

1-1-1983

School Effectiveness Model for Washington Elementary School

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SCHOOL EFFECTIVENESS MODEL FOR

WASHINGTON ELEMENTARY SCHOOL

(TITLE)

BY

Clara Coleman Rouse

Field Experience

XXXXXXXXX
THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1983

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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SCHOOL EFFECTIVENESS MODEL
FOR
WASHINGTON ELEMENTARY SCHOOL

By

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B. S. Southern Illinois University-C., 1967

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ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Educational Administration
in the Graduate School, Eastern Illinois University
Charleston, Illinois
1983

428974

Abstract

Statement of Purpose

The purpose of this field study was to develop a school effectiveness model which may be implemented at Washington Elementary School in Centralia, Illinois. In 1980 this researcher was named principal at Washington Elementary School. At the same time Centralia City Schools were entering a desegregation program which included bussing. For the first time there were more than three minority students at Washington Elementary School. More than half the students at the school are from economically disadvantaged families and achievement had been low for many years. Thus, this study was deemed timely and relevant.

Procedure

Although this field study was designed for Washington Elementary School, the writer believes it may be readily modified and adapted to serve as a reference for any small school needing a more effective educational program. It is divided into 4 chapters. Chapter one gives some background information on some problems educators face in trying to effectively educate all children but especially children of the poor.

Chapter two gives additional information on Washington Elementary School further justifying the need for this study and reviews current literature on effective schooling. For

organizational purposes, the literature is divided into four sections: School Learning Climate, Expectations, Strong Leadership, and Instructional Emphasis.

Chapter three presents the "School Effectiveness Model for Washington Elementary School". This chapter gives a guide for teachers to assess their attitudes and beliefs toward poor and/or minority children, clarify their expectations for the academic performance of poor and/or minority children, and identify and alter self defeating behaviors of poor and/or minority children. The model then lists practices which can be implemented to enhance classroom performance. These include practices for the classroom, the entire school, and between the home and school.

Chapter four includes the summary, conclusions, and recommendations to implement the model.

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CHAPTER I
INTRODUCTION

BACKGROUND OF THE PROBLEM

". . . all children are eminently educable, and the behavior of the school is critical in determining the quality of that education."¹

A need exists in today's advanced, industrial, changing and complex world for effective schools. As the educational needs of our society become increasingly crucial to our survival, schools must become and remain effective in educating students. As Fantini states; "A primary characteristic of quality education is its quantitative effect upon each person's increased capacity to control his or her own fate."² This quality education must be provided for all students, regardless of race or socioeconomic status.

Educators can and must teach all the children and should work systematically to improve the quality of the educational process. The educational process cannot be left to chance. Schools must be held accountable for

¹Ronald Edmonds. A discussion of the Literature and Issues Related to Effective Schooling, 1978, vol. 6, p.28.

²Mario D. Fantini. The Right to Quality Education, (Educational Leadership), Jan. 1980, vol. 37, p. 325.

effectively teaching basic skills in the early grades to all children. Effectively teaching the basic skills early will assure students successful access to the next level of schooling. Schools must feel compelled to teach all the children, not just the middle and upper classes. As Edmonds states; "Schools teach those they think they must and when they think they needn't they don't."³ Perhaps this seems like an untrue or at best, an unfair statement. Research presented elsewhere in this study will support the contention that schools that teach the children of the poor are dismal failures, even by modest standards.

STATEMENT OF THE PROBLEM

It is impossible to address the problem of effective schooling for all children without mentioning equity in education. Inequity in the educational process comes first and foremost from failure to educate the poor.

As Edmonds notes; "Equitable public schooling begins by teaching poor children what their parents want them to know and ends by teaching poor children at least as well as it teaches middle-class children."⁴ It may be advantageous for educators to consider stopping the practice of using the home environment, social status or ethnic background as an excuse for poor academic achievement. Educators must recognize that high achieving, economically

³Edmonds, 1978, p. 3.

⁴Op. cit., p. 2.

disadvantaged schools do exist and that they are living proof that poor children can be educated to high levels of achievement. Educators should get on with the business of creating classroom environments and school learning climates that promote high achievement.

The learning climate plays an important role in the educational process that goes on in any school. Every school has a learning climate. This learning climate, effective or ineffective, is created by the professional staff of the school. Since the learning climate is created by the professional staff, it can be changed by the staff. The school's staff, however, must assume the burden of initiating the process to change an ineffective learning climate to an effective learning climate. This will require a commitment by the staff to produce high level achievement and to make a collective effort to develop the attitudes, beliefs, and behaviors that characterize effective schools.

