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Evaluation of the Paris

Illinois School District #95

(TITLE)

BY

John R. Ericksen

Thomas Lee Birge

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

Education 560, Educational Research

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CHARLESTON, ILLINOIS

1967

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

July 25, 1967
DATE

ADVISER

25 July 1967
DATE

DEPARTMENT HEAD

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CHAPTER I. INTRODUCTION

Statement of the Problem

The purpose of this study was to evaluate the systems of operations in the Paris, Illinois, School District #95. Major emphasis was placed upon:

1. The district's use of patterns and procedures.
2. A determination of how the district's educational dollar was spent in comparison with districts of similar size and expenditure level in the United States.

Education in the United States operates on a decentralized system. The federal government has traditionally been concerned with the progress and improvement of American education and has given federal assistance in the form of legislation, financial aid and grants. Each state is responsible for its educational program and although most of the state departments provide guidelines for the operations of local school districts, the control of the schools rests with the voting public in the form of elected school boards (school board members are appointed in a few areas).

Local control of the schools has resulted in diversity in the quality of educational services offered from one district to another. It would be safe to assume that school district "A" controlled by efficient, capable, educational

leaders could provide a higher quality of education with X dollars, than could school district "B" whose leaders were floundering in a sea of routine tasks. Since school districts offer their communities varying qualities of education -- what can they do to make sure that they have an efficient school system operation which encourages and supports excellence in educational service to children and youth?

The National Education Association spent five years developing an evaluative device for the comprehensive study of school systems' operation. The document has been through four drafts and critical revisions. Its publication, Profiles of Excellence, was used in the evaluation of the Paris, Illinois, School District.¹

In determining how the Paris School District spent its educational dollar, in comparison with other school districts, this study used as its tool, the facts found in the 1965-66 Cost of Education Index² as published in the January, 1966, issue of School Management.³

The Cost of Education Index was designed to be used to:⁴

¹Profiles of Excellence, National Education Association, Washington, D. C., November 1966.

²"Cost of Education Index", School Management, January 1966, p. 110.

³Ibid.

⁴Ibid.

1. Compare a district's overall costs with those of others in the same region and size group.
2. Compare a district's expenditures for specific items such as transportation and maintenance.
3. Discover the areas in which a district is over-extending or under-expanding.
4. Compare expenditures, spending patterns and staffing ratios of a district with districts across the nation whose overall expenditures closely match theirs.

Evaluation is the basis to the improvement of any continuing educational program.

Importance of Study

This type of study can be of value in two significant ways. To the student enrolled in the administration and supervision program at this or any university, this information is of major importance in introducing him to, and allowing him to become familiar with the varied and numerous operations of the school. The experience and exposure provided to the student through this type of study will increase his knowledge of school district operations, and will aid him in becoming an efficient educational administrator.

Of equal importance, is the purpose for which this study serves the school district being evaluated. Each district is expected to provide and maintain the best educational system possible. However, how does a school district know the quality its system maintains unless frequent evaluations are made? In today's world, where knowledge and technology are increasing at a phenomenal rate, each school district must be evaluated and re-evaluated if it hopes to develop and maintain an environment conducive to insuring the chance for each student to reach his highest educational potential. Evaluation is basic to the growth and improvement of any continuing educational program. The continued use of the comparative and evaluative processes which this study utilizes will provide direction in raising the quality of education in the Paris, Illinois School District.

Scope of Study

This study will identify those readily-observable aspects of the school system operations which encourage and support excellence in educational service to the community it serves. It is not within the scope of this study to deal in personnel matters nor discretionary aspects of the district's operations. This paper will not measure the quality of teaching that goes on in the classroom nor deal extensively with the behavioral aspects of other professional services rendered in the district. It is the aim of this study to identify areas in which specific efforts at improvement might be directed.

Profiles of Excellence, the evaluative device primarily used as a guideline, consists of nine major sections with relation sub-topics. Each sub-topic consists of two descriptive paragraphs, as follows:⁵

1. Inferior practice - practice which ranges from undesirable, but not crucial, to intolerable, requiring immediate reform.
2. Superior practice - practice considered ideal.

In each sub-topic, below the paragraphs which describe inferior and superior practice, there is a row of five boxes labeled:

⁵Profiles of Excellence, National Education Association, Washington, D. C., November 1966.

1. Inferior, 2. Below Average 3. Average
4. Above Average 5. Superior

As each section and sub-topic is evaluated, judgment of the investigators was used in measuring the actual practice in the system against the descriptive paragraph. Several of the criteria used are expressed in quantitative rather than qualitative standards.

Eight of the nine major sections outlined in Profiles of Excellence will be used. The section dealing with Local Professional Associations and a number of sub-topics dealing with personnel matters and specific personnel have been omitted. The sections to be used cover the following areas:

1. The Educational Program.
2. Administrative Operations.
3. Board of Education.
4. Staff Personnel, Policies and Procedures.
5. Professional Compensation.
6. Conditions of Professional Service.
7. The School Plant.
8. District Organization, Finance, and Business Administration.

The facts and figures necessary to do a comparison for the 1966-67 fiscal year were not available at the time of the study. As a result, this study based its comparison on the figures for 1965-66. As was stated in Chapter I, the Cost of Education Index for the 1965-66 year will be used as

the instrument in conducting the comparison. This study will use comparisons of the operations being evaluated wherever figures are available and the results of the comparisons will prove valuable in the evaluative process.

Definition of Terms

Evaluation - The term evaluation was used in this study to describe the extent to which the criteria outlined in Profiles of Excellence were present in the Paris School District, in the judgment of the evaluators.

Survey of Related Materials

At the time this study was being developed, a ten-year study was being made at the Paris, Illinois School District, by Mr. Joseph Doglio, principal of the high school, and is limited to his school.

Dr. Russell F. Hamm, from the School of Education at Indiana State University, completed a survey in 1966 which evaluated the physical facilities, personnel, curriculum and instruction of the Paris High School.

The most recent study to be completed was the accreditation survey carried out by the North Central Association on February 6, 7, 8, and 9, 1967. This survey also was limited to the high school.

This study should supplement the others mentioned.

Method of Procedure

The first task of the evaluative process was to collect the required data. In doing this several different techniques were used. In instances where this study would benefit, combinations of the techniques were employed. The following list contains the techniques used and the purposes in which they served.

1. Study of Printed Materials--this included any information which was relevant to the evaluation.

Examples: A. Handbook of Written Policies and Procedures.
B. Student Handbook.
C. Teacher Handbook.
D. "Salary and Class Schedule".
E. Curriculum Guide.

2. Direct Observation--visits to the school and the collection of data which were not available in printed form or which provided more revealing information.

Examples: A. Condition of school plant.
B. Food services offered.
C. Size of transportation services.

3. Personal Interview--used to supplement direct observation.

Examples: A. Up-dating obsolete materials.
B. Identifying policies not in print.

When the data were collected and studied thoroughly the evaluation procedure began, using the criteria outlined in Profiles of Excellence.

Three visitations were made by the two researchers. On the first visitation printed materials and permission to visit all schools in the district were obtained from the superintendent. After reviewing all the collected data, questions were written by the researchers concerning any information not collected or understood. The second and third visitations included questioning the various principals concerning needed information and evaluating the school plant and sites.

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Guidelines of Study

The areas which this study will evaluate on the basis of comparative spending of the educational dollar have been indicated by an asterisk.

I. The Educational Program

1. Educational Objectives
2. Scope of the Educational Program
3. Pupil Growth and Development
4. Curriculum Organization and Content
5. Curriculum Study and Revision
6. Staff Preparation
7. Staff Certification
8. Staff Growth and Development
- *9. Number of Professional Personnel per 1,000 Pupils
- *10. Specialized Instructional Personnel in the Elementary Schools
- *11. Health Services
12. Special Services
13. Special Education
14. Libraries
- *15. Instructional Materials and Equipment
16. Grouping for Instruction
17. Evaluating Pupil Progress
18. Guidance Program
19. Reporting to Parents
20. Cooperation in Teacher Preparation

*21. Student Activities

*22. Research, Experimentation, and Innovation.

