

Eastern Illinois University
The Keep

Masters Theses

Student Theses & Publications

1980

A Needs Assessment Survey for Parent Involvement in Ina Community Consolidated District No. 8, Ina, Illinois

Clyde D. Hayes
Eastern Illinois University

Recommended Citation

Hayes, Clyde D., "A Needs Assessment Survey for Parent Involvement in Ina Community Consolidated District No. 8, Ina, Illinois" (1980). *Masters Theses*. 3055.
<https://thekeep.eiu.edu/theses/3055>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

THESIS REPRODUCTION CERTIFICATE

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

August 12, 1981

Date

Author

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because _____

Date

Author

A Needs Assessment Survey for Parent Involvement

In Ina Community Consolidated District No. 8

Ina, Illinois

(TITLE)

BY

Clyde D. Hayes

FIELD EXPERIENCE

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
SPECIALIST

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1980

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

August 25, 1980
DATE

August 26, 1980
DATE

A NEEDS ASSESSMENT SURVEY FOR PARENT INVOLVEMENT
IN INA COMMUNITY CONSOLIDATED DISTRICT NO. 8
INA, ILLINOIS

BY

CLYDE D. HAYES

B. S. in Ed., Southern Illinois University, 1968
M. S. in Ed., Eastern Illinois University, 1977

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS

1980

396736

A Needs Assessment Survey for
Parent Involvement in
Ina Community Consolidated District No. 8
Ina, Illinois

The Needs Assessment Survey for Parent Involvement in Ina Community Consolidated District No. 8, Ina, Illinois was created to: 1) provide for parent involvement in program planning as mandated by state law, and 2) give the local board and administrator help in setting goals consistent with public needs and expectations.

To address initial needs assessment, teachers were asked to list a maximum of eight needs under each of five areas. The five areas were staff, building, equipment, grounds, and curriculum. The administrator also prepared a similar list based on his personal observations and past discussions with board members. From these initial lists, the administrator grouped the areas most frequently mentioned into groups of ten under two headings: staff and curriculum or building, grounds and equipment. The questionnaire was then prepared based on these two lists. Each list of ten included an extra blank if respondents wished to voice a major concern that was not listed on the questionnaire. In such cases, respondents were asked to omit one item from the initial ten.

The administrator selected four parents from each grade level in levels one through eight. The only control used in the selection process was based on the idea that responsible people would

be selected. No selections were made at the kindergarten level due to the fact that many parents of incoming kindergarten students were not familiar with the school.

One form was mailed to each set of parents for a total of thirty-two forms. Forms were accompanied by a stamped, self-addressed envelope.

Each board member and teacher was provided the same packet as sent to parents. Each was requested to complete his assessment and return it to the school.

All participants were requested to return their assessments within one week of receipt. If responses were not received within two weeks of the initial mailing, follow-up letters were mailed. These letters stressed the extreme need to each person's participation in making the survey a success.

Each group polled was tabulated separately and then all were tabulated collectively. Placement was decided by averaging the average rank numbers for each item and arriving at a group average rank number for each item. Averages were tabulated to the nearest hundredth. An overall ranking of the ten items under each category was reached by placing the items in order from smallest group average rank score to largest score respectively.

The ten needs were addressed in a four-year plan. This plan included a timetable, estimated monetary needs, and exact material needs where applicable.

At the Ina Board's discretion, needs set forth in the four-year plan will become a part of each year's budget.

TABLE OF CONTENTS

Chapter 1 Background and Procedure

The Setting	1
Procedure	4
Method of Ranking	5

Chapter 2 Date and Data Analyses

Curriculum and Staff Needs	6
Building, Grounds, and Equipment Needs	11

Chapter 3 Four-Year Plan

Year One	16
Year Two	17
Year Three	18
Year Four	19
Summary	20

Appendixes

A. Log of Activities	21
B. Ranking Charts	23
C. Questionnaire Sample	33
D. Letters of Correspondence	35
E. Five-Year Enrollment Projection	37

LIST OF TABLES

Table 1	Curriculum and Staff Needs Equally-Weighted Composite	6
Table 2	Building, Grounds, and Equipment Needs Equally-Weighted Composite	11
Table 3	Parents' Ranking - Curriculum and Staff	23
Table 4	Board's Ranking - Curriculum and Staff	24
Table 5	Teachers' Ranking - Curriculum and Staff	25
Table 6	Composite Ranking - Curriculum and Staff	26
Table 7	Equally-Weighted Composite Curriculum and Staff	27
Table 8	Parents' Ranking Building, Grounds, and Equipment	28
Table 9	Board's Ranking Building, Grounds, and Equipment	29
Table 10	Teachers' Ranking Building, Grounds, and Equipment	30
Table 11	Composite Ranking Building, Grounds, and Equipment	31
Table 12	Equally-Weighted Composite Ranking Building, Grounds, and Equipment	32

CHAPTER I

BACKGROUND AND PROCEDURE

The Setting

The Ina Community Consolidated School District is composed of almost all of Spring Garden Township and includes the villages of Bonnie and Ina. Both villages are bisected by United States Route 57 with only Ina having an interchange. Both villages are within ten miles of United States Route 64. Spring Garden Township lies centrally between Mt. Vernon and Benton.