American educators know all that is needed to teach those whom educators choose to teach. It is this researcher's belief that educators must choose to teach all the children. Someone at some level must make this decision. For the purpose of this study, the researcher shall advocate that such a decision and commitment can be made at the building level by the building administrator.

Educators generally feel an obligation to teach the children of the middle and upper classes. Perhaps this is due, at least in part, to the fact that parents of these

children tend to monitor what is going on with their children's education. These are the parents who participate in the P.T.A., attend parent-teacher conferences, coach school-community basketball teams and cheerleaders, become scout leaders and work as parent volunteers. Their faces are familiar to school personnel. Educators feel that their children must be taught. It is a different situation for children of parents who cannot come to conference because they "don't feel like it," "don't care," "have something else to do," or "feel that conferences are a waste of time." It is not easy to teach the child who sleeps in class, never does his homework, comes without the needed supplies, is frequently absent, is dirty, is a bully, fights, swears, shows little respect or is disinterested. However, these children can and must be taught.

While these factors can impede learning and cannot be ignored, they should not prevent learning unless educators choose to let them do so. Schools must create a climate in which teachers are expected to teach, students are expected to learn and these expectations are known to all. The researcher is not proposing that expectations alone can cause effective schooling; however, they are an important and necessary component. This researcher believes that high expectations, strong leadership, orderly climate, defined goals, frequent monitoring and instructional emphasis are factors necessary for effective schooling.

It is the goal of this study to examine factors which cause successes, and then develop a model for improving school effectiveness at Washington Elementary School where this researcher is principal.

CHAPTER II

RATIONAL

The researcher is an administrator in a building which has 57 percent low income family population, based on the number of students receiving free lunches. The average achievement test scores over the last eight years have been consistently at or near the bottom for the district. The goal of this researcher is to raise the level of achievement for all students attending Washington Elementary School.

Observations by the researcher showed that staff members often spoke of the low socioeconomic status of families, the broken homes, and other related problems which can impede learning. Observations also indicated that some required records were not being completed and that staff morale was generally low. In spite of all of these factors, it was apparent that the staff consisted of well qualified teachers and that most students were of average or above intelligence. With these two necessary ingredients it seemed likely that changes could be made.

Having been an effective classroom teacher for thirteen years and believing as Bloom believes that, "... what any person in the world can learn, almost all persons can learn if provided with appropriate prior and current conditions of

learning"⁵, it was apparent to this researcher that there was a need for a change at Washington Elementary School.

A REVIEW OF THE LITERATURE

The review of the literature will be divided into the following sections: School learning climate, Expectations, Leadership, and Instructional emphasis.

School Learning Climate. "School learning climate refers to the attitudinal and behavioral patterns in a school which have impact on the level of achievement. This includes such factors as teacher's expectations for and evaluations of students' learning, academic norms, students' sense of futility with respect to learning, role definitions, grouping patterns, and instructional practice."⁶

Brookover and his associates list the following characteristics of a school learning climate.

- "1. School learning climate relates to students achievement and those factors within a school that affect achievements.
2. A school's learning climate is the collective set of attitudes, beliefs, and behaviors within a building. It goes beyond the individual to the group of norms of a school. These norms tend to be maintained over time with new members being socialized into the prevailing sets of behaviors.
3. The school learning climate describes the school as a social system. Since schools share a common function in society, there is some similarity in learning climates. On the other hand, different schools stress different "philosophies," instructional practices and methodologies, beliefs and expectations of students' abilities to learn. Consequently, school learning climate

⁵Wilbur Brookover, et al. Creating Effective Schools, 1982, p. 24.

⁶Op. cit., p. 24.

varies sufficiently to produce different levels of student achievement.

4. The school learning climate can be changed. Local and building norms do change, and the people who are members of the school social group are the change agents. Outsiders are unlikely to have much impact on the social group unless that group desires or is willing to change."

The nature of the school learning climate is determined by the professional staff and does have some effect on achievement. An effective school learning climate is one in which students will achieve, regardless of their socioeconomic or minority background. It is important that staff members believe that students can learn, that all students can and will achieve at high levels, and that teachers can teach.

Unfortunately, schools in low socioeconomic status areas are often plagued with discipline problems, violence, poor attendance, low achievement and failure to attain basic literacy skills. Very few of these schools have effective learning climates.

