Leadership sites (90%), 85.7% of Council teachers from Leadership sites, and 90.5% of Council teachers from Non-Leadership sites agreed with the statement. Non-Council teachers were not as well informed as only 34% from Leadership sites and 29.1% from Non-Leadership sites agreed that Council teachers were made aware of the goals and expectations of Councils.

An analysis of the data in Table 39 shows that a majority of 4 of the 6 groups agreed that School Improvement Council meetings were scheduled at a time to encourage maximum participation.

Table 39 Responses to Question 38: School Improvement Council meetings were scheduled at a time of day which encouraged maximum participation of all of its members.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N			9	1				
	%			90	10		4.78	.44	
PNL	N		1	9					
	%		10	90			4.50	.71	
CTL	N	1	3	57	2				
	%	1.6	4.8	90.4	3.2		4.40	.67	
CTNL	N	3	2	37					.05
	%	7.2	4.8	88.1			4.24	.93	
NCTL	N	3	1	24	25				
	%	5.7	1.9	45.3	47.2		4.00	.86	
NCTNL	N	1	4	21	29				
	%	1.8	7.3	38.1	52.7		4.08	.80	
Total	N	8	11	157	57				
	%	3.4	4.7	67.4	24.5				

Although 24.5% indicated no basis to make a judgment, 3.4% disagreed, and 4.7% were undecided, the majority of those surveyed (67.4%) agreed that Council meetings were scheduled at a time of day which encouraged maximum attendance and participation.

A study of the data in Table 40 shows that 31.8% of those surveyed indicated they had no basis to make a judgment relative to the statement that the School Improvement Council was effective in seeking out ideas from the community.

Table 40 Responses to Question 39: The School Improvement Council was effective in seeking out ideas from members of the community.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
				Response Category					
PL	N	1	2	6	1				
	%	10	20	60	10		4.11	1.17	
PNL	N	4		6					
	%	40		60			3.20	1.32	
CTL	N	10	17	29	7				
	%	15.9	27	46	11.1		3.48	1.01	
CTNL	N	5	8	24	5				.34
	%	11.9	19	57.1	11.9		3.73	.96	
NCTL	N	2	7	16	28				
	%	3.8	13.2	30.2	52.8		3.60	.87	
NCTNL	N	2	9	11	33				
	%	3.6	16.4	20	60		3.50	.80	
Total	N	24	43	92	74				
	%	10.3	18.5	39.5	31.8				

Of those surveyed, 10.3% disagreed, 18.5% were undecided, and 39.5% agreed that the Council was effective in seeking out ideas from the community. Non-Council teachers were less positive in their response than the members of the other 4 groups.

Results presented in Table 41 show that 32.6% of the target groups agreed that School Improvement Councils provided opportunities for all students to increase their sense of accomplishment.

Table 41 Responses to Question 40: The School Improvement Council has provided opportunities for all students to increase their sense of accomplishment.

Group		SD+D	Response Category U	A+SA	NB	NR	MEAN	SD	F
PL	N		4	4	2				
	%		40	40	20		3.63	.74	
PNL	N	1	2	2	5				
	%	10	20	20	50		3.20	1.48	
CTL	N	6	21	27	9				
	%	9.5	33.3	42.8	14.3		3.46	.79	
CTNL	N	7	10	15	10				.83
	%	16.7	23.8	35.7	23.8		3.38	1.07	
NCTL	N	6	15	16	16				
	%	11.3	28.3	30.2	30.2		3.32	.82	
NCTNL	N	6	10	12	26	1			
	%	10.9	18.2	21.8	47.3	1.8	3.21	1.21	
Total	N	26	62	76	68	1			
	%	11.2	26.6	32.6	29.2	.4			

Survey results indicated that 11.2% disagreed, 26.6% were undecided, and 29.2% had no basis to make a judgment concerning the question. Principals and Council teachers (42.8%) from Leadership sites recorded the strongest agreement that Councils had provided opportunities for all students to increase their sense of accomplishment.

Data in Table 42 show that a majority of those responding (37.8%) indicated no basis to make a judgment as to whether or not an increase in parent involvement led to improved student achievement.

Table 42 Responses to Question 41: An increase in parent involvement led to improved student achievement.

Group		SD+D	Response Category U	A+SA	NB	NR	MEAN	SD	F
PL	N	3	3	3	1				
	%	30	30	30	10		2.88	1.05	
PNL	N	2	2	1	5				
	%	20	20	10	50		2.40	1.34	
CTL	N	9	28	9	7				
	%	14.3	44.4	14.3	27		3.02	.77	
CTNL	N	3	14	5	20				.21
	%	7.1	33.3	11.9	47.6		3.14	.71	
NCTL	N	8	8	16	21				
	%	15.1	15.1	30.2	39.6		3.34	.97	
NCTNL	N	7	11	13	24				
	%	12.7	20	23.7	43.6		3.29	1.04	
Total	N	32	66	47	88				
	%	13.7	28.3	20.2	37.8				

Of those surveyed, 13.7% disagreed, 28.3% were undecided, and only 20.2 % of the total population agreed that an increase in parent involvement led to improved student achievement.

Data in Table 43 reveal that 16.7% of those surveyed agreed that Council programs reduced vandalism.

Table 43 Responses to Question 42: School Improvement Council programs emphasizing school pride have reduced vandalism in the school.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N	1	4	1	4				
	%	10	40	10	40		3.17	.98	
PNL	N	1	1		8				
	%	10	10		80		2.00	1.41	
CTL	N	15	16		32				
	%	23.8	25.4		50.8		2.42	.67	
CTNL	N	9	10		23				.20
	%	21.4	23.8		54.8		2.21	.92	
NCTL	N	12	12	3	26				
	%	22.7	22.6	5.7	49.1		2.63	.88	
NCTNL	N	11	8	35	1				
	%	20	14.5	63.6	1.8		2.38	.97	
Total	N	49	51	39	94				
	%	21	21.9	16.7	40.3				

The majority of the respondents (40.3%) indicated no basis to make a judgment concerning the statement, while 21% disagreed, and 21.9% were undecided. The data show that there is little agreement from the target groups that School Improvement Council programs have reduced vandalism in the school.

Results given in Table 44 indicate little support (1.7%) for the statement that School Improvement Council initiatives had helped reduce student absenteeism.

Table 44 Responses to Question 43: School Improvement Council initiatives have helped reduce student absenteeism.

Group		SD+D	Response Category U	A+SA	N B	N R	MEAN	SD	F
PL	N	2	1	1	6				
	%	20	10	10	60		2.75	.96	
PNL	N	1	1		8				
	%	10	10		80		2.00	1.41	
CTL	N	19	15	1	28				
	%	30.2	23.8	1.6	44.4		2.46	.61	
CTNL	N	11	8		23				.43
	%	26.2	19		54.8		2.11	.88	
NCTL	N	14	7		32				
	%	26.5	13.2		60.4		2.19	.68	
NCTNL	N	12	6	2	35				
	%	21.9	10.9	3.6	63.6		2.35	.88	
Total	N	59	38	4	132				
	%	25.3	16.3	1.7	56.7				

Of those surveyed, 56.7% indicated no basis to make a judgment, 25.3% disagreed, and 16.3% were undecided in regard to the question. Overall, there was little agreement with the statement that Council initiatives had helped reduce student absenteeism.

An examination of Table 45 shows that a majority of each group surveyed agreed that Councils provided appropriate educational and cultural learning experiences for children.

Table 45 Responses to Question 44: The School Improvement Council has helped provide appropriate learning experiences (i.e.educational and cultural) for children.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N		1	9					
	%		10	90			4.10	.57	
PNL	N	1		9					
	%	10		90			4.30	.95	
CTL	N	4	5	5	3				
	%	6.3	7.9	80.9	4.8		4.02	.77	
CTNL	N	3	3	30	6				.74
	%	7.2	7.2	71.4	14.3		4.00	1.01	
NCTL	N	1	7	37	8				
	%	1.9	13.2	69.8	15.1		4.02	.69	
NCTNL	N	3	9	35	8				
	%	5.5	16.4	63.7	14.5		3.87	.80	
Total	N	12	25	171	25				
	%	5.2	10.7	73.4	10.7				

Of those surveyed, 10.7% indicated no basis to make a judgment, 10.7% were undecided, and 5.2% disagreed with the statement. The majority of respondents (73.4%) agreed that Councils had helped provide appropriate educational and cultural learning experiences for children.

A review of the data in Table 46 shows that nearly half of those surveyed (45.9%) agreed that School Improvement Councils were effective in fostering positive student attitudes toward learning.

Table 46 Responses to Question 45: The School Improvement Council has been effective in fostering positive student attitudes toward learning.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
				Response Category					
PL	N	1	2	6	1				
	%	10	20	60	10		3.78	.97	
PNL	N		3	4	3				
	%		30	40	30		3.71	.76	
CTL	N	4	15	36	8				
	%	6.3	23.8	57.1	12.7		3.67	.75	
CTNL	N	5	7	20	10				.69
	%	11.9	16.7	47.6	23.8		3.50	1.02	
NCTL	N	6	13	20	14				
	%	11.3	24.5	37.8	26.4		3.41	.82	
NCTNL	N	4	9	21	21				
	%	7.3	16.4	38.2	38.2		3.59	.93	
Total	N	20	49	107	57				
	%	8.6	21	45.9	24.5				

The strongest support for the statement is shown by principals (60%) and Council teachers (57.1%) from Leadership sites. Council teachers from Non-Leadership sites (47.6%) also demonstrated a strong endorsement. Overall, 45.9% of the population agreed that the Council was effective in fostering positive student attitudes toward learning.