II. Administrative Operation

1. Policy Determination

2. Central-Office Administrators and Supervisors

*3. Administrative Staff for Individual Schools

4. Delegation of Responsibility to Individual Schools

5. Communication with Staff

6. Public Information Program

*7. Data-Processing Service

*8. Transportation Service

*9. Food Service

III. The Board of Education

1. Selection of Board Members

2. Size and Composition

3. Orientation of New Members

4. Methods of Operation

5. Board Meetings

6. Negotiation with the Staff

IV. Staff Personnel Policies and Procedures

1. Development of Policy

2. Written Policies

3. Job Descriptions

4. Recruitment

5. Contractual Agreement

6. Orientation

7. Transfer
 8. Promotion
 9. Evaluation
 10. Paid Sick Leave
 11. Paid Leaves for Personal Reasons
 12. Paid Professional Leaves
 13. Paid Sabbatical Leaves
 14. Extended Leaves
 15. Medical Examinations
 16. Assessment of Staff Attitudes
 17. Tenure and Separation--Probationary Personnel
 18. Tenure and Separation--Permanent Personnel
 19. Grievance Procedure
 - *20. Retirement Information
 21. Substitute Service
 22. Personnel Records
- V. Professional Compensation
- A. Salaries
- *1. Schedule and Implementation
 2. Development and Revision
 - *3. Single-Salary Schedule
 - *4. Minimum Salary
 - *5. Maximum Salary with Master's Degree or Five Years of Preparation
 6. Preparation Levels
 7. Number of Annual Increments
 8. Amounts of Annual Increments

9. Experience Credit
10. Merit Pay
- *11. Supplementary Salaries
- *12. Administrative-Supervisory Salaries

B. Fringe Benefits

1. Group Health Insurance
2. Group Life Insurance
- *3. Liability Protection
4. Other Benefits

VI. Conditions of Professional Service

1. Academic Freedom
2. Personal Freedom
3. Teaching Assignment
4. Work Load
- *5. Clerical and Nonprofessional Assistance
6. Lunch Period
7. Policy on Class Interruptions
8. Policy on Pupil Behavior
9. Work Rooms and Faculty Lounges

VII. The School Plant

- *1. Sites and Buildings
2. Building Facilities
- *3. Central Purpose Classrooms
- *4. Operation and Maintenance

VIII. District Organization, Finance, and Business Administration

- *1. Size of the District

2. Organization of the District
3. Fiscal Authority of the District
- *4. Current Expense per Pupil
5. Budgetary Process
6. Business Administration
- *7. Local Tax Effort
- *8. Administration of Property Tax
9. Cooperation with Local Governmental Units
- *10. State Support and Services
11. Federal Support

CHAPTER II. SUMMARY OF DATA

Part I - The Educational Program

Paris Union District #95 has a clearly worded, written statement of the educational philosophy and aims of the system. It was formulated by the school board and the superintendent of schools, without the assistance of the principals or teachers. It has recently been revised by the board and is circulated in the district.

The scope of the educational program offered has increased markedly in recent years. The district offers the following educational program:

- a. Kindergarten through grade twelve.
- b. Adult Education Classes.
- c. Member of Junior College District.

It should be noted that kindergarten is available at only two of the six elementary schools in the district.

Organization and content of the curriculum used in the elementary schools is prescribed by a curriculum guide which was provided by the board and superintendent. If followed by the schools it is a very inflexible guide which would not promote creativity on the part of the teachers. The high school is in the process of developing a curriculum guide

at the present time. This is being done through the combined efforts of the teachers and administrative staff.

The Paris District employs fourteen non-degree teachers (twelve per cent of the professional staff). This group has 307 years of combined teaching experience, with the range running from seven years to forty-four years. It is the present policy of the system to appoint only teachers with a bachelors degree to their faculty. Of the remaining eighty-eight per cent of the staff, fifty-six per cent possess bachelors degrees and thirty-two per cent have masters degrees.

This study found that the district's fifty-four professional personnel per 1,000 pupils was slightly below the National Education Association's recommended sixty-five per 1,000. In the area of specialized instructional personnel in the elementary school the Paris District has a band teacher, a music teacher, a remedial reading teacher, and a speech correctionist who travel among the six schools. The absence of teachers of Art, Science, Mathematics, Health, Physical Education and a counselor place an extremely heavy burden upon the elementary teachers.

Health services are not provided for students. Instead, the district depends upon the facilities of the local hospital and the county health clinic. At the present there are no immediate plans to provide these services for the district.

Library facilities in the district are being improved each year. The elementary schools operate with individual

room libraries instead of a central one for each school. The high school contains a 7,000 volume library which is operated by a full-time librarian. Although the library is crowded during school hours, because it must double as a study hall, it remains open to the students and faculty until 9:00 p.m. Monday through Friday and is open from 8:00 a.m. until 12:00 on Saturday.

Use of audio-visual equipment and materials was in evidence throughout the district's schools. However, the high school was the only school which employed an audio-visual specialist and that was on a part-time basis. The district owns a small number of films and relies upon the County Film Library as its main source of educational films.

In the elementary schools, pupils are grouped for instruction on an age basis. There are no groupings for either the slow-learner or for the gifted student. The high school groups its students according to their school program (college bound and non-college bound) and within these groups according to achievement. This is conducted both through standardized achievement tests (Co-operative English Examination) and the personal recommendation of the teachers and principal. It should be noted that the grouping is limited to English, Mathematics, History and Science.

Although the district relies heavily upon the traditional teacher-constructed tests for evaluating pupil progress there is evidence of increased use of standardized

tests for this purpose. Two of the elementary schools use the Metropolitan Achievement Test and the California Test of Mental Maturity. As was stated previously the only standardized achievement test given in the high school is the Co-operative English Examination which is given in the senior year.

Guidance is an area in which the district is in the process of raising its standards. Although the elementary schools do not have a guidance program and the junior high school has a very limited program (visiting counselor) plans are being formulated to have a district-wide program in the elementary and junior high schools. Paris High School's guidance program employs three full-time counselors for its 950 students.

Reporting forms used in the system contain a space for the subjects taken by a student, the letter grade received and a list of keyed comments (example; 1. Work shows improvement). Many of the teachers expressed their dislike for the existing form of reporting to parents; no plans were revealed for its revision.

Programs of student government are encouraged in the district especially at the high school level. They include a student government, programs in the arts, special interest clubs, intramural and interscholastic athletics plus music and drama clubs. Students are encouraged to participate in several areas of the school activities.

Research, experimentation, and innovation are not discouraged in the Paris system nor are they strongly encouraged. The ten year follow-up study of high school graduates being conducted by Mr. Doglio is the only formal research that this study was able to discover.

Part II - Administrative Operation

Policies affecting staff personnel and the educational program are not entirely a cooperative development. The tendency toward policy formulation could almost be considered administrative centered. Policy proposals, or recommendations for revision of present policies, are written almost entirely by the board of education and superintendent and then handed down to the various schools in the district. Policy formation lacks the assistance of principals, teachers and their local association.

A possible answer to the lack of assistance by principals in district-wide policy formulation would be lack of available free time. Out of the six schools in the district, only two have secretaries. None of the six schools have assistant principals. The two schools which appear to need assistant principals at present are the junior high (enrollment 540) and the high school (enrollment 960). The four elementary school principals have full-time teaching assignments within their respective schools. The work load of these six principals would definitely hamper their efficiency in other areas such as policy formulation and curriculum building.