Studies by Weber, 1971; Hoover, 1978; Brookover and Schneider, 1975; Brookover and Lezotte, 1977; Brookover et al., 1979; McDill, Meyers, and Rigsby, 1967; and Glashun, Hadley, and Schneider, 1977 all support the theory that the learning climate of the school is highly associated with levels of achievement.

⁷Op. cit., p. 25-26.

Expectations. "The most consistent findings in the majority of studies of school effectiveness is the crucial connection between expectations and achievement."⁸ Students are likely to learn what their teachers expect. Teacher expectations are important and constitute a major part of the adults influence in setting the learning climate of a school.

Brookover and Lezotte (1977) concluded that staff members of improving schools held high levels of expectations with regard to educational accomplishments. Effective schools must have a professional staff that believes as Brookover, et al. (1982) that "... setting performance standards and expecting all students to master their age-grade level objectives clearly says to students, 'You can learn and we'll see that you do learn.'"⁹

Purkey and Smith concluded from their synthesis of research on effective schools that, "Two elements in particular appear to be common to effective schools: high expectations for student achievement on the part of school staff members, and strong instructional leadership on the part of the school principal or another staff member."¹⁰

⁸Joan Schoemaker and Hugh W. Fraser. What Principals Can Do: Some Implications From Studies of Effective Schooling. (Phi Delta Kappan), Nov. 1981, vol. 63, p. 181.

⁹Brookover, et al. 1982, p. 71.

¹⁰Stewart C. Purkey and Marshall S. Smith. Too Soon to Cheer? Synthesis of Research on Effective Schools, (Educational Leadership), Dec. 1982, vol. 40, p. 67.

Weber, an early contributor to the literature on school determinants of achievement, concluded from his 1971 study of four instructionally effective inner-city schools that high expectations along with strong leadership, an orderly, relatively quiet, and pleasant atmosphere and strong emphasis on the acquisition of reading skills are factors which contribute to high achievement.¹¹

Finally, as Edmonds states in his list of characteristics of effective schools, "Schools that are instructionally effective for poor children have a climate of expectation in which no children are permitted to fall below minimum but efficacious levels of achievement."¹²

In short, numerous studies reinforce the theory that there is a direct relationship between expectations and achievement.

Strong Leadership. Effective schools, schools accountable for effectively teaching basic skills to all children, need a strong leader who initiates, motivates, and supports school improvement throughout the school. Edmonds states in his conclusions on the most tangible and indispensable characteristics of effective schools that, "They have strong administrative leadership without which the disparate

¹¹Ronald Edmonds. Effective Schools for the Urban Poor, (Educational Leadership), Oct. 1979, vol. 37. p. 23.

¹²Ibid.

elements of good schooling can neither be brought together nor kept together."¹³

In Weber's 1971 study of four inner-city schools in which reading achievement was clearly successful for poor children on the basis of national norms, he found that all four schools had strong leadership in that their principal was instrumental in setting the strategies and organizing and distributing the schools' resources.¹⁴

A 1974 study published by the state of New York's Office of Education Performance Review confirmed Weber's major findings. In this study the researchers identified and compared two schools, both of which were serving an analogous, predominantly poor pupil population. The schools, one high achieving and the other low achieving, were studied in an attempt to identify those differences that seemed most responsible for the achievement variation between the two schools. Among the findings were:

"Administrative behavior, policies, and practices in the schools appeared to have a significant impact on school effectiveness.

The more effective inner-city school was led by an administrative team that provided a good balance between both management and instructional skills.

The administrative team in the more effective school had developed a plan for dealing with the reading problem and had implemented the plan throughout the school."¹⁵

¹³Op. cit., p. 22.

¹⁴Op. cit., p. 16.

¹⁵Ibid.

These findings reinforce the theory that pupil performance is affected by leadership.

In a more sophisticated study done in California, comparing twenty-one pairs of elementary schools, the major findings reinforce the theory that leadership, expectations, atmosphere, and instructional emphasis are consistently essential institutional determinants of pupil performance. As Tafel and Reyes state; "Where learning occurs, it can be inferred that the supervisor is doing the job. It is the administrator who shows the way to increased pupil achievement."¹⁶

Finally, Leberman and Miller note the important role of the principal when they state; "Schools must provide the necessary conditions for improvement; these conditions are motivated primarily by the principal."¹⁷

Instructional Emphasis. Evidence from studies on effective schools indicates that instructional emphasis is related to student achievement. Results of the 1977 Brookover and Lezotte study of improving and declining schools in Michigan showed that;

"The improving schools are clearly different from declining schools in the emphasis their staff places on the accomplishment of the basic reading and mathematics objectives. The improving schools

¹⁶Linda S. Tafel, Donald J. Reyes. Back to Basics in Educational Leadership: A Re-focus on Student Achievement, (Illinois Principal), March, 1982, vol. 13, p. 13.