The district lies in the coal mining and farming area of Southern Illinois. Approximately 50% of the district's working occupants are employed in either farming or mining. The larger areas of Mt. Vernon and Benton serve as sources of employment for many of the district's people.

The Ina School building was erected in 1920. In about 1940, various one room schools consolidated with Ina School. In 1967, further consolidation took place whenever Bonnie School District No. 88 consolidated into the Ina School District.

Both the villages in the district are mainly composed of older well-maintained homes and homes erected within the last ten years. There is a sprinkling of older homes in poor repair, but the number is rapidly diminishing. There are presently six or more new homes being offered for sale. The mayor of Ina has indicated that there are plans to build as many as twelve more in the Ina area. Bonnie has three new sub-divisions with lots for sale.

The enrollment possibilities for Ina School look to be very favorable at the present time. The district has many positive influences which will be presented in the following paragraphs.

Ina School is in a location that is conducive to growth. It has access to Route 57 and is totally bisected by it. Rend Lake Junior College is just one mile from Ina School. The northern branch of Rend Lake encompasses much of the school district. Chances are good that the 57 interchange area will be developed for commercial purposes within the next four years. The village of Ina is presently in the process of extending sewer and water service to that area. Numerous plans are also in process to expand the services to Rend Lake. Included in these plans are a convention center with accompanying restaurant and motel facilities. The lake presently offers boating, golfing, fishing, camping, and trap shooting facilities.

About twelve miles to the north of Route 57, lies Mt. Vernon, a city of about 17,000. Mt. Vernon is experiencing what must be termed a surprising industrial growth in terms of the nation's economy at the present time. Three companies have officially announced plans to locate in Mt. Vernon. Of the three, World Color Press is the most committed and expected to be the heaviest employer with a potential one thousand employees. The World Color Press plant is in later stages of development. Gould Battery Company and Cummins Diesel are not in advanced stages, as previously stated, but have announced their intentions. Gould Battery Company has already purchased land but has not initiated building.

Ina School has already gained two students as the result of World Color Press' location in Mt. Vernon. It is expected that we will receive four to ten more in the future. There seems to be a movement from the Mt. Vernon area to outlying areas of Jefferson County. The city of Mt. Vernon is experiencing a population growth but a decline to elementary enrollment. At the same time, many outlying schools, including Ina, are experiencing enrollment increases.

Ina's access to Route 57 provides quick, energy-saving transportation to the Mt. Vernon and Benton areas. Bonnie lies just eight miles from Mt. Vernon, and fourteen from Benton, on Route 37.

Both Ina and Bonnie offer city water and gas service. Ina is in the building stage on sewer service and Bonnie is at the bidding stage. The fact that these services are offered by small villages must also be considered as an impetus for future growth.

Ina School was visited by the Public School Approval Section of the State Board of Education on November 13, 1979. One area of noncompliance cited by the visiting team was the fact that the program plan had not been annually updated with community involvement. (Sec. 3-1.1, SBE#1). In order to achieve full recognition, Ina School was requested to take corrective steps by July, 1980.

The purpose of this paper will be to meet, and expand on, needs for community involvement of Ina School. This will involve a survey of needs, establishment of priorities, and a four-year plan to address priorities.

Procedure

To address initial needs assessment, teachers were asked to list a maximum of eight needs under each of five areas. The five areas were staff, building, equipment, grounds, and curriculum. The administrator also prepared a similar list based on his personal observations and past discussions with board members. From these initial lists, the administrator grouped the areas most frequently mentioned into groups of ten under two headings: staff and curriculum or building, grounds and equipment. The questionnaire was then prepared based on these two lists. Each list of ten included an extra blank if respondents wished to voice a major concern that was not listed on the questionnaire. In such case, respondents were asked to omit one item from the initial ten.

The administrator selected four parents from each grade level in levels one through eight. The only control used in the selection process was based on the idea that responsible people would be selected. No selections were made at the kindergarten level due to the fact that many parents of incoming kindergarten students were not familiar with the school.

One form was mailed to each set of parents for a total of thirty-two forms. Forms were accompanied by a stamped, self-addressed envelope.

Each board member and teacher was provided the same packet as sent to parents. Each was requested to complete his assessment and return it to the school.

All participants were requested to return their assessments within one week of receipt. If responses were not received within two weeks of the initial mailing, follow-up letters were mailed. These letters stressed the extreme need for each person's participation in making the survey a success.