Although the principals have little voice in determining educational and administrative district-wide policy making, they are delegated the responsibility of managing their own schools. Pressures are not placed on building principals by the school board or superintendent and they are encouraged to run their own schools within the boundaries set down by the board policies.

To keep the schools informed of system policies, procedures, and other matters of interest, several methods are used. Workshops are scheduled for the first and last days of school and other events are found scheduled on a weekly calendar. The district has an inter-school mail system which is operated by one of the custodians. Information between the superintendent and principals is normally transmitted at the weekly visitation to each school by the superintendent. Occasionally the principal will visit the superintendent's office. In the high school, the staff is informed by the use of staff handbooks, calendars, teachers meetings, and daily announcements by the use of the intercom system. The elementary school principals use students to deliver notices if the information is urgent; otherwise, teachers meetings are scheduled as needed. A definite attempt is being made to provide communications with the staff, but in most instances it is a one-way system.

Compared to the communication program with the staff, the public information program is not as vigorous or as comprehensive. Teachers are encouraged to publish locally

any news which they feel would be beneficial or of interest to the public. Information that is to be published in the local newspaper must first be reviewed and approved by the superintendent. The high school students publish a school newspaper which could reach the parents of these students. In the lower grades information may be sent home to parents through notes given to students by teachers. The superintendent keeps the public informed when bond issues or special referendums are imminent.

No transportation service is owned or operated by the school district. The Paris School District has made arrangements with a district located nearby to transport students to and from the school.

Facilities for the preparation and services of meals for the students exist in all of the schools except the high school. Students in the high school either go home for meals or patronize the nearby restaurants found in the town. In the other five schools a high standard of cleanliness is maintained wherever food is stored, processed, and served. Health is considered a fundamental factor in the preparation of weekly menus. The two newer schools have cafeteria arrangements that are flexible. In these schools the tables are folded into the wall and the room can be used for recreational purposes. Prices of meals for pupils and staff are kept as low as possible. The conduct of the pupils reflects adequate supervision. Food service personnel appear

to be well trained, but in some instances a larger number of personnel is needed to insure necessary efficiency.

Part III - The Board of Education

Board members are selected by means of non-partisan elections. The method of selection aids in securing board members who are representative of the entire community and not of special interest groups. Among the seven members of the Board of Education five are college graduates. Occupations of the board members consist of architects, bankers, and businessmen of the town.

Each of the seven board members serves a term of three years with less than a majority of the terms of office expiring in any single year. Two board members terms expire every year and three terms expire every third year. Board members are committed to public education and represent the community as a whole rather than segments of the population.

A systematic orientation program has not been developed to introduce new members to the responsibilities and duties of board membership. A series of books are provided by the superintendent entitled "School Board Leadership in America" and Crofts' publications which are published monthly for school board members. Social gatherings are held occasionally so that teachers, principals, and board members can be introduced.

The board recognizes the superintendent as its chief executive officer and considers his recommendations on policy

matters. Responsibility for administering adopted policy is delegated by the board to the superintendent. All policies and regulations governing the schools are made available to each school in the district. Board members participate in activities of its regional and state counterparts but not national associations.

Regular meeting dates of the Paris Board of Education are the first and third Mondays of each month. Special meetings may be called by the president or any two board members. Clearly stated procedures for inclusion of agenda items are specified in the board's rules. All meetings except executive sessions are open to the public. Minutes of regular and special meetings are available to interested individuals.

There are no written professional negotiation policies between the school board and staff. At present, the board does not recognize the local association (Association of Paris Teachers) as representative of the staff in negotiations. However, the A.P.T. is progressively working towards recognition as a negotiating group.

Part IV - Staff Personnel Policies and Procedures

It has been the procedure within the Paris School District for the school system policies which affect the staff personnel to be formulated and revised without staff participation. New policies and revisions of present policies are handed down by the board through the superintendent.

These policies are clearly stated in a handbook which is made available to the staff. The present handbook was revised in March, 1966.

Written job descriptions have been developed by the board for only two positions, superintendent of schools and building principals. These job descriptions include the qualifications for the position, conditions of employment and the duties of the position.

Efforts at staff recruitment follow both a formal and informal program. When a position is vacant it is made known to the staff through an informal word-of-mouth campaign. Anyone knowing a qualified individual who might be interested in the position is encouraged to have the party contact the superintendent. On a more formal basis the superintendent sends a description of the job vacancy to placement offices at colleges and universities within 100 miles of Paris. If he does not fill the position by the use of this "short list" he then contacts schools which are outside of this 100 mile radius.

Each staff member receives a written statement of employment annually, the statement contains only the area of his assignment, salary, any additional increment he may qualify for and the dates which the contract covers.

When new members are appointed to the staff they receive very little in the way of a formal orientation program. At the beginning of each school year there is a district-wide meeting

of all staff personnel. This meeting serves as the only formal orientation program which the district provides. Each building principal conducts an informal orientation program which consists of working out any problems which the new teacher might encounter as they arise.

Promotional vacancies which develop in the district are publicized among the staff and an assessment is made of the existing personnel to see if any qualify for the position. If there are no qualified staff members then the board seeks candidates from outside the district.

There is no district-wide evaluation program of the teachers and administrators in the system. The superintendent does visit with the principal of any school which has probationary or new teachers. This is usually done weekly and attempts to evaluate the progress of the teacher or teachers in point. No program is in evidence which evaluates administrators and tenure teachers.

It is the written policy of the district to provide ten days sick leave with full salary for the staff members. This policy provides benefits for a staff member because of personal illness, illness in the immediate family and death in the family. Leaves for personal reasons such as religious observances or court summonses are not granted without loss of salary. Paid leave for professional reasons is available under the following provisions:

1. Reimbursable class teachers may attend the annual state required meeting of their department.

2. Department heads may attend one meeting a year in their specific field.
3. All teachers may attend one educational meeting every other year in addition to the above.

Sabbatical leave for travel or study are not available in the district. Provisions for extended leaves without salary are not covered under any written district policy. However, it has been the unwritten policy to grant extended leaves for such purposes as maternity, military and professional study.

Medical examinations are required of all district personnel both at the time of their employment and annually thereafter. Included in this examination is a chest x-ray.

Staff attitudes are not assessed under any systematic program. The district does not make use of questionnaires, interview surveys or group conferences. Such assessments might prove valuable to the district, especially with the growing interest which the staff has in having a voice in the educational program.

There is no program for retirement preparation in evidence. Information concerning the procedural requirements necessary to secure retirement must be obtained from agencies outside the district.

Complete records of staff members are maintained in the Office of the Superintendent of Schools. The file includes up-to-date information concerning certification status, preparation, experience and professional growth. It is the

policy to allow authorized personnel to have access to the material.

Part V - Professional Compensation

On April 27, 1959, an official salary schedule was adopted. March 12, 1962, a revision was made to the schedule, and from this first revision to February 20, 1967, seven additional revisions have been made. All staff members are on schedule steps appropriate to their years of experience and professional preparation. Administrators are not on a fixed salary schedule and therefore must make individual agreements with the board of education for increased salaries.

All developments and revisions of salary schedules are left entirely to the superintendent and the board of education without any participation by the staff. It is important to note that the single-salary schedule does not make any distinction among staff members on the basis of grade level or subject taught.

The salary schedule for the school year 1967-68 placed the bachelor's degree minimum at \$5500 and the master's degree maximum at \$7700. Recognized on the schedule are bachelor's degrees, master's degree and up to 32 hours beyond the master's degree. To obtain the maximum salary, an individual must have 32 hours beyond the master's and have acquired seventeen years of teaching experience. The amount of annual increments in each preparation level is 1.8% of the bachelor's degree minimum.