An analysis of the data in Table 47 shows that Non-Council teachers from Leadership sites (35.9%) indicated the strongest disagreement that Council activities helped improve discipline in the school.

Table 47 Responses to Question 46: School Improvement Council sponsored activities have helped to improve discipline in the school.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
PL	N	2	4	2	2				
	%	20	40	20	20		3.00	.76	
PNL	N	3	3		4				
	%	30	30		40		2.50	.55	
CTL	N	22	20	5	16				
	%	34.9	31.7	7.9	25.4		2.64	.76	
CTNL	N	13	13	4	12				.74
	%	30.9	31	9.5	28.6		2.60	.97	
NCTL	N	19	15	4	15				
	%	35.9	28.3	7.5	28.3		2.58	.72	
NCTNL	N	10	16	4	25				
	%	18.1	29.1	7.3	45.5		2.77	.86	
Total	N	69	71	19	74				
	%	29.6	30.5	8.2	31.8				

Of those surveyed, 31.8% indicated no basis to make a judgment, 30.5% were undecided, and 29.6% disagreed with the statement. The data show very little support, as only 8.2% agreed that School Improvement Council activities had helped improve discipline in the school.

A study of the data in Table 48 shows that Council teachers from Leadership sites (54%) gave the strongest endorsement of the statement that School Improvement Councils provided experiences which helped students to improve their self-image.

Table 48 Responses to Question 47: The School Improvement Council has provided experiences which helped students to improve their self image.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
				Response Category					
PL	N	2	3	4	1				
	%	20	30	40	10		3.44	1.13	
PNL	N	2	2	4	2				
	%	20	20	40	20		3.25	.89	
CTL	N	11	12	34	6				
	%	17.5	19	54	9.5		3.46	.87	
CTNL	N	8	6	20	8				.95
	%	19	14.3	47.6	19		3.44	1.21	
NCTL	N	8	12	19	14				
	%	15.1	22.6	35.9	26.4		3.31	.83	
NCTNL	N	6	11	19	19				
	%	10.9	20	34.5	34.5		3.50	1.02	
Total	N	37	46	100	50				
	%	15.9	19.7	42.9	21.5				

Nearly half (42.9%) of those surveyed agreed with the statement. Council teachers from Leadership sites (54%), and Council teachers from Non-Leadership sites (47.6%) agreed that Councils provided experiences which helped students to improve their self-image.

Results presented in Table 49 show that a majority of each of the target groups agreed that School Improvement Council activities helped students find school more enjoyable.

Table 49 Responses to Question 48: School Improvement Council activities have helped students find school more enjoyable.

Group		SD+D	U	A+SA	NB	NR	MEAN	SD	F
PL	N		1	9					
	%		10	90			4.20	.63	
PNL	N			8	2				
	%			80	20		4.13	.35	
CTL	N	5	7	47	4				
	%	7.9	11.1	74.6	6.3		3.88	.79	
CTNL	N	5	2	32	3				.44
	%	11.8	4.8	76.2	7.1		3.79	1.06	
NCTL	N	6	8	29	10				
	%	11.3	15.1	54.7	18.9		3.65	.87	
NCTNL	N	3	6	29	17				
	%	5.4	10.9	52.7	30.9		3.84	.89	
Total	N	19	24	154	36				
	%	8.2	10.3	66	15.5				

Principals of Leadership (90%) and Non-Leadership sites,(80%), 74.6% of Council teachers from Leadership sites, and 76.2% of Council teachers from Non-Leadership sites, and 54.7% of Non-Council teachers from Leadership sites, and 52.7% of Non-Council teachers from Non-Leadership sites agreed with the statement. Of those surveyed, (66%) agreed that Council activities helped students find school more enjoyable.

Data in Table 50 reveal that a large majority of each of the target groups agreed that School Improvement Council activities overall made this a better school.

Table 50 Responses to Question 49: School Improvement Council activities overall made this a better school.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
				Response Category					
PL	N			10					
	%			100			4.40	.52	
PNL	N		3	7					
	%		30	70			3.80	.63	
CTL	N	2	10	45	6				
	%	3.2	15.9	71.4	9.5		3.98	.74	
CTNL	N	2	3	34	3				.39
	%	4.8	7.1	81	7.1		4.10	.85	
NCTL	N	4	5	37	7				
	%	7.5	9.4	69.8	13.2		3.87	.78	
NCTNL	N	3	4	37	11				
	%	5.4	7.3	67.3	20		3.98	.85	
Total	N	11	25	170	27				
	%	4.7	10.7	73	11.6				

Overall, 73% of those surveyed indicated that School Improvement Council activities made this a better school.

Results given in Table 51 indicate that every group gave strong endorsement to the statement that School Improvement Councils should be continued with state funding.

Table 51 Responses to Question 50: School Improvement Councils should be continued, with state funding, to bring together the groups concerned with support of the schools.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
PL	N			10					
	%			100			4.90	.32	
PNL	N		2	7	1				
	%		20	70	10		4.22	.83	
CTL	N		3	60					
	%		4.8	95.3			4.49	.59	
CTNL	N	1	3	38					.00
	%	2.4	7.1	90.5			4.48	.74	
NCTL	N	4	6	40	3				
	%	7.5	11.3	75.4	5.7		4.10	.90	
NCTNL	N	3	4	41	7				
	%	5.4	7.3	74.5	12.7		4.13	.89	
Total	N	8	18	196	11				
	%	3.4	7.7	84.1	4.7				

Response Category header spans SD+D, U, A+SA, N B, NR columns.

Of those surveyed, 84.1% agreed, 4.7% indicated no basis to make a judgment, 3.4% disagreed, and 7.7% were undecided. The strong feeling of those surveyed was that Councils should be continued, with state funding, to bring together the groups concerned with support of the schools.

A review of the data in Table 52 shows that a majority of 3 of the target groups disagreed that Councils should be continued without state funding.

Table 52 Responses to Question 51: School Improvement Councils should be continued, without state funding, to bring together the groups concerned with support of the schools.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
PL	N	4	2	4					
	%	40	20	40			3.30	1.34	
PNL	N	5	2	3					
	%	50	20	30			2.50	1.27	
CTL	N	16	9	36	2				
	%	25.3	14.3	57.1	3.2		3.49	1.23	
CTNL	N	19	7	16					.14
	%	45.2	16.7	38.1			2.93	1.47	
NCTL	N	14	14	20	3	2			
	%	26.4	26.4	37.7	5.7	3.8	2.98	1.45	
NCTNL	N	16	10	21	8				
	%	29.1	18.2	38.2	14.5		3.08	1.28	
Total	N	74	44	100	13	2			
	%	31.8	18.9	42.9	5.6	.9			

Of those surveyed (31.8%) disagreed with the statement, 18.9% were undecided, and 5.6% indicated they had no basis to make a judgment. It was agreed by 42.9% of those surveyed that School Improvement Councils should be continued, without state funding. The data indicate support for the Council concept even if the state funding is withdrawn.

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An analysis of the data in Table 53 shows that every group disagreed with the statement that, in view of the time involved and the amount of money available, it was not worthwhile to utilize the School Improvement Council process.

Table 53 Responses to Question 52 : In view of the time involved and the amount of money available, it was not worthwhile to utilize the School Improvement Council process.

Group		SD+D	U	A+SA	N B	NR	MEAN	SD	F
			Response Category						
PL	N	7	1	1	1				
	%	70	10	10	10		2.11	1.27	
PNL ·	N	3	2	5					
	%	30	20	50			3.20	1.48	
CTL	N	49	8	5	1				
	%	77.8	12.7	7.9	1.6		1.92	.91	
CTNL	N	34	44	3		1			.00
	%	80.9	9.5	7.1		2.4	1.71	.94	
NCTL	N	30	9	5	9				
	%	56.6	17	9.5	17		2.16	1.10	
NCTNL	N	35	5	2	13				
	%	63.6	9.1	3.6	23.6		1.93	.78	
Total	N	158	29	21	24	1			
	%	67.8	12.5	9	10.3	.4			

Of those surveyed, only 9% agreed, 12.5% were undecided, and 10.3% indicated no basis to make to make a judgment. An overwhelming majority (67.8%) disagree with the statement that it was not worthwhile to utilize School Improvement Councils. The data indicate strong support for the Council concept.

A study of the data in Table 54 shows that every group agreed that School Improvement Council use of PTO meetings as a method of communication was effective.

Table 54 Responses to Question 53: School Improvement Council use of PTO meetings as a method of communication was effective.

Group		NU	NE+NV	S+E+V	NB	NR	MEAN	SD	F
PL	N	1		9					
	%	10		90			4.80	1.48	
PNL	N		1	9					
	%		10	90			4.70	.95	
CTL	N	5	5	49	3	1			
	%	7.9	7.9	77.7	4.8	1.6	4.15	1.36	
CTNL	N	2		35	5				.28
	%	4.8		83.3	11.9		4.70	1.15	
NCTL	N	5	3	41	2	2			
	%	9.4	5.7	77.4	3.8	3.8	4.20	1.69	
NCTNL	N	2	3	45	5				
	%	3.6	5.4	81.7	9.1		4.44	1.15	
Total	N	15	12	188	15	3			
	%	6.4	5.2	80.7	6.4	1.3			

Overall, 80.7% agreed with the statement. The data indicate that those surveyed overwhelmingly agreed that Council use of PTO meetings was effective as a means of communication.