Method of Ranking

Each group polled was tabulated separately and then all were tabulated collectively. Placement was decided by averaging the average rank numbers for each item and arriving at a group average rank number for each item. Averages were tabulated to the nearest hundredth. An overall ranking of the ten items under each category was reached by placing the items in order from least group average rank score to largest score respectively.

The ten needs were addressed in a four-year plan. This plan included a timetable, estimated monetary needs, and exact material needs where applicable.

At the Ina Board's discretion, needs set forth in the four-year plan will become part of each year's budget.

CHAPTER 2
DATA AND DATA ANALYSES

Curriculum and Staff Needs

As previously mentioned, areas on the questionnaire were divided into two different sections. One of the sections, curriculum and staff needs, showed much agreement as evidenced in the following table.

TABLE 1
CURRICULUM AND STAFF NEEDS

<u>Item</u>	<u>Board</u>	<u>Parents</u>	<u>Teachers</u>	<u>Composite</u>	<u>Equally Weighted Composite</u>
New texts in science	1	2	2	2	2
Physical education equipment	7	9	4	7	9
Health books	2	4	6	4	4
Science equipment	6	6	5	6	6
Full-time teacher per grade	4	1	1	1	1
Remedial math teacher	3	3	3	3	3
Art teacher (part-time)	8	8	6	9	8
Librarian (part-time)	9	7	7	8	7
Teacher aides	5	5	4	5	5
Counselor one day per week	10	10	8	10	10

Since the equally weighted ranks were used to develop a four-year plan, they will be used as reference points for data analyses.

The number one rank was assigned to securing a teacher per grade. At the present time, all grades have a teacher per grade with the exception of grades seven and eight. They share a teacher one-half of each school day. Parents and teachers assigned a number one rank to this item, while board members gave it a four. It is somewhat surprising that board members were so inconsistent with parents and teachers on this area. The board rated science texts, health books, and the need for a remedial math teacher ahead of the need for a teacher per grade. This may have been the result of their knowledge that the teacher to student ratio is presently 1:20. In the past two years, there has also been movement to update all textbooks. The board's rating of health and science texts was consistent with that movement.

It came as no surprise that teachers and parents assigned a number one rating to a teacher per grade. Many parents have voiced a concern in this area over the last two years. Teachers, of course, feel a need to reduce the workload on the seventh-eighth grade teacher. This is probably a sincere, justifiable feeling on their part.

New science texts were assigned the overall rank of two. All groups were consistent in this area since it received a one from board members and a two from parents and teachers. All were consistent with the school's movement to update all texts.

The third ranked item was a remedial math teacher. Again, great consistency was evidenced with all three groups giving it their number three rank. In the past, discussions have been held concerning the possibility of adding remedial math to the curriculum. Such discussions may explain why this item was on the minds

of respondents and assigned such a high rating.

Ranked fourth was a need for health books in all grades. Plans have already been initiated to purchase books for grades seven and eight. Parents ranked health books fourth; board members ranked it second; and teachers gave it a six. Teachers listed equipment needs in science and physical education ahead of health books. A concern for equipment typically might be expected to be closer to teachers than to board members and parents. Teachers may also have realized that many health needs are already being addressed in the science program.

Teacher aides were rated as the fifth most pressing need. It received a five from the board and parents and a four from teachers. The number five rating placed a need for aides above science equipment, a part-time librarian, a part-time art teacher, physical education equipment, and more guidance services. The feeling may have been that aides might improve direct educational services more than the other items. This would seem to be a defensible position, if that was the case.

Sixth on the list was new science equipment. Parents and board members were consistent with this, while teachers gave it a five rank. All placed this equipment need above the need for equipment in physical education and personnel needs in the library, art, and counseling. This may be evidence that concern was for the basics first, rather than for areas that were an extension of curriculum areas.

The need for a part-time librarian occupied position seven. Teachers and parents were consistent with this, while board members assigned a nine. The seventh rank placed the need for a librarian above physical education equipment and personnel concerns in art and counseling. Board members did rank physical education equipment and art needs above the need for a librarian.

The hiring of a part-time art teacher was ranked eighth. Board and parents were consistent with this, but teachers assigned a sixth rating. This may be explained by the fact that classroom teachers feel a need from art demands. Many voice a feeling of inadequacy whenever asked to teach art.

Physical education equipment was ranked ninth. Teachers ranked this item a surprising fourth while parents placed it ninth and board members had it seventh. The teachers high ranking of the item may again be a reflection of their "on the job" situation. As in art, there may be the feeling that physical education assignments are very demanding on their capabilities and that a wider range of equipment might relieve some demands.

Ranked last of the ten items was the need for expanded guidance services. Parents and board were consistent with the ten while teachers assigned the item an eighth rank. Teachers placed it last also though, since they had items tied in sixth and fourth places on their ratings. Presently guidance services are available for one day on alternate weeks. The value of such services maybe more visible to an administrator dealing with extreme discipline problems than to any of the three groups polled.