Ratings of teacher performance are not used to determine salary nor are salaries based on merit pay. An individual new to the district cannot transfer any teaching experience beyond six years. Non-teaching experience such as military service is not recognized on the salary schedule of the Paris School District.

Supplementary salaries have been provided by the superintendent and board of education to provide for duties accepted by teachers outside school hours. Examples of supplemented salaries are: ticket taking, athletics, class sponsorship, yearbook, cheerleader sponsorship, student council sponsorship, G.A.A., intramurals and audio-visual supervisor.

Presently, fringe benefits in the Paris School District are deficient. It was reported that on September 1, 1967, group health insurance and group life insurance would be available to staff members, and that payment could be made through payroll deductions upon the request of the individual teacher.

There is general liability protection for the district, which provides for the staff member's protection. Benefits which are provided are Workmen's Compensation, which is a payroll deduction, and chest x-rays, which are offered by the county health service.

Part VI - Conditions of Professional Service

All staff members are teaching in grade levels or subjects which conform to their major fields of professional preparation. Written policies specifying appropriate work loads for staff members are not evident. Although written policies are not evident, it appears on the teacher class schedule that equalization of class load has been considered. As mentioned previously, additional compensation is normally provided for teachers whose duties require time spent in excess of normal work loads.

Teachers spend, on the average, 30 hours a week in classroom instruction or supervision of groups of pupils. A slight discrepancy may exist among high school and grade school teachers because of the difference in length of class periods. All teachers are given a 50-minute lunch period. High School teachers are given an uninterrupted lunch period because there is not a lunch program in the high school. Junior high and elementary teachers alternate in the supervision of their lunch program. In the high school and junior high school one additional period is free for preparation and conferences.

As mentioned in a previous section, clerical assistance is lacking in all of the grade schools, and in all of the junior high and high schools the assistance is at a minimum. This therefore leaves the classroom teacher with the duties of computing attendance, typing, collecting funds and maintaining

other clerical service. The physical means for accomplishing some of these necessary clerical duties is also insufficient. Equipment for typing and reproducing instructional materials is inadequate, and in some schools in the district, almost non-existent.

A written policy which does not prevail, and one that might eliminate future problems to the classroom teacher and administrator, is a policy regarding class interruptions. These interruptions could result from teachers, students, administrator, parents, salesmen and other persons not involved in the functioning of the school. Even though a written policy has not been adopted, the building principal makes a definite effort to keep interruptions to a minimum.

One method used by some schools in the district to reduce class interruption on the part of students and improve the various aspects of pupil behavior and discipline is the "student handbook." Samples of some of the items listed in these handbooks are: attendance regulations, cleanliness, proper dress, care of school property, and proper behavior in the school. Students in the high school who need assistance in solving behavioral problems have the alternative of seeking the advice of one of the three guidance counselors. Teachers are asked to resolve their own discipline problems; however, if it is beyond teacher control, the discipline is handled by the principal of the school.

Workrooms and faculty lounges are provided in all of the schools in the district, but in most instances they are the same. Lounges are usually too small and do not provide a "pleasing-to-the-eye" appearance. In all schools the facilities are of the makeshift type. In one instance, the teachers' lounge and workroom is being used as a storage room, allowing for no use by the teachers.

Part VII - The School Plant

Construction of many of the schools in this district date back to the mid-1920's. Only two of the schools (grade schools) are relatively new (mid-1950's). Several additions have been placed on the high school in the past ten years, but it still does not relieve the overcrowded condition. The high school is now at a point where construction is almost impossible due to lack of site space. Because of the high school's present site, it is subject to traffic noises and distractions. Landscaping of the high school is slight because the building is constructed close to the sidewalks which surround the building.

Older schools in the district have been renovated, but they still appear drab and institutional in appearance. These older schools are, however, reasonably accessible to the population they serve and are placed in pleasant neighborhoods. The outside appearance of these schools is remarkable for their age but the interiors of these buildings are not completely constructed of fire-resistive materials.

Very little flexibility is available in these older buildings, and in the two older grade schools, the hallways are of enormous size on both first and second floors which wastes much of the available floor space. None of the six schools meets the minimum size of site guideline established by the National Conference on Schoolhouse Construction's 1964 edition of the Guide for Planning School Plants.

Future expansion is in the process. The district is considering buying two parcels of land for future construction. Future plans do not envision additions to any of the schools except Mayo school, which does have sufficient site space for expansion. Additional construction would be placed on the land to be purchased.

Adequacy of facilities varies among the different schools in the district. All the grade schools and the junior high school have well-equipped outdoor play facilities. Outdoor play facilities at the high school are not present. Indoor physical education facilities are available at all schools except the two older grade schools. Shower facilities are present at the junior high and high school level. A special auditorium is a feature of the high school, but in the junior high and the two newer elementary schools, the gymnasium can be converted into an auditorium. As previously mentioned, all schools (with the exception of the high school) have cafeterias. Grades K-8 contain only classroom libraries without the assistance of a qualified librarian. A combina-

tion study hall-library is found in the high school with one full-time qualified librarian. Besides the student library, a teacher library is available.

All schools contain sanitary indoor toilet facilities. Student lockers are in use by both high school and junior high school students. Older schools still use cloakrooms. Storage rooms for musical equipment are available at both the junior high school and high school. A special audio-visual room and instructor are used in the high school but the audio-visual equipment in the other schools is placed wherever space is available, usually in the principal's office.

The secondary school has facilities for homemaking, business education, vocational and general shops, music and student activities. This curriculum does not provide any instruction in art.

Lighting in most instances does not offer full efficiency. With the exception of the newer schools, colors in some classrooms are drab. Heating is sufficient in all schools but cooling or air-conditioning is not supplied. Every classroom is of ample size and in some of the schools the classrooms are exceedingly large. Tendency for overcrowding appears only at the high school.

Operation and maintenance of the schools in this district are very highly regarded. Cleanliness and housekeeping is observed to be a very important factor at each school. Custodial and maintenance staff is adequate at each school except the

high school where four custodians are now working and a fifth is needed. An allowance for this fifth custodian has been made for the following school year.

Part VIII - District Organization, Finance and Business Administration

The Paris School District is of sufficient size (2320 students) to provide the necessary educational services within its own boundaries but at present it does not. It operates under a charter granted by the State of Illinois in 1869. The district is unified; all the schools within its boundaries are operated by one administration and school board. It is fiscally independent and the school board has the authority to set the tax levy for school purposes and to adopt and administer the school budget.

Although the budget is presented and interpreted to the community thirty days before formal adoption, it is generally prepared by the superintendent and the board without active participation of the other professional staff.

A comparison of the 1965-66 expenditures of the district has been made with the national and regional average plus the average expenditures for districts of similar size in the United States. The comparison figures were obtained from the Cost of Education Index - 1965-66, as was the procedure for making the comparisons.

In computing the District expenditures, "Expenditure Pupil Units" (EPU's) were used rather than the actual number

of pupils. Expenditure Pupil Units take into account the fact that it costs more to educate a high school student than it does to educate an elementary school student. To find the District's Expenditure Pupil Unit, the average daily attendance of the high school students was multiplied by 1.3, this figure was then added to the average daily attendance of the elementary schools.

It should be noted that the following comparisons seem rather explicit and exact in that they deal in dollars and cents; however, the danger in using them too heavily lies in the fact that the school districts do not all agree upon what is included in the various categories.