¹⁷Ann Leberman and Lynne Miller, Synthesis of Research on Improving Schools, (Educational Leadership) April, 1981, vol. 38, p. 583.

accept and emphasize the importance of these goals and objectives while declining schools give much less emphasis to such goals and do not specify them as fundamental."¹⁸

If schools are going to be held responsible for effectively teaching basic skills to all children, strong instructional emphasis is a must. Research continues to reinforce this theory. In the 1976 study of school effectiveness in California by Madden, Lawson, and Sweet, they found that, "Teachers in higher-achieving schools were more task-oriented in their classroom approach and exhibited more evidence of applying appropriate principles of learning than did teachers in lower-achieving schools."¹⁹ This study is notable for its reinforcement of the theory that leadership, expectations, atmosphere, and instructional emphasis are institutional determinants of pupil performance.

In Weber's 1971 study comparing four inner-city schools, he found that all four schools strongly emphasized pupil acquisition of reading skills and reinforced that emphasis by careful and frequent evaluation of pupil progress.²⁰

In his summary remarks about effective schools, Edmonds (1979) concluded that, "When necessary, school energy and

¹⁸Edmonds, 1979, p. 18.

¹⁹Op. cit., p. 17.

²⁰Edmonds, 1979, p. 22.

resources can be diverted from other business in furtherance of the fundamental objectives."²¹

The research cited in this review reinforces the theory that school learning climate, expectations, leadership, and instructional emphasis are determinants under the school's control which are related to student achievement. As Edmonds states; "Effective schools get that way partly by making it clear that pupil acquisition of basic skills takes precedence over all other activities."²²

Uniqueness of the Study. Most of the research that has been completed on effective schooling was conducted in urban communities. This study is being conducted in a rural midwestern community. The school, which has 57 percent low income families, has less than 15 percent minority students. While there may be many possible approaches to turning an academically inferior school into an academically superior one, this researcher proposes to use the methods used in inner-city schools. This should contribute to the credibility of findings by Weber, Edmonds, Brookover, Lezotte, and others that what causes effective schools for one will cause effective schools for almost anyone.

²¹Op. cit., p. 22.

²²Edmonds, 1978, p. 33.

CHAPTER III

THE MODEL

The focus of this study is to develop a school effectiveness model for Washington Elementary School. This school effectiveness model was developed from a review of the literature and research as well as perceptual needs and observations of the principal and teachers at Washington Elementary School. In essence this model represents an attempt to put theory and empirical findings from other environments into practice at Washington Elementary School. The expected outcome of this school effectiveness model is a more effective learning environment and, thus, improved student achievement for the poor and/or minority children.

The format for presenting and explaining the school effectiveness model will be to initially present the model and then explain its component parts. The model is presented in Figure I.

FIGURE I
 SCHOOL EFFECTIVENESS MODEL
 FOR
 WASHINGTON ELEMENTARY SCHOOL

```

*****
*****
**
** 1. Assessment of the teacher attitudes and beliefs      **
**   toward poor and/or minority children in comparison  **
**   to white middle class children.                    **
**                                                       **
**               # # #                                   **
**                                                       **
** 2. Clarification of teacher expectations for the      **
**   academic performance of poor and/or minority        **
**   children.                                           **
**                                                       **
**               # # #                                   **
**                                                       **
** 3. Recognition of self defeating behaviors of poor    **
**   and/or minority children which impede their        **
**   learning.                                           **
**                                                       **
**               # # #                                   **
**                                                       **
** 4. Identification of school effectiveness practices    **
**   which can be implemented to enhance classroom      **
**   performance.                                        **
**                                                       **
**               # # #                                   **
**                                                       **
** 5. Evaluation of impact on student achievement.      **
**                                                       **
**               # # #                                   **
**                                                       **
** 6. Recommendations to modify or change component parts **
**   of the model.                                       **
**                                                       **
*****
*****