There seemed to be much consistency among the three groups in most areas. Such consistency would seem to be a desirable element. Consistency in goals may greatly reduce the possibility of conflicts in future endeavors. All groups tended to place basic curriculum needs above areas that could be considered as extensions of curriculum.

The response to questionnaires indicated interest on the part of all participants. Nine of nine teachers responded, while six of seven board members and twenty-seven of thirty-two parents also returned their opinions. Four of the twenty-seven parent responses were voided due to improper completions.

Building, Grounds, and Equipment

As was the case in curriculum and staff, respondents showed much agreement in their rank assignments in building, grounds, and equipment.

TABLE 2

BUILDING, GROUNDS, AND EQUIPMENT NEEDS

<u>Item</u>	<u>Board</u>	<u>Parents</u>	<u>Teachers</u>	<u>Composite</u>	<u>Equally Weighted Composite</u>
Panel eighth grade room	7	7	5	7	7
Panel office	10	10	9	10	10
New doors - main building and library	6	6	3	6	6
Sprinkler system in kitchen	1	2	6	2	2
Pave playground area	9	9	8	9	9
Buy additional playground equipment	8	8	7	8	8
Refinish or buy new desks ⁴		3	1	3	3
Equipment for teachers' use (typewriter, laminator, film projector)	5	4	2	4	4
Install windows in library	2	1	2	1	1
Covered walkway between main building and gym	3	5	4	5	5

The number one rank in building, grounds, and equipment was assigned to placing windows in the library. At the present time, the library has no windows and they are probably needed for aesthetic reasons. Before final action is taken, energy-related implications might need to be considered. Although the library

windows received an overall first rating, it ranked second with board and teachers, but was ranked first by parents. The board ranked a sprinkler system in the kitchen first, while teachers listed student desks as their first concern. Board members may have evidenced a concern for safety since they work more closely with such areas. Teachers simply placed one aesthetic need above another.

A new sprinkler system for the kitchen was rated number two. Board members assigned a one, parents a two, and teachers a six. Board members obviously assigned a high rating due to a concern for safety. Board members are also aware that insurance companies are pressing to have this done. Parents were surprisingly consistent with the board on this matter. The low rating by teachers, rather than showing disregard for safety, may have been the result of a concern for the overall appearance of the building. They rated new desks, windows in the library, new teaching equipment, new doors, a covered walkway, and paneling the eighth grade room above the sprinkler system. Most of these areas relate to the building's appearance.

Refinishing desks and/or buying new desks ranked third. Parents agreed with this, while teachers ranked it as their highest priority and board members placed it fourth. Both parents and board members ranked the sprinkler system and windows in the library higher than desks. The high rating by teachers maybe a reflection of their desire for improved everyday surroundings.

Fourth rating was given to buying equipment for teachers. Parents concurred with the overall fourth rating, but board members assigned a lower rating of fifth and teachers rated it second. Initial appearances might indicate a self-serving motive on the part of teachers, but it should be noted that they would be more familiar with pressing equipment needs than the other groups polled.

A covered walkway was listed in fifth place. It was ranked fifth by parents, fourth by teachers, and third by board members. A definite need exists in this area. Students presently must leave the main building to eat lunch or attend physical education classes. This is compounded by the fact that the gymnasium/cafe-teria area has tile floors which become very slippery in wet weather. A question must be posed as to whether the expense can be justified by this need.

New doors for the main building and library were placed in sixth position. The board and parents concurred with this, whereas teachers assigned a higher rating of third.

Board members and parents agreed exactly on items ranked seventh through tenth. They rated paneling the eighth grade classroom seventh, playground equipment eighth, paving the playground ninth, and paneling the office tenth. As would be expected, board and parent concurrence on these items placed them in overall positions of seventh through tenth respectively. Teachers, on the other hand, ranked paneling the eighth room, fifth; buying playground equipment, seventh; paving the playground, eighth; and paneling the office, ninth.

Most ratings assigned to address building, grounds, and equipment needs seemed responsible and rather predictable. Most disagreement among groups was evidenced in building, grounds, and equipment than in curriculum and staff needs. This might be an indication that educational needs are more clearly defined than many building needs which tend to be aesthetic in nature.

CHAPTER 3
FOUR-YEAR PLAN

For purposes of this section, the equally-weighted composite ratings (See Tables 7 and 12) were used.

Final ranks in curriculum and staff needs were:

1. a full-time teacher per grade in grades seven and eight,
2. new texts in science,
3. remedial math teacher,
4. health books for all grades,
5. teacher aides,
6. more science equipment,
7. part-time librarian,
8. part-time art teacher,
9. more physical education equipment,
10. guidance counselor at least one day per week.

Final ranks in building, grounds, and equipment needs were:

1. install windows in library area,
2. install a fire sprinkler system in the kitchen area,
3. refinish desks and/or buy new ones,
4. purchase equipment for teachers' use,
5. build a covered walkway between main building and gym,
6. install new doors in rear of main building and south end of library,
7. panel the eighth grade room,
8. buy additional playground equipment,

9. pave additional playground area,
10. panel office.