Results presented in Table 55 show that a majority of each of the target groups agreed that School Improvement Council use of parent teacher conferences was effective as a method of communication.

Table 55 Responses to Question 54: School Improvement Council use of parent teacher conferences as a method of communication was effective.

Group		NU	NE+NV	S+E+V	NB	NR	MEAN	SD	F
PL	N	1	3	6					
	%	10	30	60			4.10	1.66	
PNL	N	3	2	5					
	%	30	20	50			3.40	1.96	
CTL	N	7	10	43	2	1			
	%	11.1	15.9	68.3	3.2	1.6	3.93	1.56	
CTNL	N	13	5	21	3				.36
	%	31	11.9	50	7.1		3.23	1.78	
NCTL	N	9	9	32	2	1			
	%	17	17	60.4	3.8	1.9	3.76	1.79	
NCTNL	N	10	6	34	5				
	%	18.2	11	61.8	9.1		3.92	1.79	
Total	N	43	35	141	12	2			
	%	18.5	15	60.5	5.2	.9			

(Response Category spans NU, NE+NV, S+E+V, NB, NR)

It was reported by 18.5% that it was not used, 15% felt it was not effective, and 5.2% had no basis to make a judgment in regard to the statement. The majority feeling of those surveyed (60.5%) agreed that School Improvement Council use of parent teacher conferences was an effective method of communication.

Data in Table 56 show that each group agreed that newsletters were an effective method of communication used by the School Improvement Councils.

Table 56 Responses to Question 55: School Improvement Council use of newsletters as a method of communication was effective.

Group		NU	NE+NV	S+E+V	NB	NR	MEAN	SD	F
PL	N			10					
	%			100			5.00	.94	
PNL	N			10					
	%			100			5.10	.74	
CTL	N	5	7	49	2				
	%	7.9	11.1	77.7	3.2		4.20	1.28	
CTNL	N	3	2	35	2				.21
	%	7.1	4.8	83.4	4.8		4.40	1.28	
NCTL	N	6	4	40	3				
	%	11.3	7.5	60.2	5.7		4.40	1.53	
NCTNL	N	2	4	43	6				
	%	3.6	7.3	78.2	10.9		4.57	1.19	
Total	N	16	17	187	13				
	%	6.8	7.3	80.3	5.6				

Of those surveyed (80.3%) agreed, 6.9% felt it was not used, 7.3% felt it was not effective, and 5.6% had no basis to judge in regard to the statement. The data show that the vast majority of those surveyed agreed that School Improvement Council use of newsletters was an effective method of communication.

Data in Table 57 show that a majority of each of the groups surveyed agreed that School Improvement Council use of press releases was an effective method of communication.

Table 57 Responses to Question 56: School Improvement Council use of press releases as a method of communication was effective.

Group		NU	NE+NV	S+E+V	NB	NR	MEAN	SD	F
PL	N	2	2	5	1				
	%	20	20	50	10		3.78	1.92	
PNL	N	1	4	5					
	%	10	40	50			3.60	1.35	
CTL	N	9	10	38	3	3			
	%	14.3	16.2	60.3	4.8	4.8	3.53	1.66	
CTNL	N	6	9	20	7				51
	%	14.3	21.4	47.7	16.7		3.80	1.71	
NCTL	N	6	4	34	8	1			
	%	11.3	7.6	64.1	15.1	1.9	3.96	1.61	
NCTNL	N	5	7	34	9				
	%	9.1	12.7	61.8	16.4		4.15	1.51	
Total	N	29	36	136	28	4			
	%	12.5	15.5	58.4	12	1.7			

Agreement was reported by 80.3%, 15.5% felt it was not effective, 12.5% felt it was not used, and 12% indicated they had no basis to make a judgment. The data suggest that School Improvement Council use of press releases was an effective method of communication.

Results given in Table 58 indicate that a large majority of each group polled agreed that sending notices home was an effective method of communication used by the School Improvement Council.

Table 58 Responses to Question 57: School Improvement Council use of sending notices home as a method of communication was effective.

Group		NU	NE+NV	S+E+V	NB	NR	MEAN	SD	F
PL	N		1	9					
	%		10	90			4.80	1.03	
PNL	N			10					
	%			100			5.00	.67	
CTL	N	1	11	50		1			
	%	1.6	17.5	79.4		1.6	4.20	1.15	
CTNL	N	2	4	34	2				.14
	%	4.8	9.5	80.9	4.8		4.23	1.10	
NCTL	N	2	2	45	3	1			
	%	3.8	3.8	85	5.7	1.9	4.56	1.30	
NCTNL	N	2	4	44	5				
	%	3.6	7.3	80	9.1		4.52	1.15	
Total	N	7	22	192	10	2			
	%	3	9.4	82.4	4.3	.9			

(Response Category header spans NU, NE+NV, S+E+V, NB, NR)

Of those surveyed, 82.4% agreed, 9.4% felt it was not effective, 3% felt that it was not used, and 4.3% indicated no basis to make a judgment relative to the statement. The very strong feeling of those surveyed was that School Improvement Council use of sending notices home was an effective method of communication.

A review of the data in Table 59 shows that 37.3% of those surveyed agreed that School Improvement Council use of local cable TV was an effective method of communication.

Table 59 Responses to Question 58: School Improvement Council use of notices on local cable TV as a method of communication was effective.

Group		NU	NE+NV	S+E+V	NB	NR	MEAN	SD	F
				Response Category					
PL	N	4	1	3	2				
	%	40	10	30	20		2.50	1.69	
PNL	N	3	1	4	2				
	%	30	10	40	20		2.88	1.64	
CTL	N	19	15	13	13	3			
	%	30.2	23.8	20.6	20.6	4.8	2.48	1.71	
CTNL	N	11	8	16	7				.05
	%	26.2	19	38.1	16.7		3.08	1.79	
NCTL	N	9	6	22	15	1			
	%	17	11.3	41.5	28.3	1.9	3.32	1.70	
NCTNL	N	11	8	29	7				
	%	20	14.5	52.7	12.7		3.52	1.66	
Total	N	57	39	87	46	4			
	%	27.5	16.7	37.3	19.7	1.7			

The majority of those polled, 27.5% felt it was not used, 16.7% felt it was not effective, and 19.7% reported no basis to make a judgment regarding the statement. The data indicate that only one third of those surveyed agreed that local cable TV was an effective method of communication used by the School Improvement Council.

An analysis of the data in Table 60 shows that every group indicated that inviting parents to school was an effective method of communication used by the School Improvement Council.

Table 60 Responses to Question 59: School Improvement Councils inviting of parents to school programs as a method of communication was effective.

Group		NU	NE+N V	S+E+V	N B	N R	MEAN	SD	F
PL	N			10					
	%			100			4.90	.74	
PNL	N	1		8	1				
	%	10		80	10		4.89	1.70	
CTL	N	3	7	47	5	1			
	%	4.8	11.1	74.6	7.9	1.6	4.22	1.33	
CTNL	N	2		35	5				.19
	%	4.8		83.3	11.9		4.81	1.15	
NCTL	N	1	4	43	4	1			
	%	1.9	7.6	81.1	7.5	1.9	4.59	1.29	
NCTNL	N	2	3	44	6				
	%	3.6	5.5	84.4	10.9		4.70	1.18	
Total	N	9	14	187	21	2			
	%	3.9	6	80.3	9	.9			

Agreement was reported by 80.3%, 3.9% felt it had not been used, 6% felt it was not effective, and 9% reported no basis to make a judgment relative to the statement. The data indicate that the large majority felt that inviting parents to school was an effective method of communication used by the School Improvement Council.

A study of the data in Table 61 shows that each group indicated strong support of the statement that School Improvement Council use of staff meetings as a method of communication was effective.

Table 61 Responses to Question 60: School Improvement Council use of staff meetings as a method of communication was effective.

Group		NU	NE+NV	S+E+V	NB	NR	MEAN	SD	F
PL	N			10					
	%			100			5.20	.63	
PNL	N			10					
	%			100			5.10	.88	
CTL	N	1	2	59	1				
	%	1.6	3.2	93.7	1.6		4.77	.98	
CTNL	N	1	2	37	2				.27
	%	2.4	4.8	88.1	4.8		4.58	.93	
NCTL	N	3	3	46	1				
	%	5.7	5.7	86.8	1.9		4.54	1.26	
NCTNL	N	3	3	47	2				
	%	5.5	5.5	85.5	3.6		4.53	1.23	
Total	N	8	10	209	6				
	%	3.4	4.3	89.7	2.6				

Of those surveyed, 89.7% agreed, 3.4% felt it had not been used, 4.3% felt it was not effective, and 2.6% indicated no basis to make a judgment in regard to the statement. The data suggest that the vast majority agree that School Improvement Council use of staff meetings was effective as a method of communication.

Results presented in Table 62 show that a majority of each group polled indicated no change in their attitudes toward students as a result of School Improvement Councils.

Table 62 Responses to Question 61: The School Improvement Council in my school has changed my attitude toward students.