	<u>Paris</u>	<u>Nation</u>	<u>Region</u>	<u>Size</u>
% of Total Income which is Local Revenue	33.5%	49%	54%	49%
% of Total Income which is State Revenue	37.6%	36%	34%	37%
% of Total Income which is Federal Revenue	2.3%	1%	--	1%

Computed by Using Expenditure Pupil Units:

Administration	\$12.50	\$15.40	\$14.83	\$14.74
Professional Administration	5.60	6.60	7.44	7.24
Administration Clerks	3.45	4.40	4.29	4.04

Computed by Using Expenditure Pupil Units:

Instruction	\$319.77	311.15	300.38	293.79
Classroom Salary	174.30	256.55	247.33	240.78
Principal	17.01	27.75	25.08	25.44
Instructional Clerks	5.39	6.05	5.88	5.26
Textbooks	8.62	4.30	3.30	4.02
Teaching Materials	11.42	11.00	10.00	11.15

	<u>Paris</u>	<u>Nation</u>	<u>Region</u>	<u>Size</u>
Health Service	3.50	2.30	.74	2.09
Health Personnel	-----	1.95	-----	1.83
Attendance	-----	-----	-----	-----
Food Service	27.86	-----	-----	-----
Student Body Act.	12.85	-----	-----	-----
Operations	39.46	38.25	42.01	35.00
Heat	10.56	5.70	7.42	5.84
Other Utilities	9.70	7.35	8.01	7.16
Operational Salaries	15.52	20.90	22.10	18.10
Maintenance	21.13	12.50	12.50	11.43
Maintenance Salaries	6.90	4.15	3.08	2.27
Fixed Charges	18.00	15.00	8.24	12.41
Employee Retirement	3.66	8.95	1.88	6.91
Transportation	4.61	18.15	20.00	20.40
Capital Outlay	11.21	9.30	8.53	9.29
Debt Service	27.69	40.55	45.41	38.73
Debt Service Prin.	19.48	23.16	26.11	20.52
Income Raised Local	139.59	244.08	224.28	234.58
Income Received from State	152.17	173.06	171.78	173.34
Income Received from Federal	9.48	3.46	2.20	3.14

FOR THE DIRECTOR OF THE FBI

RECEIVED
FBI
COMMUNICATIONS SECTION
MAY 19 1964

EVALUATION INSTRUMENT

I. THE EDUCATIONAL PROGRAM

1. Educational Objectives

Inferior

The system has no statement of educational philosophy and aims; or has one that is obsolete and obscure, bearing little relationship to reality; or has one that has been devised by the administration and imposed upon the staff.

Superior

The system has a clearly worded, written statement of broad educational philosophy and aims which has been developed in close cooperation between school-board members and all levels of the professional staff. Included is a clear statement of specific educational priorities which lists objectives in some order of importance, which relates objectives to practice in the schools, and which gives direction to curriculum planning. The statement has been written or revised within the past five years, is well publicized among the staff and community at large, and is used consistently as one of the bases for curriculum planning and evaluation.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

THAT WHICH IS NEEDED TO "CLOSE THE GAP" HAS BEEN UNDERLINED THROUGH-OUT THIS INSTRUMENT.

Inferior Below average Average Above average Superior

2. Scope of the Educational Program

Inferior

Pre-kindergarten and kindergarten education are not part of the educational program, nor are opportunities available for grades 13 and 14. The total program comprises just 12 years of instruction, grades 1 through 12.

Superior

The basic educational program comprises pre-kindergarten and kindergarten education and grades 1-12. Publicly supported institutions are available for education in grades 13 and 14, as well as for credit and non-credit adult study.

Inferior Below average Average Above average Superior

Action Needed To Close the Gap

3. Pupil Growth and Development

Inferior

Focus of the educational program is almost completely upon the acquisition of subject matter. No provision is made for responding to individual pupil needs, interests, or abilities. Factual content is stressed exclusively; no effort is made to develop or foster pupil creativity and problem-solving skills.

Superior

Focus of the educational program is upon the needs, interests, and abilities of pupils as well as upon subject matter. Pupil creativity and problem-solving skills are fostered and developed along with appropriate emphasis on factual content. Emphasis is placed upon developing physical, emotional, social, and intellectual competence, enabling pupils to develop their powers to learn, to accept responsibility, to adjust to their natural environment, and to relate appropriately to their social environment. Stress is placed upon desirable changes in behavior and attitudes as well as upon the absorption of information.

Inferior Below average Average Above average Superior

Action Needed To Close the Gap

4. Curriculum Organization and Content

Inferior

Teachers are held closely to an inflexibly prescribed curriculum, or they are provided with no guidelines whatsoever and left completely on their own, in which case the textbooks or programmed materials in use control the curriculum organization and content. There is either great rigidity or great laxity in stated expectations for pupils.

Superior

The vertical organization in each curriculum area takes into account the logical structure of the subject, the difficulty of the material as related to the pupil's intellectual maturity, and the relation of the field to other fields. Content is organized in such a way that pupils may progress toward increasingly mature utilization and organization of their knowledge. Elementary and secondary curriculums are closely coordinated so as to avoid unnecessary duplication and to insure adequate coverage of subject matter.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

5. Curriculum Study and Revision

Inferior

Curriculum study and revision are not encouraged and are seldom carried out, or they are planned and carried out without the involvement of the teaching staff.

Superior

Each curriculum area is reviewed and evaluated periodically for its logical progression through the grades and for its practical relationship to real-life situations. The reviews are based upon studies of social and economic trends, and utilize the knowledge and skills of all levels of the professional staff, of college and university personnel, and of informed citizens. The results and recommendations of various national curriculum projects are studied with a view to applying promising findings. Experimentation with a variety of methods of organizing curriculum content is encouraged.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

6. Strategy for Curriculum and Instructional Change

Inferior

Change is sought for the sake of change, with little or no thought given to the over-all objectives of the school or school system. Curriculum or instructional changes are frequently imposed from the central office without the involvement and cooperation of staff members concerned, and with little thought given to the individual differences or capabilities of staff members.

Superior

Strategy for curriculum and instructional change follows closely the careful development of educational objectives. Change is instituted only after it has the support of teachers, administrators, and community. All supervisory personnel have the responsibility of developing with their staffs concrete plans for carrying out curriculum and instructional changes so that they are understandable and can readily become part of the educational program in the classroom. It is recognized that staff members have varying capacities for change, and this fact is taken into account when changes are sought.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

7. Equality of Educational Opportunity

Inferior

De jure segregation exists in the system, with respect to both pupils and staff; strong effort is made by the community and board of education to block or postpone compliance with the 1954 Supreme Court decision ending purposeful segregation in the public schools. If any compliance has taken place, the civil and human rights of educators in the system have often been violated in the process.

Superior

De jure segregation does not exist in the system. Wherever de facto segregation exists, the community, board of education, administrative staff, and local professional association cooperate in developing sound and imaginative plans to eliminate or reduce the condition. Plans for achieving a more desirable racial balance of pupils and staff personnel are accompanied by programs aimed at strengthening school curriculums and at developing democratic understandings, attitudes, and patterns of behavior among all individuals and groups concerned. In addition, funds are used to inaugurate and conduct inservice training of staff personnel in human relations, intercultural understand-

or

De facto segregation exists in the schools of the district, and little or no effort is being made to either eliminate or reduce

the condition, or to ameliorate its harmful educational effects. Schools in the disadvantaged areas of the district manifest the following characteristics in comparison with those in other areas:

- (a) School buildings are older than the average, and in poor state of repair.
- (b) Schools are understaffed and overcrowded and lack essential educational facilities.
- (c) Staff personnel are less experienced and not as highly trained as the average for the system.
- (d) Staff turnover rates and the percentage of temporary or substitute personnel are high in relation to the system average. Assignment to schools in the disadvantaged areas is regarded by staff as a stigma and is treated by the administration as a method of discipline.
- (e) Instructional materials and special services are less adequate than in other schools of the district.

ing, and strategies for educational change. The cooperation of appropriate community agencies is enlisted in efforts to achieve and maintain equality of educational opportunity. The public is helped to understand that ending de facto segregation is an educational problem as well as one facing the community at large.