Much thought was given to final rank orders in preparing the following four-year plan. In some instances, items that seemed to be impractical were omitted or moved in position. An attempt was made to address items as they were ranked whenever possible.

Year One (1980-81)

Item two in curriculum and staff needs, new texts in science, is in the process at the present time. Teachers have selected a series, and books will be ordered. Approximate cost is twelve hundred dollars.

Item three under building, grounds, and equipment is presently underway. Spray painting and refinishing equipment have been purchased and the custodian is doing refinishing work over the summer months. The approximate cost for all equipment and materials is seven hundred dollars. Approximately one hundred fifty desks will be refinished. Additional plans call for the purchase of thirty new desks. These desks have been budgeted at a cost of twelve hundred dollars in the 1980-81 budget.

Item six under building, grounds, and equipment is also in process. Bids have been received, and the bid was awarded to Atlas-Seal of Mt. Vernon for an amount of two thousand six hundred fifty dollars. This work will be completed before school resumes in August, 1980.

Item seven, paneling the eighth grade room, is also presently in process. Bids on labor are now being accepted. Attempts are

also being made to acquire paneling to meet the fire and life-safety requirements of the state of Illinois. Estimated labor costs are one thousand to fifteen hundred dollars. Material costs are estimated to be one thousand dollars.

Plans are to purchase a laminator, a typewriter, and a possible film projector during 1980-81. The laminator and typewriter are already budgeted. Approximate cost of all three items is one thousand four hundred dollars.

In summary, estimated costs for 1980-81 to address items two and four in curriculum and staff needs and items three, six and seven in building, grounds, and equipment will be nine thousand six hundred fifty dollars.

Year Two (1981-82)

By this time, it is projected that enrollment will be adequate to support an additional full-time teacher (See Appendix E). It is also projected that the combined seventh-eighth class will have a combined enrollment of at least forty. Addition of a full-time teacher would become a necessity instead of a need.

Projected additional cost is six thousand dollars since the two grades presently have one full-time and one half-time teacher.

Every attempt should be made to install at least one window in the library area. Present plans call for a windowed door to be installed in 1980-81. By 1981-82, due to increasing enrollment, this area may become a classroom. If such is the case, additional window areas seem to be mandatory. Cost will be approximately five hundred dollars for windows comparable to present windows and two hundred dollars for installation.

Presently insurance companies are registering displeasure with insuring the kitchen area. A definite need exists and should be addressed. An automatic sprinkler system should be installed. Due to the complex physical problems involved in installation, an accurate estimate is difficult.

It is anticipated that there will be no need for major textbook changes during 1981-82 since the oldest editions will only be four years old. Health books and science equipment, items four and six respectively in curriculum and staff needs, could be purchased with money normally budgeted for textbooks. Approximate costs would be four hundred fifty dollars for health books and one thousand dollars for science equipment.

Total expenses for 1981-82, excluding the fire sprinkler system, would be nine thousand one hundred fifty dollars.

Year Three (1982-83)

An attempt should be made to add a remedial math teacher to the staff. This could be done in part, or in total, by Title I funds assuming Title I funds are still available. Estimated cost would be seven thousand dollars for a half-time teacher.

A definite need exists for more physical education equipment, item nine under curriculum and staff. Equipment needed would be geared to the needs of all students. Included would be balance beams, chinning bars, parallel bars, padded mats, and portable folding gyms. Estimated cost would be five thousand dollars.

Due to the expense of these two items, they are the only things suggested for the third year. Estimated total cost would be twelve thousand dollars. It is anticipated that at least some of the cost could be absorbed by carry-over funds from Title I.

Year Four (1983-84)

Curriculum and staff items yet to be considered are teacher aides, a part-time librarian, a part-time art teacher, and a guidance counselor one day per week. These are rank items five, seven, eight, and ten respectively.

With a teacher to student ratio of 1:22 based on one hundred ninety-nine students (See Appendix E) and nine teachers, the need for teacher aides is questionable. The needs for librarian, an art teacher, and more counseling services seem more pertinent.

Building, grounds, and equipment items yet to be considered are a covered walkway, additional playground equipment, additional paved playground area and paneling the office--items five, eight, nine, and ten respectively. The expense of a walkway seems quite questionable since no educational gains would be realized and costs would be in the thousands. Additional playground equipment and paved play area are definite needs, but again carry little direct educational value. Both might make good Parent-Teacher Organization projects. Office paneling would enhance the administrative atmosphere, but was rated last, as it probably should have been. If funds are available in 1983-84, paneling the office should be considered, but its priority should be questioned.

In summary, an attempt has been made to address needs in relationship to their ranking on the survey. Some modifications were necessary due to plans already in progress and questionable gains to justify some expenses. All items were particularly considered in respect to educational gains to justify the cost of the item.