Group		LF	F	MF	NC	NR	MEAN	SD	F
PL	N	1			9				
	%	10			90		2.00	.00	
PNL	N				10				
	%				100		.00	.00	
CTL	N	8	9		46				
	%	12.7	14.3		73		2.53	.51	
CTNL	N	9	2		31				.46
	%	21.4	4.8		73.8		2.18	.40	
NCTL	N	6	6		40	1			
	%	11.3	11.3		75.5	1.9	2.31	.85	
NCTNL	N	8	5		40	2			
	%	14.5	9.1		72.7	3.6	2.07	.96	
Total	N	32	22		176	3			
	%	13.7	9.4		75.5	1.3			

Of those who indicated having been negative or neutral in their attitudes concerning students prior to the presence of SICs, 13.7% developed a positive attitude. Among those respondents who were positively predisposed, 9.4% reported even more positive attitudes. The total percentage of those reporting a positive gain in attitude was 23.1%.

Data in Table 63 show that a majority of each group polled reported no change in their attitude toward parents as a result of actions of School Improvement Councils.

Table 63 Responses to Question 62: The School Improvement Council in my school has changed my attitude toward parents.

Group		LF	F	Response Category MF	NC	NR	MEAN	SD	F
PL	N		3	1	6				
	%		30	10	60		2.25	.50	
PNL	N			4	6				
	%			40	60		3.00	.00	
CTL	N		9	16	38				
	%		14.3	25.4	60.3		2.64	.49	
CTNL	N	1	7	8	26				.03
	%	2.4	16.7	19	61.9		2.44	.63	
NCTL	N		9	16	27	1			
	%		17	30.2	50.9	1.9	2.54	.71	
NCTNL	N	1	12	6	34	2			
	%	1.8	21.8	10.9	61.8	3.6	2.05	.86	
Total	N	2	40	51	137	3			
	%	.9	17.2	21.9	58.9	1.3			

Of those who indicated having been negative or neutral in their attitudes toward parents prior to the presence of SICs, 17.2% developed a positive attitude. Among those respondents who were positively predisposed, 21.9% reported even more positive attitudes. The total percentage of those reporting a positive gain in attitude was 39.1%.

Data in Table 64 reveal that a majority of those polled (62.2%) indicated no change in their attitude toward the principal as a result of School Improvement Councils.

Table 64 Responses to Question 63: The School Improvement Council in my school has changed my attitude toward the principal.

Group		LF	F	MF	NC	NR	MEAN	SD	F
PL	N		1		4	5			
	%		10		40	50	.33	.82	
PNL	N				5	5			
	%				50	50	.00	.00	
CTL	N	1	8	13	41				
	%	1.6	12.7	20.6	65.1		2.55	.60	
CTNL	N	1	8	7	26				.00
	%	2.4	19	16.7	61.9		2.38	.62	
NCTL	N	1	7	12	32	1			
	%	1.9	13.2	22.6	60.4	1.9	2.43	.81	
NCTNL	N	1	10	5	37	2			
	%	1.8	18.2	9.1	67.3	3.6	2.00	.91	
Total	N	4	34	37	145	13			
	%	1.7	14.6	15.9	62.2	5.6			

Of those who indicated having been negative or neutral in their attitudes toward the principal prior to SICs, 14.6% developed a positive attitude. Among those respondents who were positively predisposed, 15.9% reported even more positive attitudes. The total percentage of those reporting a positive gain in attitude was 30.5%.

Results given in Table 65 show that no change was the most frequent response of those queried relative to a change in their attitude toward school as a result of the School Improvement Council (59.7%).

Table 65 Responses to Question 64: The School Improvement Council has changed my attitude toward the school.

Group		LF	F	MF	NC	NR	MEAN	SD	F
PL	N		2	2	6				
	%		20	20	60		2.50	.58	
PNL	N			3	7				
	%			30	70		3.00	.00	
CTL	N		8	13	42				
	%		12.7	20.6	66.7		2.62	.50	
CTNL	N		10	9	23				.07
	%		23.8	21.4	54.8		2.47	.51	
NCTL	N		4	20	28	1			
	%		7.5	37.7	52.8	1.9	2.72	.67	
NCTNL	N		12	8	33	2			
	%		21.8	14.5	60	3.6	2.18	.85	
Total	N		36	55	139	3			
	%		15.5	23.6	59.7	1.3			

Of those who indicated having been negative or neutral in their attitudes toward school prior to SICs, 15.5% developed a positive attitude. Among those respondents who were positively predisposed, 23.6% reported even more positive attitudes. The total percentage of those reporting a positive gain in attitude was 39.1%.

A review of the data in Table 66 shows that 65.7% of those surveyed indicated no change in their attitude toward the community as a result of the School Improvement Council.

Table 66 Responses to Question 65: The School Improvement Council in my school has changed my attitude toward the community.

Group		LF	F	MF	NC	NR	MEAN	SD	F
PL	N		2	3	5				
	%		20	30	50		2.60	.55	
PNL	N			2	8				
	%			20	80		3.00	.00	
CTL	N		12	12	39				
	%		19	19	61.9		2.50	.51	
CTNL	N	2	8	4	28				.00
	%	4.8	19	9.5	66.7		2.14	.66	
NCTL	N	1	8	9	34	1			
	%	1.9	15.1	17	64.2	1.9	2.32	.82	
NCTNL	N	1	13		39	2			
	%	1.8	23.6		70.9	3.6	1.69	.70	
Total	N	4	43	30	153	3			
	%	1.7	18.5	12.9	65.7	1.3			

Of those who indicated having been negative or neutral in their attitudes toward the community prior to the presence of SICs, 18.5% developed a positive attitude. Among those respondents who were positively predisposed, 12.9% reported even more positive attitudes. The total percentage of those reporting a positive gain in attitude was 31.4%.

An analysis of the data in Table 67 shows that 62.7% of those surveyed stated their attitudes had not changed toward their colleagues as a result of the School Improvement Council.

Table 67 Responses to Question 66: The School Improvement Council in my school has changed my attitude toward colleagues.

Group		LF	F	MF	NC	NR	MEAN	SD	F
				Response Category					
PL	N		1	4	5				
	%		10	40	50		2.80	.45	
PNL	N		2	3	5				
	%		20	30	50		2.60	.55	
CTL	N		7	17	39				
	%		11.1	27	61.9		2.71	.46	
CTNL	N		8	7	27				.05
	%		19	16.7	64.3		2.47	.52	
NCTL	N		7	11	34	1			
	%		13.2	20.8	64.2	1.9	2.47	.77	
NCTNL	N	1	10	6	36	2			
	%	1.8	18.2	10.9	65.5	3.6	2.05	.91	
Total	N	1	35	48	146	3			
	%	.4	15	20.6	62.7	1.3			

Of those who indicated having been negative or neutral in their attitudes toward their colleagues prior to the presence of SICs, 15% developed a positive attitude. Among those respondents who were positively predisposed, 20.6% reported even more positive attitudes. The total percentage of those reporting a positive gain in attitude was 35.6%.

A study of the data in Table 68 shows that a majority of the respondents said their attitude toward the school committee had not changed as a result of the School Improvement Council.

Table 68 Responses to Question 67: The School Improvement Council in my school has changed my attitude toward the school committee.

Group		LF	F	MF	NC	NR	MEAN	SD	F
PL	N		2		8				
	%		20		80		2.00	.00	
PNL	N			1	9				
	%			10	90		3.00	.00	
CTL	N		5	4	54				
	%		7.9	6.3	85.7		2.44	.53	
CTNL	N	1	7		34				.29
	%	2.4	16.7		81		1.88	.35	
NCTL	N	2	8	6	36	1			
	%	3.8	15.1	11.3	67.9	1.9	2.12	.86	
NCTNL	N	1	9	2	41	2			
	%	1.8	16.4	3.6	74.5	3.6	1.79	.89	
Total	N	4	31	13	182	3			
	%	1.7	13.3	5.6	78.1	1.3			

(Response Category spans LF, F, MF, NC, NR columns)

Of those who indicated having been negative or neutral in their attitudes toward the school committee prior to the presence of SICs, 13.3% developed a positive attitude. Among those respondents who were positively predisposed, 5.6% reported even more positive attitudes. The total percentage of those reporting a positive gain in attitude was 18.9%.

Results presented in Table 69 show that 61.4% of those surveyed agreed their attitude toward teaching had not changed as a result of the School Improvement Council.

Table 69 Responses to Question 68: The School Improvement Council in my school had changed my attitude toward teaching.

Group		LF	F	MF	NC	NR	MEAN	SD	F
PL	N	2		8					
	%	20		80			2.50	.00	
PNL	N	1	3	6					
	%	10	30	60			2.75	.00	
CTL	N	9	15	39					
	%	14.3	23.8	61.9			2.44	.53	
CTNL	N	9	7	26					.84
	%	21.4	16.7	61.9			1.88	.35	
NCTL	N	5	14	33	1				
	%	9.4	26.4	62.3	1.9		2.12	.86	
NCTNL	N	8	14	31	2				
	%	14.5	25.5	56.4	3.6		1.79	.89	
Total	N	34	53	143	3				
	%	14.6	22.8	61.4	1.3				

Of those who indicated having been negative or neutral in their attitudes toward teaching prior to the presence of SICs, 14.6% developed a positive attitude. Among those respondents who were positively predisposed, 22.8% reported even more positive attitudes. The total percentage of those reporting a positive gain in attitude was 37.4%.8

ANOVA and Pair Wise Comparison of Means

An analysis of the responses to the questionnaire by respondents was carried out to determine if there were differences among the groups concerning the following research variables: school improvement; decision making; school/community relations; staff development; parent/staff relations; the role of the principal; and parent involvement. Analysis was accomplished through and ANOVA (analysis of variance) and the significance of F value was determnined for each of the target groups.