```


ASSESSMENT OF TEACHER ATTITUDES

Teachers are often unaware that their attitudes towards poor and/or minority students differ from those toward white middle class children. Based on a review of the literature, the following questions have been developed to serve as a self assessment for teachers at Washington Elementary School:

1. Do you believe that poor and/or minority students need to be disciplined more frequently than other students?
2. Do you feel that you are adequately trained to deal with the needs of poor and/or minority students in comparison to other students?
3. Do you believe that the problems of poor and/or minority children need to be dealt with differently in comparison to other students?
4. Do you perceive that the general behavior of poor and/or minority students is different from other students?
5. Do you feel that some teachers in this school make statements about poor and/or minority students which prejudice other teachers toward these students?
6. Do you perceive that poor and/or minority students are considered more frequently for retention in comparison to other students?
7. Do you feel that some teachers in this building believe that being poor and/or minority is a reason some students are not successful in school?

The above questions are used as a part of a school environment survey developed to assist teachers in assessing their beliefs about children and the classroom learning environment.

CLARIFICATION OF TEACHER EXPECTATIONS

Although the process by which expectations are formed and transmitted to students are often times unconscious, teachers do send messages to students concerning their expectations for students' performance. Teachers must assess and clarify their general expectations for all students. Based on a review of the literature, the following questions have been developed for teacher self assessment.

1. Do you believe that the major emphasis of schools should be academic as opposed to socialization?
2. Do you perceive that some teachers in this school seat poor and/or minority students farther away from the teacher in comparison to other students?
3. Do you perceive that some teachers in this building have lower academic and behavioral expectations for poor and/or minority students in comparison to other students?
4. Do you perceive that some teachers in this school have lower expectations for students who are in the lower reading groups?
5. Do you believe that some teachers in this building feel that if a student is "different" the student is also deficient academically?
6. Do you perceive that teachers in this school expect mastery learning and high quality work from poor and/or minority students in comparison to other students?

The questions above are used as a part of the school environment survey mentioned in the previous section. This survey can be found in the appendix.

SELF DEFEATING BELIEFS AND BEHAVIORS OF POOR AND/OR MINORITY STUDENTS.

Poor and/or minority students often suffer from a sense of academic futility. These students fail to realize that academic achievement can serve as their equalizer. These students need to understand that they are in control of their future. Listed below are barriers which the literature has revealed can cause poor and/or minority students to develop self defeating behavior which may impede their success at school.

1. Poor and/or minority students often believe that they will fail so they don't try.
2. Poor and/or minority students often believe that "nobody cares".
3. Many poor and/or minority students may strive more for peer acceptance than for academic achievement.
4. Negative behaviors often receive recognition, so these behaviors are repeated.
5. Poor and/or minority students believe "I can't", so "they don't".
6. Poor and minority students feel that they suffer from double discrimination. These students believe that many teachers are prejudiced and don't like them anyway. These students blame the system for their own failures.
7. Many poor and/or minority students suffer from "ghetto mentality." These students plan to drop out of school at 16, live off welfare, and in federally subsidized housing.
8. Many poor and/or minority students believe that nothing they can do will make a difference, and are, therefore, unmotivated, and put forth little or no effort.

Teachers in effective schools should work to help students to overcome self defeating behaviors which may impede school success. Teachers should create situations in which students can experience success and work from those points to help poor and/or minority students have academic successes. Teachers should communicate their high expectations to poor and/or minority students. Students are more likely to have good self-concepts if teachers often communicate to them that they are able to learn and that teachers expect them to learn.

Teachers should recognize and reinforce acceptable student behavior and performance. An effective school should provide opportunities for students to come in contact with many phases of work. This can be done through the use of resource persons and field trips. Students tend to see themselves as others see them. Teachers should convey to students that teachers see students as successful. If much is expected and much is taught, students will develop feelings of success.

IDENTIFICATION OF SCHOOL EFFECTIVENESS PRACTICES

School effectiveness practices which can be implemented at Washington School to enhance classroom performance include many things. For organizational purposes these practices will be divided into classroom practices, whole school practices, and school/home practices.

Classroom. Teachers should create an academically demanding climate. The priority goal should be mastery of

identified instructional objectives. This goal should take precedence over all other activities.