As part of the system's efforts to achieve equality of educational opportunity, schools located in disadvantaged areas offer, in addition to specially staffed before-school, after-school, pre-kindergarten, summer, and remedial programs of various types, all the special opportunity programs found in other schools of the system. Such schools are kept in excellent repair; they are staffed with capable, experienced teaching and resource personnel in sufficient number to provide appropriately for the educational, emotional, physical, and social deficiencies which may exist in their pupil populations. Ample funds are made available for such projects as the development or purchase of special instructional materials and cultural enrichment programs.

System-wide criteria for the selection of textbooks and instructional materials include emphasis upon the realistic portrayal of minority groups, balanced treatment of current social issues, contribution to intercultural understanding, and success in relating the school experiences of pupils to the realities of their daily lives.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

8. Staff Preparation

Inferior

More than 2 percent of the professional staff do not possess degrees. Less than 20 percent possess master's degrees or five years of professional preparation. Some members of the administrative staff have less than five years of professional preparation.

Superior

All professional staff members hold college degrees. Sixty percent or more possess at least master's degrees or five years of professional preparation. All members of the administrative-supervisory staff possess at least master's degrees or five years of appropriate professional preparation; the superintendent of schools has completed at least two years of graduate study in an accredited university program designed to prepare school administrators. At least 30 percent of the staff are actively engaged in programs of graduate study.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

9. Staff Certification

Inferior

More than 5 percent of the staff fail to meet state certification requirements and are teaching with temporary or emergency certificates.

Superior

All staff members meet state certification requirements for their positions.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

10. Staff Growth and Development

Inferior

No provision is made for inservice professional growth. Teachers are left on their own to plan their activities as best they can, with no cooperation or stimulation from the administration or board of education.

Superior

A coordinated program of inservice professional growth is provided for teachers and administrative-supervisory personnel, and funds are included in the school budget for this purpose. Special courses, conferences, meetings, and a variety of special activities and workshops, including attendance at regional and national conferences and interclass and interschool observation, based upon staff needs and interests, are planned as a regular part of the school program to upgrade and improve instructional techniques and curriculum work. Adequate supervisory assistance is provided to help with carrying out these processes in the schools and classrooms. University and staff personnel, including that of the local association, as well as other locally available resources, share in developing and evaluating programs. Individual school staffs are encouraged to plan learning activities to meet their specific needs. A professional library with current materials is maintained for the use of the staff. Specific responsibility for coordinating professional growth and development activities is assigned to specially designated staff members.

(See also Section IV, #14.)

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

11. Number of Professional Personnel per 1,000 Pupils

Inferior

There are fewer than 35 professional personnel per 1,000 pupils, and little attention is given to the most effective deployment of staff.

Superior

There are at least 65 professional personnel per 1,000 pupils. Continuous attention is given to the deployment of the professional staff in the most effective manner possible, taking into account the various geographical and social factors prevalent in the district. Professional personnel other than classroom teachers account for at least 15 of the 65 professional personnel per 1,000 pupils.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

12. Specialized Instructional Personnel in the Elementary Schools

Inferior

No specialized instructional personnel are employed in the elementary schools.

Superior

A sufficient number and variety of specialized instructional personnel are available at the elementary level. The work of specialists in such areas as art, library, music, health, physical education, science, mathematics, and reading is carefully integrated into the total elementary program.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

13. Health Services

Inferior

Superior

Health services are either unavailable or are available to a very limited extent.

The district provides access to the services of doctors, nurses, dental hygienists, and audiometrists in sufficient numbers to insure that no physical defect goes undetected and no remediable deficiency is neglected.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

14. Special Services

Inferior

Superior

No special services are available.

In both elementary and secondary schools, psychologists, psychometrists, school social workers, attendance personnel, teachers of homebound and handicapped, speech correctionists, counselors, audio-visual specialists, and other special service personnel (sometimes on a consulting basis) are available in sufficient numbers and are used in such a manner as necessary to serve the needs of the instructional program and as resources for classroom teachers. Results of special services to pupils are promptly reported to their classroom teachers.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

15. Special Education

Inferior

There are no special programs for handicapped pupils or those whose needs are unique.

Superior

Special programs, as necessary, provide adequately for the unique needs of mentally, physically, and emotionally handicapped pupils, as well as gifted pupils and non-English-speaking pupils. The cooperation of nonschool agencies is enlisted in these efforts.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

16. Libraries

Inferior

There are no libraries in the elementary schools. Libraries in the secondary schools are poorly stocked and understaffed. Little encouragement is given either to students or staff to make use of the facilities available.

Superior

Each school has library facilities which conform to standards established by the American Library Association and the American Association of School Librarians.* Libraries are designed with attention to accessibility both to students and to the community, are kept in use throughout the day, before, during, and after school hours at least five days per week. Collections are comprehensive and extensive, and include magazines, newspapers, pamphlets, maps and globes, atlases, indexes of community services, trip and lecturer files, material on local history, and, where appropriate, college catalogues and vocational information services. If planned in conjunction with an instructional services facility (see next item, Instructional Materials and Equipment), the library also contains films and film strips, disc and tape recordings and recorders, projectors of various types, pictures and slides, and other materials which supplement and enhance the educational program. In addition, elementary schools have collections of supplementary books in each classroom.

Librarians see their responsibility as working with both pupils and teachers. Schedules are flexible so that students are able to use the facilities independently, in small groups, and in large groups.

Books and other library resources are circulated regularly throughout the schools.

*ALA Standards:

Personnel - 1 full-time librarian for each 300 students up to 900; thereafter, 1 for each additional 400 students or major fraction thereof; 1 clerk for each 600 students or major fraction thereof (part-time responsibility for audio-visual materials and program--increase by 25%; full-time responsibility for audio-visual materials and program--increase by 50%).

Books - 1,000 pupils or fewer--between 6,000 and 10,000 books; over 1,000 pupils--at least 10 books per pupil.

Superior Below average Average Above average Superior

Action Needed To Close the Gap

17. Instructional Materials and Equipment

Inferior

Little supplementary material is available other than classroom maps and charts. Most instructional materials and equipment, including texts, are obsolete and badly in need of repair. There is no central instructional materials center or comparable school facility.

Superior

The school system has one or more well-planned instructional materials and resources centers consisting of at least a library and audio-visual center staffed by a full-time or part-time coordinator. Each school building also has an instructional services facility in conjunction with the library or housed separately.* Educational television and radio, and various programmed self-instructional materials are used throughout the school system as supplements to the instructional program. All instructional materials, printed and non-printed, are evaluated periodically for their contribution to instruction and are kept up to date. Materials and equipment are available to teachers on short notice, and are kept in frequent use.

All instructional materials and equipment are kept in daily use in the classrooms. Teachers regularly make use of special audio-visual equipment and such supplementary instructional materials as books, maps,

globes, charts, films, multiple texts, reference works, newspapers, and magazines.

*Personnel guidelines adopted by Department of Audio-Visual Instruction, NEA (Elementary and Secondary Education):

In schools with 15 teachers or fewer:
1/2 time audio-visual specialist.

In schools with 16 to 30 teachers: 1
full time audio-visual specialist.

Add one audio-visual specialist for each
additional 40 teachers or major fraction
thereof.

One, or the equivalent, semiprofessional
assistant (technician, graphic artist,
clerk, photographer, etc.) for each 30
teachers.

In schools where audio-visual and library
responsibility is combined (the instruc-
tional materials concept), the amount of
staff required will be determined by add-
ing the audio-visual requirements above
to the personnel standards for libraries
set by the American Library Association.
It is recommended that the first spe-
cialist hired be an instructional mate-
rials specialist with training in both
audio-visual instruction and librarianship.

Every multiple unit school district with
at least one high school and four ele-
mentary schools shall employ district
or system audio-visual specialist.