AVOVA examines the variability in the sample, and it was selected because it permits the simultaneous comparison of group means..

When the AVOVA procedure indicated significant differences among groups, Scheffe's Post Hoc Multi Comparison procedure was used to determine where the differences occurred.

Pair wise differences among the groups are presented in Tables 70 through 76, and the results are summarized in Table 77.

For the school improvement variable the ANOVA indicated an F ratio of .25 and a significance of F value of .86 which is not significant at the .05 level.

Pair wise difference between groups are presented in Table 70 and values on the diagonal are the means.

Table 70 Pair Wise Comparison of Means: School Improvement Variable

Group	Pair Wise Comparison of Means					
	PL	PNL	CTL	CTNL	NCTL	NCTNL
PL	52.94	-5.45	-.83	-1.19	-2.94	-4.27
PNL		47.49	4.62	4.26	2.51	1.18
CTL			52.11	-.36	-2.11	-3.44
CTNL				51.75	-1.75	-3.08
NCTL					50.00	-1.33
NCTNL						48.67

Principals and Council teachers from Leadership sites, and Council teachers from Non-Leadership sites had the strongest response supporting the questions concerning the school improvement variable. The response of principals of Non-Leadership schools, Non-Council teachers from Non-Leadership sites, and Non-Council teachers from Leadership site schools was less favorable.

For the decision making variable the ANOVA indicated an F ratio of 2.42 and a significance of F value of .04. Based on Scheffe's procedure, no groups are different at the. 05 level.

Pair wise difference between groups are presented in Table 71 and values on the diagonal are the means.

Table 71 Pair Wise Comparison of Means: Decision Making Variable

Group	Pair Wise Comparison of Means					
	PL	PNL	CTL	CTNL	NCTL	NCTNL
PL	39.63	-1.38	-3.52	-2.98	-5.63	-5.05
PNL		38.25	-2.14	-1.60	-4.25	-3.67
CTL			36.11	.54	-2.11	-1.53
CTNL				36.65	-2.65	-2.07
NCTL					34.00	.58
NCTNL						34.58

Principals of Leadership and Non-Leadership site schools registered the strongest support of questions concerning the decision making variable. Responses of Council teachers from Leadership and Non-Leadership site schools were stronger in support of the questions concerning this variable than those of Non-Council teachers from both Leadership and Non-Leadership site schools.

For the school/community relations variable the ANOVA indicated an F ratio of .81 and a significance of F value of .56 which is not significant at the .05 level.

Pair wise difference between groups are presented in Table 72.

Table 72 Pair Wise Comparison of Means: School/Community Relations Variable

Group	PL	PNL	CTL	CTNL	NCTL	NCTNL
			Pair Wise Comparison of Means			
PL	46.00	.91	1.25	3.00	2.52	4.00
PNL		46.91	.34	2.09	1.61	3.09
CTL			47.25	1.75	1.27	2.75
CTNL				49.00	-.48	1.00
NCTL					48.52	1.48
NCTNL						50.00

Non-Council teachers from Non-Leadership site schools, Council teachers from Leadership sites, and Non-Council teachers from Leadership site schools had the strongest response supporting the questions concerning the school/community variable. The response of principals of Leadership and Non-Leadership site schools , and Council teachers from Leadership site schools was less favorable.

For the staff development variable the ANOVA indicated an F ratio of .07 and a significance of F value of .99 which is not significant at the .05 level

Pair wise difference between groups are presented in Table 73.

Table 73 Pair Wise Comparison of Means: Staff Development Variable

Group	Pair Wise Comparison of Means					
	PL	PNL	CTL	CTNL	NCTL	NCTNL
PL	36.07	.93	-.21	.36	.79	.68
PNL		37.00	-1.14	-.57	-.14	.25
CTL			35.86	.57	1.00	.89
CTNL				36.43	.43	.32
NCTL					36.86	-.11
NCTNL						36.75

All groups showed nearly the same support of questions concerning the staff development variable, and only a slight difference separated their responses.

For the parent/staff relations variable the ANOVA indicated an F ratio of 1.06 and a significance of F value of .39 which is not significant at the .05 level.

Pair wise difference between groups are presented in Table 74.

Table 74 Pair Wise Comparison of Means: Parent/Staff Relations Variable

Group	Pair Wise Comparison of Means
	PL	PNL	CTL	CTNL	NCTL	NCTNL
PL	31.00	4.00	-1.22	3.20	-2.67	-2.33
PNL		35.00	-5.22	-7.20	-6.67	-6.33
CTL			29.78	-1.98	-1.45	-1.11
CTNL				27.80	.53	.87
NCTL					28.33	.34
NCTNL						28.67

Principals of Non-Leadership sites, principals of Leadership sites, and Council teachers from Leadership site schools showed the strongest support of questions concerning the parent/staff relations variable. The response of Non-Council teachers from Non-Leadership sites, Non-Council teachers from Leadership sites, and Council teachers from Non-Leadership sites was less favorable.

For the role of the principal variable the ANOVA indicated an F ratio of 1.90 and a significance of F value of .11. which is not significant at the .05 level.

Pair wise difference between groups are presented in Table 75.

Table 75 Pair Wise Comparison of Means: Role of the Principal Variable

Group	Pair Wise Comparison of Means					
	PL	PNL	CTL	CTNL	NCTL	NCTNL
PL	18.83	-1.33	2.40	2.24	4.09	1.35
PNL		17.50	3.73	3.57	5.42	2.68
CTL			21.23	.16	1.69	-1.05
CTNL				21.07	1.85	-.89
NCTL					22.92	-2.74
NCTNL						20.18

Council teachers from Leadership sites, Council teachers from Non-Leadership sites, and Non-Council teachers from Non-Leadership site schools had the strongest support of questions concerning the role of the principal variable. The response of principals indicate a tendency to minimize the importance of their contributions to the school and to School Improvement Councils.

For the parent involvement variable the ANOVA indicated an F ratio of 1.05 and a significance of F value of .39 which is not significant at the .05 level.

Pair wise difference between groups are presented in Table 76.

Table 76 Pair Wise Comparison of Means: Parent Involvement Variable

Group	PL	PNL	CTL	CTNL	NCTL	NCTNL
			Pair Wise Comparison of Means			
PL	19.00	-.33	-1.32	.31	.05	-.26
PNL		18.67	-.99	.64	.38	.07
CTL			17.68	1.63	1.37	1.06
CTNL				19.31	-.26	-.57
NCTL					19.05	-.31
NCTNL						18.74

Strongest support of questions concerning the parent involvement variable was reported by Council teachers from Non-Leadership sites and Non-Council teachers from Leadership site schools. Less support of the questions was recorded by the other groups which were surveyed.

Table 77 Summary of Group Pairs That Were Significantly Different

Variable	Results
Improve	None
Decision	None
Sch/com	None
Staff	None
Par/staff	None
Prin	None
Parent	None

T- tests were conducted for the purpose of determining if there is a difference in attitudes of the target groups toward the research variables because of gender. Results are presented in Table 78, and show females with a more positive attitude in regard to the school improvement and staff development variables.

An asterisk (*) indicates values significant at <.05.

Table 78 T- Test Gender: To determine if there is a difference in attitudes of females (Group 1) and males (Group 2) regarding the research variables.

Variable	Mean	S.D.	F	Pooled variance estimate		
				T value	Degrees of Freedom	2 Tail Prob.
IMPROVE						
Group 1	51.50	7.22	3.66	.39	17	.005*
Group 2	50.20	1.30				
DECISION						
Group 1	36.00	3.99	1.11	-1.57	112	.709
Group 2	37.48	4.20				
SCHCOM						
Group 1	47.86	7.08	1.29	-1.09	9	.904
Group 2	55.16	9.07				
STAFF						
Group 1	37.08	5.69	4.09	1.19	37	.014*
Group 2	36.74	4.66				
PARSTAF						
Group 1	28.85	3.87	1.14	.71	54	.713
Group 2	30.64	4.34				
PRIN						
Group 1	21.04	3.82	1.20	-.44	68	.610
Group 2	20.53	4.17				
PARENT						
Group 1	18.51	3.03	1.26	-.15	104	.547
Group 2	18.61	2.70				

An ANOVA and Scheffe procedure were conducted to determine if there is a difference in attitudes of teachers concerning the research variables based upon their years of experience. Experience levels are presented in Table 79, and the ANOVA results are presented in Table 80.

Table 79 Experience Level of Teachers

Group	Years of Experience	N
1	1-10	34
2	11-20	97
3	21-30	74
4	31+	8

Table 80 Analysis of Variance Teaching Experience

Variable	Years	Mean	F ratio	F Prob.
STAFF	11-20	36.44	3.36	.02*
	21-30	39.37		
PARSTAFF	11-20	29.51	4.05	.01*
	21-30	32.35		

Significant at <.05

The data show a difference in attitudes of staff with 11-20 and 21-30 years of teaching, and teachers with 21-30 years experience were more supportive regarding the staff development and the parent/staff variables.