1. Teachers should require that all daily assignments be completed.
2. A minimum mastery level should be required on daily and unit reading assessment tests. These tests shall be provided as a necessary part of the reading program.
3. Students should be informed of consequences for failure to master skills. Consequences may vary from classroom to classroom.
4. Students should receive classroom recognition for accomplishments and achievements.
5. Teachers should conduct an orderly well-managed classroom in which no student will be permitted to interfere with the teacher's teaching or students' learning. Teachers should refuse to accept non-learning behavior and rudeness as behaviors which cannot or need not be changed.
6. A classroom management plan should be approved by the principal and put into practice in each classroom.
7. Positive and immediate reinforcement of desired behaviors should be given through classroom recognition and teacher approval.
8. Teachers should work to ensure academic success for all students.
 - a. Teachers should select instructional objectives which are appropriate for students' levels.
 - b. Lesson plans should be thoughtfully structured, varied in materials and activities, and stacked in favor of success for students.
 - c. Teachers should give plenty of opportunity for students to receive instruction in one area before proceeding to another area.
 - d. Teachers should be available on a regular basis to assist students with their work.
 - e. Teachers should let students know that they have been successful by providing many opportunities for assessment.

- f. Teachers should provide positive feedback.
9. Teachers should implement instructional practices that promote academic achievement.
 - a. Teachers should devote time to clear, complete explanations and presentations of new materials.
 - b. Teachers should provide sufficient opportunity for teacher-directed, structured practice before students work on their own.
 - c. Teachers should provide corrective feedback for incorrect student responses.
 - d. Teachers should closely monitor student work.
 10. Teachers should accept no excuse for failure to learn.

School. School-level policies should be implemented that communicate high expectations and promote classroom performance.

1. Regular attendance will be considered necessary to school success. Washington School will adopt the following attendance policy:

WASHINGTON SCHOOL ATTENDANCE POLICY

Regular attendance is essential if a student is to make use of the educational opportunities Washington School offers. It develops dependability and responsibility in the student and contributes to academic achievement. Parents, guardians or those having legal custody or control of students are responsible for their children's regular school attendance.

- a. Parents will be expected to call the school if a child is going to be absent.

b. Teachers should advise the principal of problems with attendance.

c. Teachers should call parents to express concern about attendance.

d. The principal should call parents to express concern about poor attendance.

e. Students with poor attendance records may be required to report to the principal daily.

f. The principal and/or district nurse may make home visits.

g. The principal may send a letter concerning poor attendance.

h. Finally, the principal may contact the regional superintendent, who may, in turn, contact the state's attorney.

2. Students achievements should receive recognition on hall bulletin boards, in school newsletters and bulletins, and at P.T.A. meetings.
3. Prior to the end of the third nine week period a conference should be held with parents of all children who are potential retainees.
4. The building principal should observe classrooms on a regular basis throughout the school year. These observations should be no less than 30 minutes each.
5. The building principal should monitor the reading program. Pupils cumulative reading folders should be completed by the teachers and checked by the principal following the completion of each teaching unit. A unit should be completed approximately every six weeks.
6. The building principal should meet with each teacher prior to October 1 to discuss goals for

the year.

7. The building principal should meet with each teacher prior to March 1 each year to discuss reached goals, progress, and possible needed remediation.

All of these practices can be implemented at the building level and do not require any reorganization.

Home/School. Support from the home is a necessary component to school success. An effective school should work to create an atmosphere where parents understand the importance of cooperation between the school and home.

1. Parents should be encouraged to contact the school to discuss matters that affect student achievement.
2. Teachers should contact parents to discuss concerns and/or to share good news.
3. Parents should be encouraged to coach school/community basketball teams and cheerleaders.
4. Parents should be encouraged to participate in the Parent Teacher Association.
5. Grandparents and other members of the extended family should be welcome to participate in school functions.
6. Parents should prepare games, entertainment, and/or refreshments for holiday celebrations such as Halloween, Christmas, Valentine's Day, and Easter.
7. The Washington School facilities should be made available for community use by such groups as boys' and men's basketball teams.

All of these practices can be implemented at the building level and do not require any reorganization.

EVALUATION OF IMPACT ON STUDENT ACHIEVEMENT

A standardized achievement testing program will be considered an appropriate measure of academic growth at

Washington School. This test should be administered yearly to all students. This test should show an average of one year or more academic growth each year.

Parent teacher conferences should be held as soon as possible after test scores are available to share, explain, and discuss these scores with parents. It should be the goal of an effective school to have one hundred percent parent participation.