Summary

The "Needs Assessment Survey for Parent Involvement in Ina Community Consolidated District No. 8" is a public relations and communications package that should enhance the relationships among administration, staff, and parents of the school system.

This survey was conducted to allow parents direct input into establishing priority needs and rating the relative importance of each need. An attempt was made to survey a sample that was representative of the school district's total population.

The superintendent and board of education gave full support to the project. Although the results of the survey were in no way binding, a firm commitment was given to use the results in planning future improvements at Ina School.

The writer found the project to be quite interesting and rewarding. Many new insights into the thinking of the school district's population were gained. The greatest satisfaction has been to create a project that is original, practical, and applicable to the given situation. The project has been a worthwhile culminating activity to meet the requirements of the field study for the Specialist Degree.

APPENDIX A
CHRONOLOGICAL LOG OF ACTIVITIES

November 13, 1979

The school evaluation specialist cited the fact that Ina School's program plan had not been updated annually with community involvement. This was listed as an area of noncompliance on his evaluation report.

November 30, 1979

The evaluation report was received from the Public School Approval Section of the Illinois State Board of Education.

December 17, 1979

The possibility of using a needs assessment questionnaire to satisfy the community involvement need was discussed at Ina Grade School's regular board meeting. The board expressed approval of such a plan.

January 28, 1980

At the regular board meeting, a questionnaire concerning needs assessment was made a part of Ina School's plan to address areas of noncompliance cited in the school evaluation report.

March 10, 1980

Preparation of initial plans concerning procedures and forms to be used was initiated.

May 13, 1980

Dr. Gerhard C. Matzner visited with the writer and permission was granted to proceed with the project to meet the requirements of the field study for the Specialist Degree.

May 14, 1980

Teachers were asked to list a maximum of eight needs in each area: staff, building, equipment, grounds, and curriculum. The administrator also compiled a list of needs based on his discussion with the school board.

May 16, 1980

Needs cited by teachers in the survey of needs on May 14th were tabulated. Needs most frequently cited were compiled into two ten-item lists. The items most frequently mentioned were listed under Staff and Curriculum or Building, Grounds, and Equipment.

May 28, 1980

Final questionnaire sheets and accompanying explanatory letters were completed.

June 6, 1980

Questionnaire sheets were mailed to nine teachers, seven board members, and thirty-two families. The sheets were accompanied by explanatory letters and stamped, self-addressed envelopes.

June 20, 1980

Follow-up letters were mailed to all subjects of the initial questionnaire.

June 25, 1980

Final tabulation of the questionnaires began and final paper began to take shape.

July 3, 1980

First draft of paper was mailed to Dr. Matzner for initial inspection.

APPENDIX B - TABLES

TABLE 3

PARENTS' RANKING - CURRICULUM AND STAFF

<u>Item</u>	<u>Total Points</u>	<u>Average Score</u>	<u>Frequency of No. 1 Ranking</u>	<u>Rank</u>
New texts in science	75	3.26	5	2
Physical education equipment	157	6.83		9
Health books	108	4.70	1	4
Science equipment	129	5.61		6
Full-time teacher per grade	152	2.26	13	1
Remedial math teacher	103	4.48	2	3
Art teacher (part-time)	155	6.74		8
Librarian (part-time)	149	6.48		7
Teacher aides	127	5.52	1	5
Counselor one day per week	161	7.00	1	10
Other				

TABLE 4

BOARD'S RANKING - CURRICULUM AND STAFF

<u>Item</u>	<u>Total Points</u>	<u>Average Score</u>	<u>Frequency of No. 1 Ranking</u>	<u>Rank</u>
New texts in science	14	2.33	3	1
Physical education equipment	36	6.00		7
Health books	21	3.50		2
Science equipment	35	5.83		6
Full-time teacher per grade	25	4.17	2	4
Remedial math teacher	22	3.67	1	3
Art teacher (part-time)	49	8.17		8
Librarian (part-time)	50	8.33		9
Teacher aides	27	4.50		5
Counselor one day per week	51	8.50		10
Other				

TABLE 5

TEACHERS' RANKING - CURRICULUM AND STAFF

<u>Item</u>	<u>Total Points</u>	<u>Average Score</u>	<u>Frequency of No. 1 Ranking</u>	<u>Rank</u>
New texts in science	28	3.11	3	2
Physical education equipment	48	5.33		4
Health books	62	6.89		6
Science equipment	57	6.33		5
Full-time teacher per grade	15	1.67	3	1
Remedial math teacher	40	4.44		3
Art teacher (part-time)	62	6.89		6
Librarian (part-time)	65	7.22		7
Teacher aides	48	5.33	3	4
Counselor one day per week	70	7.78		8
Other				