An ANOVA and Scheffe procedure were conducted and indicated there is no difference in attitudes of administrators toward School Improvement Councils based on their years of experience. Experience levels of administrators are presented in Table 81.

Table 81 Experience Level of Administrators

Group	Years of Experience
1	1-10
2	11-20
3	21-30
4	31+

An ANOVA was conducted for the purpose of determining if there is a difference in attitudes of those participating (Council teachers from both Leadership and Non-Leadership sites) and those not participating (Non-Council teachers from both Leadership and Non-Leadership sites) concerning School Improvement Councils. Results are presented in Table 82, and show Council teachers (participants) to be more supportive than Non-Council teachers (non-participants).

An asterisk (*) indicates values significant at <.05.

Table 82 ANOVA: To determine if there is a difference in attitudes of participants and non-participants in regard to School Improvement Councils.

Source	Mean Squares	F Prob	T value	Pooled variance estimate Degrees of Freedom	T. Prob.
Between Groups	56287	.00	5.33	230	.00*
Within Groups	1982.8				

Results of an ANOVA to determine if there is a difference in attitudes of Leadership site personnel and Non-Leadership site personnel regarding School Improvement Councils are presented in Table 83.

Table 83 ANOVA: To determine if there is a difference in attitudes of Leadership and Non-Leadership site personnel concerning School Improvement Councils.

Source	Mean Squares	F Prob.	T value	Pooled Variance Estimate Degrees of Freedom	T. Prob.
Between Groups	3354	.08	1.88	18	.08*
Within Groups	949.2				

The results of the ANOVA indicated that there is no difference in attitudes of Leadership and Non-Leadership site personnel in regard to School Improvement Councils. With an F value of .08 there is no difference in attitudes of the two groups.

Summary

Chapter IV contains an analysis of the responses from the target groups of selected Leadership and Non-Leadership site elementary schools in southeastern Massachusetts regarding their attitudes relative to the impact of School Improvement Councils on school improvement, decision making, school/community relations, staff development, parent/staff relations, the role of the principal, and parent involvement.The responses were analyzed and indicated there is no difference in attitudes of the target groups concerning the research variables.

Background information was analyzed and the results of a t-test indicated a difference in attitudes of female and male respondents in regard to the school improvement and staff development variable. Females indicated stronger support of efforts to improve schools and promote staff development than the male respondents. An ANOVA was conducted, and it indicated there was no difference in attitudes of administrators based upon their years of experience. An ANOVA which analyzed years of teaching experience indicated there is a difference in attitudes of teachers with 21 to 30 years and those with 11 to 20 years of experience with regard to the staff development, and the parent/staff relations variables. The data show teachers with 21-30 years experience to be more supportive regarding the staff development and the parent/staff variable.

Results of an ANOVA indicated there is a difference between participants and non-participants, and no difference betweeen Leadership and Non-Leadership site personnel concerning School Improvement Councils. Participants were more favorably disposed than non-participants.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study was designed to determine the impact (if any) of School Improvement Councils on attitudes of school personnel by studying six target groups in ten selected Leadership site elementary schools, and ten selected Non-Leadership site elementary schools in southeastern Massachusetts. The study focused on seven research variables: school improvement, decision making, school/community relations, staff development, parent/staff relations, the role of the principal, and parent involvement.

The data were obtained from a total of 233 respondents which included 20 principals and 213 teachers. The Statistical Package for Social Sciences extended computer program was used to analyze the responses to the 68 item questionnaire and the background information. Frequency distributions, t-tests, and analyses of variance were conducted for the purpose of comparing and analyzing responses of the target groups. The following section will summarize the findings of the study.

Findings

The survey questionnaire was distributed to the six target groups and the responses centered on seven research variables An ANOVA and Scheffe Post Hoc Analysis review of the seven research variables showed that there is no difference in attitudes of the groups examined in this study.

An analysis was conducted to determine if there is a difference in attitudes of the target groups based on their gender, years of teaching experience, and years of administrative experience. Results of a t-test indicated a difference in attitudes of female and male respondents in regard to the school improvement and staff development variables, with females demonstrating the strongest support. An ANOVA indicated there is no difference in attitudes of administrators based upon their years of experience. The results of an ANOVA showed there is a difference in attitudes between teachers with 11 to 20 years and those with 21 to 30 years of experience. Teachers with 21-30 years experience were more supportive regarding the staff development and the parent/staff variables. The results of an ANOVA indicated there is a difference between participants and non-participants, and no difference between Leadership and Non-Leadership site personnel concerning School Improvement Councils. Participants were more favorably disposed than non-participants.

<div align="center">Findings- Research Questions</div>

Data presented in the Pair Wise Comparison of Means, Tables 70 through 76, indicate the strength of the attitudes regarding the research variables. The following section presents the findings relative to the attitudes of the target groups, and a summary of the responses to the survey questions concerning the research variables.

Data in Table 70 show principals and Council teachers from Leadership sites and Council teachers from Non-Leadership sites had the strongest response supporting the questions concerning the school improvement variable. An analysis of the survey questions shows that a

majority of the respondents agreed that Councils had improved enrichment opportunities, provided appropriate learning experiences, fostered positive student attitudes toward school, and helped students find school more enjoyable. Respondents believed that Councils had limited success reducing vandalism, improving the self image of students, reducing absenteeism, and in improving student achievement.

Data in Table 71 show that principals of Leadership and Non-Leadership site schools registered the strongest support of questions relating to the decision making variable. Responses of Council teachers from Leadership and Non-Leadership site schools were stronger in support of this variable than those of Non-Council teachers from both Leadership and Non-Leadership site schools. An analysis of the survey questions shows that a majority of the respondents were familiar with Councils, agreed they are composed of those most concerned with improving education, helped empower all teachers, and that conducting a needs assessment helped gain staff support.

Data in Table 72 show Non-Council teachers from Non-Leadership site schools, Council teachers from Leadership sites, and Non-Council teachers from Leadership site schools had the strongest response supporting the questions concerning the school/community relations variable. An analysis of the survey questions shows that respondents believed Councils had gained school committee support, scheduled their meetings to encourage maximum participation, and worked with citizen members who helped improve relations with the community.

Data in Table 73 show that all the target groups indicated nearly the same support of the staff development variable, and only a slight difference separated their responses. An analysis of the survey questions shows that a majority of the respondents agreed teachers welcomed an opportunity to serve on Councils, and had a positive impact on the work of the Council. It was agreed that Councils helped improve staff morale, and considered suggestions made by teachers. Limited success was indicated concerning Council efforts to provide staff development opportunities, reduce teacher stress, and improve teacher self esteem.

Data in Table 74 show principals of Non-Leadership sites, principals of Leadership sites, and Council teachers from Leadership site schools showed the strongest agreement with the questions concerning the parent/staff relations variable. The response of Non-Council teachers from Non-Leadership sites, Non-Council teachers from Leadership sites, and Council teachers from Non-Leadership sites was less favorable. An analysis of the survey questions indicated a majority of school personnel believed teachers should provide more opportunities for parent involvement, and that the Council had increased parent participation. Little improvement was noted concerning increased parental respect for teachers, and for increased communication between teachers and parents.

Data in Table 75 show Council teachers from Leadership sites, Council teachers from Non-Leadership, and Non-Council teachers from Non-Leadership site schools indicated the strongest agreement with the questions concerning the role of the principal variable. The response of the principals indicate a tendency to minimize the importance of their contributions to the school and to School Improvement Councils. An

analysis of the survey questions indicated that principals received high marks for their role in organizing and conducting Council operations, showing concern for students, parents and staff, and in demonstrating effective leadership in the school.

Data in Table 76 show strongest support of questions concerning the parent involvement variable was reported by Council teachers from Non-Leadership sites and Non-Council teachers from Leadership site schools. An analysis of the survey questions indicated that the respondents believed the principal is responsible for developing guidelines for, and in providing opportunites to involve parents in the schools. Although the respondents believed it is not the Councils' responsibility to involve parents, they indicated that parent involvement in schools had increased as a result of Council actions.

Data in Table 77 summarize the analysis of the group pairs in regard to the research variables.

<center>Findings - Methods of Communication</center>

A review of the responses from the target groups relative to survey questions concerning methods of communication, Tables 54 through 61 indicate the following information.

The data in Table 54 show that over 80.7% overwhelmingly agreed that Council use of PTO meetings was effective as a method of communication. The data in Table 55 show that 60.5% agreed that Council use of parent teacher conferences was effective as a method of communication. The data in Table 56 show that 80.3% agreed that Council use of newsletters was effective, and the data in Table 57 show that 58.4%

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agreed that Council use of press releases was effective as a method of communication. Data in Table 58 show that 82.4% agreed that Council use of sending notices home was effective. Data in Table 59 show that only 37.3% agreed that Councils effectively used cable TV to communicate. Data in Table 60 show that 80.3% agreed that Council use of inviting parents to school was effectively used. Data in Table 61 show that 89.7% agreed Councils effectively used staff meetings to communicate.

<p style="text-align:center;">Findings - Attitude Change</p>

A review of the responses to survey questions, Tables 62 through 69, indicate the following information. Data in Table 62 show that, in regard to their attitudes toward students as a result of Councils, 13.7% indicated their attitude to be favorable, 9.4% as more favorable, and 75.5% reported no change.