RECOMMENDATIONS FOR MODIFYING OR CHANGING COMPONENT PARTS OF THE MODEL

The major findings from research on school effectiveness support the component parts of this school effectiveness model. The parts of this model include things which are under Washington Schools' control. The school effectiveness practices recommended in this model are either already in effect at the district level or can be implemented at the building level. It is clear that schoolwide changes will include both the principal and teachers. Once all aspects of this school effectiveness model are implemented at Washington School, changes may be necessary in its component parts.

CHAPTER IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary. Schools must become more effective in educating students to meet the challenges of a rapidly changing world and increasingly complex society. High quality, effective education for all students regardless of race or socioeconomic status is critical. The issue of effective education and the lack of commitment to educating all students are explicitly tied together. In order for all students to be effectively educated a positive learning environment must be created by the staff. For this to happen the staff must believe that all students can be educated effectively. It is through this internally generated commitment spearheaded by strong administrative leadership rather than external pressure that, establish the high standards that ultimately leads to effective learning.

Conclusions. Upon a review of the literature the researcher concludes that while many studies list similar characteristics of effective schools, there is no clear cut recipe for creating an effective school. The research, however, serves as a broad framework for planning school improvement. There are many possible approaches for improving school effectiveness. This researcher concludes

that a model emphasizing high expectations, strong leadership, and instruction are imperative to improving the educational effectiveness of any school including Washington Elementary School.

Recommendations. The researcher recommends that this model be implemented at Washington Elementary School. The principal should meet with the Washington School staff to share concerns about the need for improvement and plans to make it a more effective school for all students.

Teachers should be asked to use the school environment survey to assess teacher beliefs and attitudes about the school learning climate. The principal and teachers should meet at least once each month to discuss progress, answer questions, and make recommendations for modifying and/or changing the component parts of the model.

Teachers should be asked to assess and if necessary raise their expectations of poor and/or minority children. Teachers should become aware of self defeating attitudes of poor and/or minority students which cause unproductive behavior. They then should work to help students replace these behaviors with more positive behaviors which enhance classroom performance. The school staff should work with parents in implementing school effectiveness practices.

Increased parent involvement, improved student attitudes, and improved scores on standardized achievement tests will be used to evaluate the effectiveness of this model.

A P P E N D I X

APPENDIX A

SCHOOL ENVIRONMENT SURVEY

Directions: The purpose of this survey is to serve as a self-assessment of your beliefs about children and the learning environment in your classroom. Do not put your name on this survey. All responses will be anonymous. Please answer each question honestly and frankly. Please use the following scale when answering the questions (circle your answers):

Almost Never Seldom Sometimes Usually Almost Always
 1 2 3 4 5

Questions	Almost Never	Seldom	Sometimes	Usually	Almost Always
1. Do you believe that poor and/or minority students need to be disciplined more frequently than other students?	1	2	3	4	5
2. Do you feel that you are adequately trained to deal with the needs of poor and/or minority students in comparison to other students?	1	2	3	4	5

Questions	Almost Never	Seldom	Sometimes	Usually	Almost Always
3. Do you believe that the problems of poor and/or minority children need to be dealt with differently in comparison to other students?	1	2	3	4	5
4. Do perceive that the general behavior of poor and/or minority students is different from other students?	1	2	3	4	5
5. Do you feel that some teachers in this school make statements about poor and/or minority students which could prejudice other teachers toward these students?	1	2	3	4	5
6. Do you perceive that poor and/or minority students are considered more frequently for retention in comparison to other students?	1	2	3	4	5
7. Do you feel that some teachers in this building believe that being poor and/or a minority is a reason some students are not successful in school?	1	2	3	4	5
8. Do you believe that the major emphasis of schools should be academic as opposed to socialization?	1	2	3	4	5

Questions	Almost Never	Seldom	Sometimes	Usually	Almost Always
9. Do you perceive that some teachers in this school seat poor and/or minority students farther away from the teacher in comparison to other students?	1	2	3	4	5
10. Do you perceive that some teachers in this building have lower academic and behavioral expectations for poor and/or minority students in comparison to other students?	1	2	3	4	5
11. Do you perceive that some teachers in this school have lower expectation for students who are in the lower reading groups?	1	2	3	4	5
12. Do you believe that some teachers in this building feel that is a student is "different" the student is also deficient academically?	1	2	3	4	5
13. Do you perceive that teachers in this school expect mastery learning and high quality work from poor and/or minority students in comparison to other students?	1	2	3	4	5

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