TABLE 6

COMPOSITE RANKING - CURRICULUM AND STAFF

<u>Item</u>	<u>Total Composite Points</u>	<u>Rank Average</u>	<u>Frequency of No. 1 Ranking</u>	<u>Rank</u>
New texts in science	117	3.08		2
Physical education equipment	241	6.34		7
Health books	191	5.03	1	4
Science equipment	221	5.82		6
Full-time teacher per grade	92	2.42	18	1
Remedial math teacher	165	4.34	3	3
Art teacher (part-time)	266	7.00		9
Librarian (part-time)	264	6.95		8
Teacher aides	202	5.32	4	5
Counselor one day per week	282	7.42	1	10
Other				

TABLE 7

EQUALLY-WEIGHTED COMPOSITE RANKING - CURRICULUM AND STAFF

<u>Item</u>	<u>Teachers'</u> <u>Av. Rating</u>	<u>Board's</u> <u>Av. Rating</u>	<u>Parents'</u> <u>Av. Rating</u>	<u>Composite</u> <u>Average</u>	<u>Composite</u> <u>Rank</u>
New texts in science	2.33	3.11	3.26	2.90	2
Physical education equipment	6.00	5.33	6.83	6.05	9
Health books	3.50	6.89	4.70	5.03	4
Science equipment	5.83	6.33	5.61	5.92	6
Full-time teacher per grade	4.17	1.67	2.26	2.70	1
Remedial math teacher	3.67	4.44	4.48	4.20	3
Art teacher (part-time)	8.17	6.89	6.74	7.27	8
Librarian (part-time)	8.33	7.22	6.48	7.34	7
Teacher aides	4.50	5.33	5.52	5.12	5
Counselor one day per week	8.50	7.78	7.00	7.76	10
Other					

TABLE 8
PARENTS' RANKING - BUILDING, GROUNDS, AND EQUIPMENT

<u>Item</u>	<u>Total Points</u>	<u>Average</u>	<u>Frequency of No. 1 Ranking</u>	<u>Rank</u>
Panel eighth room	126	5.48	2	7
Panel office	173	7.52	1	10
New doors - main building and library	121	5.26		6
Sprinkler system in kitchen	80	3.48	6	2
Pave playground	178	7.74		9
Buy additional playground equipment	152	6.61		8
Refinish or buy new desks	106	4.61	2	3
Equipment for teachers' use (typewriter, laminator, film projector)	109	4.74	2	4
Install windows in library	71	3.09	4	1
Covered walkway between main building and gym	116	5.04	5	5
Other			1	

TABLE 9

BOARD'S RANKING - BUILDING, GROUNDS, AND EQUIPMENT

<u>Item</u>	<u>Total Points</u>	<u>Average Score</u>	<u>Frequency of No. 1 Ranking</u>	<u>Rank</u>
Panel eighth grade room	40	6.67		7
Panel office	55	9.17		10
New doors - main building and library	34	5.67		6
Sprinkler system in kitchen	12	2.00	3	1
Pave playground area	49	8.17		9
Buy additional playground equipment	44	7.33		8
Refinish or buy new desks	26	4.33		4
Equipment for teachers' use (typewriter, laminator, film projector)	32	5.33		5
Install windows in library	14	2.33	1	2
Covered walkway between main building and gym	24	4.00	2	3
Other				

TABLE 10
TEACHERS' RANKING - BUILDING, GROUNDS, AND EQUIPMENT

<u>Item</u>	<u>Total Points</u>	<u>Average Score</u>	<u>Frequency of No. 1 Ranking</u>	<u>Rank</u>
Panel eighth grade room	54	6.00	1	5
Panel office	74	8.22		9
New doors - main building and library	49	5.44		3
Sprinkler system in kitchen	56	6.22	1	6
Pave playground area	60	6.67		8
Buy additional playground equipment	58	6.44		7
Refinish or buy new desks	29	3.22	2	1
Equipment for teachers' use (typewriter, laminator, film projector)	31	3.44	2	2
Install windows in library	31	3.44	2	2
Covered walkway between main building and gym	52	5.78		4
Other			1	

TABLE 11

COMPOSITE RANKING - BUILDING, GROUNDS, AND EQUIPMENT

<u>Item</u>	<u>Total Composite Points</u>	<u>Rank Average</u>	<u>Frequency of No. 1 Ranking</u>	<u>Rank</u>
Panel eighth grade room	220	5.79	3	7
Panel office	302	7.95	1	10
New doors - main building and library	204	5.37		6
Sprinkler system in kitchen	148	3.89	10	2
Pave playground area	287	7.55		9
Buy additional playground equipment	254	6.68		8
Refinish or buy new desks	161	4.24	4	3
Equipment for teachers' use (typewriter, laminator, film projector)	172	4.53	4	4
Install windows in library	116	3.05	7	1
Covered walkway between main building and gym	192	5.05	7	5
Other			2	