Data in Table 63 show that, in regard to their attitudes toward parents as a result of Councils, 58.9% indicated no change, 21.9% indicated it was more favorable, and 17.2% indicated it was favorable.

Data in Table 64 show that in regard to their attitudes toward the principal as a result of Councils, 62.2% indicated no change, 15.9% indicated it was more favorable, and 14.6% indicted it was favorable.

Data in Table 65 show that in regard to their attitudes toward the school as a result of Council actions, 59.7% indicated no change, 23.6% indicated it was more favorable, and 15.5% indicated it had become favorable. Data in Table 66 show that 65.7% indicated no change in their attitude toward the community, while 18.5% felt it had become favorable, and 12.9% felt it had become more favorable as a result of Councils.

Data in Table 67 show that the overwhelming majority (62.7%) indicated no change in their attitudes toward their colleagues as a result of Councils, 20.6% indicated it was more favorable, and 15% indicated it had become favorable.

Data in Table 68 show that the vast majority (78.1%) indicated no change in their attitudes toward the school committee as a result of Council actions, while 13.3% stated their attitudes had become favorable.

Data in Table 69 show that while 61.4% indicated no change, 22.8% indicated it had become more favorable, and 14.6% indicated it had become favorable in regard to their attitudes toward teaching.

Conclusions

1. There is sufficient evidence to conclude, on a modest level, that inclusion of School Improvement Councils in the decision making structure of schools has a positive influence on the attitudes of school personnel.

Discussion

It can be concluded that the process of changing attitudes is a long-term activity; it doesn't happen overnight. It will be necessary to train a whole new group of principals, and more training of staff is also necessary. If the legislative action which brought School Improvement Councils into being is intended as a quick fix, then it won't work

2. The locus of change is in attitudes toward others in the decision making loop and is a function of proximity of school personnel to other Council members, active participation in School Improvement Council activities being the most powerful catalyst for attitude change. Further,

such participation has a residual spillover to improvement of attitudes toward teaching and students.

Discussion

Participation can and frequently does influence attitudes, and in most instances where there was a difference, it was between participants and non-participants. The expectation is that participating people are more positive about Council activities and relations. Participants in most instances were more favorably disposed than those who were not involved, but it was found that they were less salutory regarding their attitudes toward teaching.

Participants indicated more positive attitudes toward their familiar constituency, which is composed of the principal, colleagues, and the students. Additionally, their expanded knowledge led to more positive attitudes concerning their extended constituency, parents and the community. In contrast, there was less improvement in positive attitudes concerning the school committee. It stands to reason that school committees are the least salutory of the groups. Teachers sense this and their attitudes reflect a similar feeling.

Attitude changes among school personnel were, in view of the findings, impressive but not powerful. One note of optimism is that 42.9% said that School Improvement Councils should be continued, even if state funding was withdrawn, and a vast majority indicated that School Improvement Councils had made for a better school. Considering that this study took place during a national recession and a period of severe retrenchment in the Commonwealth, it is significant to register a 30% gain in favorable attitudes in the face of such depressing conditions.

Contrary to expectation, no difference was found in attitudes between personnel in Leadership and Non-Leadership sites, which suggests that it is the presence of the School Improvement Council, not its quality, that makes the difference.

Limitations of the Study

It was an omission that the study failed to discriminate among players relative to the amount of interaction they had. People who did not participate had limited exposure, and yet their opinions were similar to those who did participate. Within the confines of this study, parents and community members may have a different view, but they were not surveyed.

Recommendations for Additional Research and Action

Based upon the Findings and Conclusions previously stated in this study, the following recommendations are presented:

1. That individual schools continue the strong efforts of Councils to include and involve principals, teachers, parents, citizens and students to improve the schools.

2. That efforts to solicit and include support of the PTO, Boosters Club, and community continue on behalf of the schools.

3. That further initiatives be continued with local and state political leaders concerning support for, and funding of, School Improvement Council efforts to improve schools.

4. A stronger linkage be established between school support groups to study ways and means to promote support of the schools.

5. That informational programs regarding the effectiveness of School Improvement Councils be presented to local school committees, parent/teacher organizations, local teacher groups, and local citizen groups.

6. That the target groups, citizens, and the community be informed relative to the effectiveness of School Improvement Councils.

7. That effective and successful practices of School Improvement Councils be continued at the local building level under the auspices of the principal, the staff, and parents.

8. That a program be developed to continue and expand effective communication between the schools, parents, and the school committee.

9. That a program be developed to continue and expand effective communication between the community and the schools.

10. That a program be developed for parents and the professional staff to develop and encourage knowledge and appreciation of accomplishments of the school.

11. That training sessions be initiated for principals and teachers with the goal of developing the skills necessary to allow them to work together, and with parents and citizens, for the betterment of the schools.

12. That a summary of the results of this study be shared with the participating school districts, and the Massachusetts Department of Education.

APPENDIX A

EFFECTIVE SCHOOL IMPROVEMENT COUNCIL PRACTICES, PURCHASES AND PROGRAMS WHICH HAVE MADE A DIFFERENCE

- Students feel they are a part of the school in that they have the opportunity to make suggestions and participate in the decision making process.

- Students feel that they are involved in improving their schools.

- Forms requesting suggestions for expenditure of funds were developed and sent to students as well as parents and staff.

- An attempt to maximize utilization of funding by pooling some School Improvement Council funds with those from the PTO, local civic organizations and area businesses.

- Dedicating the profits from the school store for funding of field trips and cultural programs.

- By utilizing the local press, input from the community was sought relative to the needs assessment developed by the School Improvement Council. Suggestions as to ways to specifically address the needs assessment were encouraged.

- Prioritizing the items listed in the School Improvement Council Needs Assessment is helpful in developing goals and time frames to address these needs.

- Utilizing the talents of the community representative to provide linkages between the student representatives and the community.

- Developing and following a philosophy that council expenditures benefit all students.

- Many councils have designated funds to increase awareness of the arts and humanities.

- Many councils have identified those areas which the school budget does not allow them to address. These areas were then studied for possible funding by School Improvement Council funds.

- School Improvement Council sponsored a meeting to determine the issues they felt needed to be discussed by and with the students. Funding for guest speakers was paid for with School Improvement Council funds.

- The purchase of audio-visual equipment.

- A study skills material package for ninth grade students.

- A new school logo for the gymnasium floor.

- Display cases located in front of the auditorium for recognition of student accomplishments in art, music, academics and athletics.

- Funding of a request by the SADD program for the presentation of the play Eddie.

- Purchasing a computerized telephone system to match students' interests with appropriate colleges and possible financial aid.

- The purchase of a copy machine, videocassette tapes and software for use by staff and students.

- Development of a school newsletter to be mailed to parents twice a year.

- Providing funding for the establishment of a National Honor Society.

- Funding was provided for printing an Annual Report of the school which was distributed to students and mailed to parents.

- Hiring of a consultant to evaluate the school library and develop a list of books to improve the collection.

- Funding a series of activities on stress and time management for students and staff.

- A library assistant position was funded with School Improvement Council funds so that the school library could be kept open in the afternoon after school. In the next school year, this position was included in the school budget.

- Some councils have chosen to add their funds to appropriations from the school budget so as to accelerate the implementation of projects. This supplement allowed a project to be fully in place in two years rather than five.

- One council provided the funds necessary for the school to join a science center which provides curriculum and resource materials.

- A school which showed great interest in science and space exploration funded a scientist-in-residence program. Funds allowed for visits from a university graduate student.

- Some School Improvement Councils have adopted a philosophy of funding as many proposals as possible. Even if only partially funded, they feel that this gets more programs going more quickly.

- Some School Improvement Councils have chosen to cooperate with and consult PTOs and Parent Advisory Councils during the decision making process.

- School Improvement Councils have the opportunity to support decision making from the bottom up.

- Some councils have chosen to gain ideas during an evening meeting at which community ideas are requested and welcomed.

- Many councils give priority to programs which promise to have a long-range impact while reaching the largest number of students.

- Some councils have developed a competitive grant application process as a basis for allocating funds. This strategy encourages school constituencies to develop creative ideas.

- Grade level fund allocations have been set up by some School Improvement Councils. The staff and students of the respective grade levels determine how and what to buy.

- To encourage participation and input many councils have chosen to publicize their activities in the local press and via local access Cable TV. Others have successfully used school newsletters and bulletins.

- Some School Improvement Councils have applied to local Arts Councils for funds to purchase/or augment School Improvement Council funds for cultural and arts programs.

- The discretionary monies provided through the School Improvement Council have brought people together in working toward a common goal—improving their schools.

- Student recognition and programs encouraging study and excellence have been funded by numerous School Improvement Councils.

- School Improvement Council funds have been utilized to fund the use of a parent as a part-time translator.

- The brainstorming process has been very effective in developing project ideas.

- The process of consensus decision making is very popular with School Improvement Councils. Consensus decision making allows each member of the group to participate and express his/her point of view. It allows members of the group to disagree with a decision and still be willing to go along with it.

- School, community, and staff surveys reveal sources of potential resources, matching funds, in-kind contributions and volunteers that can help School Improvement Councils to address their identified needs.

- As part of student academic recognition, a School Improvement Council funded a dinner for Honor Society members. Additional awards and prizes were made to Honor Roll students.

- A teacher preparation center was funded by a School Improvement Council. The Council allocated funds for a computer, software, and a special typewriter.