Inferior

Below
average

Average

Above
average

Superior

Action Needed To Close the Gap

19. Evaluating Pupil Progress

Inferior

Superior

Standardized tests, if used at all, bear little relation to the educational program and are not used for diagnostic purposes. Teachers are not encouraged to develop special-purpose evaluative instruments.

Procedures and instruments used for evaluating pupil progress are specifically designed for and geared to the educational goals and the curricular sequence in use in the system. All decisions concerning pupils are based upon a variety of data in addition to pencil-and-paper tests: teacher-pupil and teacher-parent conferences, frequent observations in various situations, and a variety of special-purpose evaluative instruments. Standardized tests are screened carefully by the staff for their appropriateness in terms of specific goals; their results are reported to classroom teachers for diagnosing pupils' learning difficulties, and are used with discrimination in pupil counseling and in instructional improvement and diagnosis. In addition to measuring acquired skills, evaluation is geared to the measurement of pupil growth in the development of desirable values, attitudes, concepts, and self-understanding.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

20. Guidance Program

Inferior

Guidance counselors are not assigned to the elementary schools, and only a limited program of guidance exists at the secondary level. Pupils seldom see counselors except in emergency situations of a disciplinary nature. Counselors lack effective relationships with parents and teachers.

Superior

All counselors and teachers, regardless of grade level or subject taught, recognize the importance of the classroom teacher's function in working with pupils; each pupil has the opportunity to develop a close counseling relationship with teachers who know him well. Specialized guidance personnel are employed in both the elementary and secondary schools. Guidance personnel and classroom teachers see an important part of their responsibility as maintaining close working relationships. Counseling on personal problems is considered as important as academic and vocational counseling. Parents are included in conferences when appropriate. At the secondary level there is at least one full-time guidance person for each 300 pupils; each pupil is able to see his counselor several times annually and more often if necessary. Group counseling is used where appropriate. Secondary schools make guidance services available to pupils after leaving school to assist them in adjusting to jobs or new educational experiences.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

21. Reporting to Parents

Inferior

Reporting to parents consists of little more than periodic statements, expressed in letters or percentages, providing information on academic achievement in subject-matter areas.

Superior

Reporting methods used in the system stress pupil progress in physical, social, and emotional development, as well as in academic attainment. Standards of pupil performance, and the philosophy on which they are based, are clearly stated on the reporting forms, so that they are understandable to both pupils and parents. Reporting forms contain space for noting behavioral achievement and for the informal comments of teachers. Information contained in the reports is based upon both objective and subjective data. Personal conferences with parents are regularly used to supplement written reports. Written reports to parents are appropriate to pupil age levels and hence vary within different school levels, but are standardized throughout the system. Special committees comprised of professional staff and parents meet periodically to review current methods of reporting with a view to effecting desirable improvements.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

22. Cooperation in Teacher Preparation

Inferior

The school system does not cooperate with colleges and universities in the training of prospective teachers.

Superior

The system cooperates with accredited colleges and universities in the development and operation of a program of field experiences for student teachers, including student teaching and internships. Provision is made for participation of the students in all aspects of the educational program. With the assistance of cooperating colleges and universities, special preparation is provided for cooperating teachers, and such teachers have time assigned to work specifically with student teachers and interns outside class. Participation in the program is voluntary for selected teachers in the system, and appropriate recognition and compensation are given for the time and effort expended by cooperating teachers.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

24. Research, Experimentation, and Innovation

Inferior

Research, experimentation, and innovation, are discouraged; reliance is placed upon traditional methods of organization and instruction; the status quo is both encouraged and in evidence.

Superior

Research, experimentation, and innovation are encouraged in the system, with an ample portion of the annual operating budget allocated for these activities. Staff members are given adequate time to participate in curriculum planning, research, evaluation, and other activities designed to improve the instructional program. The results of research conducted elsewhere are incorporated into the design of activities developed specifically for system use. Individual teachers are encouraged to try out new and experimental methods of instruction, and to share the results of such experimental methods. Studies concerning such matters as school dropouts, gifted pupils, college performance of high-school graduates and adjustment to jobs for those not going to college are conducted on a regular basis. Various approaches to instructional improvement which may include such innovations as nongraded schools, team teaching, programmed learning, and different methods of classroom grouping, are encouraged and are in evidence. All such innovations are under continuous evaluation, and are not considered permanent parts of the program until fully tested and found effective. Specific responsibility is assumed for keeping aware of research funds available from foundation and governmental sources.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

II. ADMINISTRATIVE OPERATION

1. Policy Determination

Inferior

Policies affecting staff personnel and the educational program are formulated and revised without the participation of staff members or their local association. New policies and revisions of present policies nearly always come as a surprise to the staff members concerned.

Superior

Policies affecting staff personnel and the educational program are cooperatively developed. The local association regularly takes part in reviewing and revising policies. Policy proposals, or recommendations for revision of present policies, are made by the board of education, the administration, the local association, or by all three. Written procedures govern the development of district policies.

(See also Section III, #8)

Inferior Below average Average Above average Superior

Action Needed To Close the Gap

2. The Superintendent of Schools

Inferior

The superintendent displays irresolution in the conduct of his office, and tends to sway with pressures. He is inconsistent in his dealings with board, staff, and community so that it is difficult to align him with a position on any matter of importance. He displays a decided lack of professional leadership in his relations with board, staff, and community,

or

The superintendent is autocratic and authoritarian in the conduct of his office.

Superior

The superintendent recognizes his responsibilities to both the school board and the professional staff. He maintains productive contacts with key individuals and groups in the community. Office staffing and procedures are such that he has time available for individual problems, group conferences, long-range planning, and dealing with various aspects of the educational program. He keeps the board informed about all educational and business operations of the system. Reports submitted to the board are in writing, clear, and concise, with specific recommendations where necessary. He avoids

He frequently does not inform the board about school system operations and deals with the staff in an arbitrary, inconsiderate, and tactless manner. The board is kept isolated from contact with staff groups because of the superintendent's wish to be the sole representative of the staff with the board. He tends to stifle staff initiative. The local association is kept weak and ineffective through favoritism, manipulation, and fear of reprisal. The superintendent keeps contact and communications with the public to an absolute minimum.

favoritism or factionalism in dealings with board, community, and staff. He recognizes and protects the right of teachers to negotiate through their professional association on matters of policy affecting staff personnel and the quality of the educational program, while protecting the rights of individuals and minority groups to make their views known. He keeps informed about educational developments in the school system, the state, and the nation, and is a spokesman for educational excellence.

Inferior Below average Average Above average Superior

Action Needed To Close the Gap

The superintendent recognizes his responsibility to both the school board and the professional staff. He maintains regular contact with both individuals and groups in the community. He is diligent in his efforts to keep the board informed about all educational and business operations of the system. Reports submitted to the board are timely, clear, and concise, with specific recommendations when necessary. He works

The superintendent is diligent and thorough in the conduct of his office, and leads in the development of the school system. He is interested in the welfare of the staff and community. He is diligent in his efforts to keep the board informed about all educational and business operations of the system. Reports submitted to the board are timely, clear, and concise, with specific recommendations when necessary. He works

3. Central-Office Administrators and Supervisors

Inferior

The main function of administrators and supervisors is to carry out district directives, with no evident independence of operation or judgment. Arbitrary authority is often displayed in their relationships with principals and with classroom teachers. Efficiency in personnel accounting and property management procedures tend to hamper more important educational responsibilities. Administrators and supervisors usually receive little support for decisions they have to make, and are often subject to unreasonable, petty, or vindictive pressures. Resources allocated for physical facilities and personnel are not sufficient to meet the needs of the educational program.