TABLE 12

EQUALLY-WEIGHTED COMPOSITE RANKING - BUILDING, GROUNDS AND EQUIPMENT

<u>Item</u>	<u>Teachers'</u> <u>Av. Rating</u>	<u>Board's</u> <u>Av. Rating</u>	<u>Parents'</u> <u>Av. Rating</u>	<u>Composite</u> <u>Average</u>	<u>Composite</u> <u>Rank</u>
Panel eighth grade room	6.67	6.00	5.48	6.05	7
Panel office	9.17	8.22	7.52	8.30	10
New doors - main building and library	5.67	5.44	5.26	5.46	6
Sprinkler system in kitchen	2.00	6.22	3.48	3.90	2
Pave playground area	8.17	6.67	7.74	7.53	9
Buy additional playground equipment	7.33	6.44	6.61	6.79	8
Refinish or buy new desks	4.33	3.22	4.61	4.05	3
Equipment for teachers' use (typewriter, laminator, film projector)	5.33	3.44	4.74	4.50	4
Install windows in library	2.33	3.44	3.09	2.95	1
Covered walkway between main building and gym	4.00	5.78	5.04	4.94	5
Other					

APPENDIX C - NEEDS ASSESSMENT QUESTIONNAIRE - INA GRADE SCHOOL

Section I.

This section has been broken into two parts (A - Curriculum and Staff Needs B - Building, Grounds, and Equipment Needs). On each section, please assign numbers 1 through 10 to indicate how important each item is to you. One will indicate most important and ten least important. In the event that you add a choice under other, please omit the least desirable of the ten choices already provided and then rank your addition under other along with the nine remaining items.

These lists were compiled through the joint efforts of school personnel.

A. Curriculum and Staff Needs

- ___ new texts in science (presently using 1971 editions)
- ___ more physical education equipment (balance beams, chinning bars, etc.)
- ___ health books for all grades
- ___ more science equipment (experiment kits, science laboratory cabinets, etc.)
- ___ full-time teacher per grade in grades 7 and 8
- ___ remedial math teacher
- ___ art teacher (part-time)
- ___ librarian (part-time)
- ___ teacher aides (to help give more individualized instruction)
- ___ guidance counselor at least one day per week (presently comes one day every 2 weeks)
- ___ other _____

B. Building, Grounds, and Equipment

- panel eighth grade room
- panel office
- buy new door for rear of main building and for south end of library
- install a fire sprinkler system in the kitchen area
- pave additional playground area
- buy additional playground equipment
- resurface and refinish desks or buy new desks
- purchase equipment for teachers' use (typewriter, laminator, film projector in particular)
- install windows in library area (presently has none and is used one-half of each day for classes)
- build a covered walkway between main building and gym
- other _____

YOU HAVE COMPLETED THE RANKING SECTIONS. BE SURE THAT YOU HAVE RANKED SECTIONS A & B SEPARATELY. IF YOU ADDED AN ITEM UNDER OTHER ON EITHER SECTION, PLEASE BE SURE YOU DROPPED ONE OTHER ITEM AND THEN RANKED THE REST FROM 1-10.

Section II.

In this final section, please place a check beside the long-term goals that you feel are definite needs for consideration. If you feel it is not a need, please leave the appropriate space blank.

- more bleachers in gymnasium
- new cafeteria area (presently use gym floor)
- new office area (presently in basement and quite small)

APPENDIX D - LETTERS OF CORRESPONDENCE

June 6, 1980

Dear Parent:

One criticism of our school program that resulted from our state evaluation visit in November of 1979 was that our program plan had not been updated annually with community involvement. The enclosed questionnaire is our attempt to satisfy this need and to solicit your advice on areas of need we should address.

I would appreciate your cooperation in completing the enclosed questionnaire and returning it in the self-addressed, stamped envelope by June 16, 1980.

You are one of approximately thirty parents who have been selected to take part in this survey. The results of the survey will be presented to the Ina School Board at the July meeting. While it is on your mind, please complete the questionnaire and return it to us immediately. Your cooperation is needed to make this survey useful.

Sincerely,

INA COMMUNITY CONSOLIDATED SCHOOL

Clyde D. Hayes, Principal

CDH:mf

June 18, 1980

Dear Parents:

This letter is to extend our thanks if you have already responded to our questionnaire. If you have not returned your questionnaire, please do so now. We need all the input we can get to make our survey more valid.

Sincerely,

INA COMMUNITY CONSOLIDATED SCHOOL

Clyde D. Hayes, Principal

CDH;mf

APPENDIX E - FIVE-YEAR ENROLLMENT PROJECTION

Enrollment - Last Five Years

1975 - 76	148
1976 - 77	156
1977 - 78	153 (Increase of 6.4% enrollment per year)
1978 - 79	156
1979 - 80	177
1980 - 81	180 (Based on pre-kindergarten registration and graduation figures)

Projection for Five Years

(Based on 6.4% average increase per year)

1981 - 82	186
1982 - 83	193
1983 - 84	199
1984 - 85	205
1985 - 86	212