- Evaluation of the effectiveness of School Improvement Council initiatives is important. Initially, many fundamental needs were addressed. As these are taken care of, School Improvement Councils will become more innovative in determining the desires of schools, parents, community, and students.

- School Improvement Council funds secured a speaker who brought to the attention of teachers and students the importance of building positive self-esteem.

- Each of thirteen departments in the school were allocated funds to purchase books.

- Funds for awards to be made at a student recognition assembly will be supported by the School Improvement Council. A faculty and student committee will select students from the following areas: merit scholars; athletics; music and debate.

- Students are evaluating (for possible purchase) an electronic bulletin board which is located in the school cafeteria. If purchased, the cost will be shared by the Athletic Boosters, the PTO, the Music Boosters, and the School Improvement Council.

- School and community pride were emphasized by a School Improvement Council which provided funds for painting and installing school and town logos in the gym and cafeteria.

References:

Freedman, S., & Zerchykov, R. (1988). Expanding Horizons: Profiles of School Improvement Councils. Quincy: Massachusetts Department of Education.

Somerset, Massachusetts Public Schools, (1989). State Report of the Principals on School Improvement Councils for Fiscal 1989.

APPENDIX B

SURVEY COVER LETTER

September 9, 1991

Dear Colleague:

I am seeking your assistance in research I am conducting in an effort to find out the impact of School Improvement Councils on the attitudes of key staff members in the schools of southeastern Massachusetts. As a former superintendent, I have been long interested in School Improvement Councils and their effects.

Chapter 188 created School Improvement Councils to help bring about school improvement. This study seeks to determine the attitudes of principals and teachers relative to the effectiveness of School Improvement Councils in selected elementary schools in southeastern Massachusetts. The survey is designed to examine and identify the successful elements of these Councils working together at the local building level.

The data obtained will be analyzed on a group basis, and all individual responses will be kept confidential. Your frankness in answering the questions is essential to the validity of the study. To ensure confidentiality, please do not include your name on the completed questionnaire, insert it in the attached plain envelope, and seal and return it to your building principal. Your consent to participate in this study is implied by your completion and return of the questionnaire.

Your cooperation in participating in this study is sincerely appreciated. If you would like a summary report of the study, please print your name and address on a piece of paper. Place it in a separate sealed envelope, and return it with your completed survey envelope.

Sincerely,

Thomas J. Daley
27 Briar Road
Somerset, MA 02726

BACKGROUND INFORMATION

1. Please place an X̲ in the box which applies to you.

    Principal ☐

    Teacher who has served on the School Improvement Council. ☐

    Teacher who has *not* served on the School Improvement Council ☐

2. Please place an X̲ in the box next to the structure of your school.

    ☐ K-4   ☐ K-6   ☐ K-8

    ☐ K-5   ☐ K-7   ☐ Other, please indicate grade structure

    _____

3. Please place an X̲ in the box next to the grade level you teach.

    ☐ Pre-K   ☐ 2   ☐ 5   ☐ 8

    ☐ K   ☐ 3   ☐ 6   ☐ Other
                                  Please indicate assignment

    ☐ 1   ☐ 4   ☐ 7   _____

4. Please place an X̲ in the appropriate box.

    ☐ Female   ☐ Male

5. TEACHERS ONLY:
    Please indicate the number of years you have been teaching. ☐

6. PRINCIPALS ONLY:
    Please indicate the number of years you have served as a principal. ☐

QUESTIONNAIRE

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This instrument is designed to measure attitudes of principals and teachers relative to the effects of School Improvement Councils (the abbreviation SIC is used throughout this questionnaire). Your cooperation in participating in this study is sincerely appreciated. The data obtained will be analyzed on a group basis and all individual responses will be kept confidential. Your frankness in answering the questions is essential to the validity of the survey.

Listed below are specific questions relative to SICs. Please indicate how you feel about each question. Use the following scale:

Strongly disagree	Disagree	Undecided	Agree	Strongly agree	No basis to judge
1	2	3	4	5	6

1. I am familiar with the operation of SICs.

2. SICs are composed of the people who are most concerned with improving education.

3. The SIC continued to meet after the funding decisions had been made indicating that the Council concept had brought the groups together.

4. The SIC worked cooperatively with the PTO to share the cost of programs.

5. The Councils' adoption of guidelines governing its meetings was helpful in encouraging the participation of Council members.

Listed below are specific questions relative to SICs.
Please indicate how you feel about each question. Use the following scale:

Strongly disagree	Disagree	Undecided	Agree	Strongly agree	No basis to judge
1	2	3	4	5	6

6. The SIC in this school has, through its citizen member, increased citizen support for schools.

7. The community representative appointed by the school committee had a positive impact on the work of the Council.

8. The leadership style of the principal aided the Council in being successful.

9. SIC activities in this school have improved enrichment opportunities for students.

10. Children in this school benefited greatly as a result of actions of the SIC.

11. Teachers who served on the Council had a positive impact on the work of the Council.

12. SICs were effective in helping to empower teachers in this school.

13. Teachers in this school welcomed the opportunity to represent their peers on the SIC.

14. SIC initiatives have had a positive impact on the morale of the staff in this school.

15. The SIC has provided increased staff development opportunities for teachers.

16. The school committee has been supportive of SIC activities.

17. Informing the school community of the decisions of the Council occurred on a regular basis.

18. The SIC has increased communication between the school and parents.

Listed below are specific questions relative to SICs.
Please indicate how you feel about each question. Use the following scale:

Strongly disagree	Disagree	Undecided	Agree	Strongly agree	No basis to judge
1	2	3	4	5	6

19. A school needs assessment was conducted by the Council to gain suggestions from the staff.

20. The status of the principal as the educational leader of the school has been enhanced by the opportunities made available by the SIC.

21. As a result of SIC involvement, the principal has demonstrated concern for the support of teachers and parents.

22. Staff members who served on the Council felt that participation in the decision making process was a significant step forward in empowering teachers.

23. SICs have sponsored activities on stress and time management for teachers.

24. The SIC was effective in improving the self esteem of teachers.

25. SICs helped to empower only those teachers who served on the Council.

26. SIC support increased parent participation in school activities.

27. The SIC was effective in improving the self esteem of parents.

28. Parents have demonstrated increased respect for teachers as a result of the efforts of the SIC.

29. As a result of SIC activities, teachers are more comfortable about communicating with parents.

30. SIC activities in this school have improved communication with the community.

31. There has been an improvement in the achievement of students in this school as a result of SIC initiatives.

Listed below are specific questions relative to SICs.
Please indicate how you feel about each question. Use the following scale:

Strongly disagree	Disagree	Undecided	Agree	Strongly agree	No basis to judge
1	2	3	4	5	6

32. It is the responsibility of parents to become involved in school activities and not that of the SIC.

33. Teachers should provide more opportunities for parents to become involved in school activities.

34. Development of guidelines for parent involvement is the responsibility of the principal.

35. The principal should provide opportunities for parents to become involved in activities of the school.

36. Suggestions of the teachers were considered by the Council.

37. Members of the Council were given information that explained the goals and expectations of SICs.

38. SIC meetings were scheduled at a time of day which encouraged maximum participation of all of its members.

39. The SIC was effective in seeking out ideas from members of the community.

40. The SIC has provided opportunities for all students to increase their sense of accomplishment.

41. An increase in parent involvement led to improved student achievement.

42. SIC sponsored programs emphasizing school pride have reduced vandalism in the school.

43. SIC initiatives have helped reduce student absenteeism.

44. The SIC has helped provide appropriate learning experiences (i.e. educational and cultural) for children.

Listed below are specific questions relative to SICs.
Please indicate how you feel about each question. Use the following scale:

Strongly disagree	Disagree	Undecided	Agree	Strongly agree	No basis to judge
1	2	3	4	5	6

45. The SIC has been effective in fostering positive student attitudes toward learning. ☐

46. SIC sponsored activities have helped to improve discipline in the school. ☐

47. The SIC has provided experiences which helped students to improve their self-image. ☐

48. SIC activities have helped students find school more enjoyable. ☐

49. SIC activities overall made this a better school. ☐

50. SICs should be continued, with state funding, to bring together the groups concerned with support of the schools. ☐

51. SICs should be continued, without state funding, to bring together the groups concerned with support of the schools. ☐

52. In view of the time involved and the amount of money available, it was not worthwhile to utilize the SIC process. ☐

PLEASE CONTINUE ON THE NEXT PAGE

The following are possible methods of communication available to the SIC in your school. Please use the following scale and select the response that best describes your opinion. Please complete all items.

Not used	Not at all effective	Not very effective	Somewhat effective	Effective	Very effective	No basis to judge
1	2	3	4	5	6	7

53. PTO meetings ☐

54. Parent teacher conferences ☐

55. Newsletters ☐

56. Press releases ☐

57. Sending notices home ☐

58. Notices on local cable TV ☐

59. Inviting parents to school programs ☐

60. Staff meetings ☐

How has the SIC in your school changed your attitude toward the following? Please use the following scale and select the response that best describes your opinion. Please complete all items.

Less favorable	Favorable	More favorable	No change
1	2	3	4

61. Students ☐

62. Parents ☐

63. The principal ☐

64. The school ☐

65. The community ☐

66. Colleagues ☐

67. School committee ☐

68. Teaching ☐

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