Superior

The administrators and supervisors of the school system are vigorous leaders and spokesmen for improvements in education. They are granted, and readily accept, wide degrees of professional autonomy and roles of leadership in the evaluation and improvement of instruction, but they do not exercise arbitrary authority in their relationships with principals or classroom teachers. Personnel accounting and property management responsibilities are considered subordinate to teaching and learning. School system policies and adequate physical and personnel resources facilitate the work of administrators and supervisors, enabling them to perform their duties impartially and free from unreasonable pressures.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

4. Administrative Staff for Individual Schools

Inferior

Some small schools (fewer than 250 pupils) are headed by principals with full-time teaching responsibilities. No secretarial assistance is provided,

or

Some schools of 250 or more pupils do not have full-time principals, and some schools of 500 or more pupils do not have assistant principals. Secretarial assistance is inadequate.

Superior

Head teachers in small schools are freed from some teaching in order to assume supervision and administrative responsibilities.

Each school of 250 or more pupils has a full-time, nonteaching principal. For each group of 500 pupils, or fraction thereof in excess of 500, there is a full-time assistant principal. Policy provides for lower ratios as unique circumstances or the complexity of a particular school situation may require. Each school with six or more teachers has at least one full-time secretary.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

5. Delegation of Responsibility to Individual Schools

Inferior

Individual principals and faculties have no voice in determining educational and administrative policies within their particular schools. Authority and responsibility in the system are centralized to an extent that stifles initiative and the assumption of responsibility by individual schools,

or

The Central Office provides little or no leadership, nor is there any coordination of effort among the schools. Schools are left on their own to develop policies and procedures as they see fit.

Superior

Individual building principals and faculties are given, and readily accept, prominent roles as developers of educational policies as they relate to their particular schools. Each school has authority and responsibility for developing and carrying on necessary and desirable relationships with the public in the area served by the school. Procedures for expediting and evaluating the learning process are developed locally within the framework of general policies governing operation of the school system. A high degree of cooperation and coordination is maintained among the various schools in the system.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

6. Communication with Staff

Inferior

Little attempt is made at staff communication. Information that is available often consists of hearsay and rumors, and tends to lead to low staff morale and confusion about school system policies and procedures.

Superior

All staff personnel are kept well informed of school system policies, procedures, and other matters of interest. A variety of informational media is used, including, where appropriate, meetings, bulletins, and newsletters, staff councils and committees, personal conferences, workshops, and staff handbooks. Written communications are phrased to avoid misunderstanding on the part of the staff. Specific provision is made for two-way communication. The local association is routinely informed of the times and places of board of education meetings, and is provided with advance agendas for these meetings.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

7. Public Information Program

Inferior

No attempt is made to keep the public informed about the operation of the schools. The attitude displayed by school system officials toward the various news media is generally uncooperative. Citizens are generally poorly informed or misinformed about the district's educational program, progress, and problems. Except at times when bond issues or special referendums are imminent, the local association is not recognized as having any function in informing the public.

Superior

The school system supports a vigorous and honest program of public information which provides comprehensive news concerning the progress, problems, and operation of the schools. The program includes bulletins, school publications such as newsletters and special reports, assistance to local news media in securing accurate information and access to newsworthy special projects, encouragement of participation in parent-teacher organizations, and the involvement of lay citizens in special study committees to study and make recommendations concerning various aspects of the educational program. Staff members are helped in understanding their individual roles in public relations. A specifically designated staff member is responsible for coordinating the program of public information, and adequate budgetary provision is made for the program. The local association is recognized as having a rightful share in keeping the public informed about the schools.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

8. Data-Processing Service

Inferior

Data-processing equipment and service are not provided or are not available to the school system.

Superior

Full advantage is taken of up-to-date data-processing equipment, providing a total information program appropriate for the size of the school system. Application of equipment is made on a coordinated basis in such areas as pupil and staff personnel, facilities, financial accounting, curriculum, and instructional materials. New areas of application are integrated with the program, but only after careful examination of their educational merit and utility. A staff committee is charged with the responsibility for developing these new areas, eliminating duplication, and evaluating how well the total system is serving the educational program. For the professional and

clerical staff there are regular inservice training programs in the application of data-processing to educational use. Appropriate safeguards are taken to protect the confidentiality of information about pupils and staff.

Inferior
 Below average
 Average
 Above average
 Superior

Action Needed To Close the Gap

9. Transportation Service

Inferior

Superior

Vehicles are generally old and dirty, and in poor mechanical condition. Buses are usually overcrowded; pupils are generally disorderly because of a lack of proper supervision. Evacuation drills are not held. Vehicles are seldom, if ever, used for educational purposes. Drivers are selected haphazardly and receive little instruction before assignment and little supervision while on the job.

Pupil safety, economy of operation, and contribution to the educational program are considered of paramount importance in planning and carrying out transportation service in the district. Comprehensive safety inspections of all vehicles are regularly scheduled. Maintenance and needed repairs are provided at frequent intervals. Evacuation drills are held regularly; at least one drill annually involves evacuation through the emergency door of the bus. There is a seat for every pupil who normally rides, and pupil conduct reflects appropriate supervision. School vehicles are available and used for worthwhile field trips, interschool programs, and other desirable educational activities in addition to transportation to and from regular classes. Drivers are carefully selected and adequately compensated; they are given extensive initial instruction and regular supervision while on the job.

Inferior
 Below average
 Average
 Above average
 Superior

Action Needed To Close the Gap

10. Food Service

Inferior

Facilities for the preparation and services of pupils' meals do not exist.

Superior

The school lunch program is considered an integral part of the school system's operation, contributing to the basic health, nutritional, and educational needs of pupils. Up-to-date central facilities for handling and processing food are maintained, with individual service and dining facilities provided in each school. High standards of cleanliness are maintained in all places where food is stored, processed, or served. Delivery service to schools is prompt and efficient.

Dining facilities in individual schools are attractive, well-maintained, and ample in size for the number to be served; seating arrangements are flexible, and allow for a variety of natural pupil groupings, as well as adaptability to special-purpose uses. In large schools, private dining facilities are maintained for adult personnel. Menus are varied and food is displayed attractively. The prices of meals for pupils and staff are kept as low as possible consistent with high quality. The conduct of pupils reflects adequate supervision.

Food service personnel are carefully selected, well trained, and adequately compensated. Food service supervision is adequate to insure efficiency and economy of operation.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

2. Size and Composition

III. THE BOARD OF EDUCATION

1. Selection of Board Members

Inferior

Board members are appointed by the mayor, court judges, or some other governmental group, generally on the basis of partisan political considerations,

or

Board members are elected by means of partisan elections, with candidates running under the sponsorship of political organizations.

Superior

The method of selection results in securing board members who are representative of the entire community and not of special interest, and who are committed to the welfare of the public schools.

Board members are selected by means of non-partisan elections held at special times,

or

If board members are appointed, machinery for selecting candidates includes a caucus committee or some other organized community plan for canvassing, screening, and nominating only the best qualified candidates.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Inferior	Below average	Average	Above average	Superior

Action Needed To Close the Gap

2. Size and Composition

Inferior

The composition of the board changes frequently with complete or majority turnover at each election,

or

Average length of service on the school board is 12 or more years.

The board is too large for effective discussion or too small for adequate representation of the community. Members of the board frequently represent special interest groups in the community and seek to protect these interests to the detriment of the educational program.

Superior

The term of office for board members is from 4 to 6 years. The board has 5, 7, or 9 members. Less than a majority of the terms of office expire in any single year. Few board members serve for more than two terms. Board members are committed to public education, understand the importance of public schools and the school board's role in public education, and represent the community as a whole rather than segments of the population.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

3. Orientation of New Members

Inferior

Little or nothing is done to introduce new board members to the responsibilities of board membership. Cliques in the board, community, and schools compete for the loyalty of new members.

Superior

A systematic, cooperative program conducted by the superintendent, experienced board members, and selected staff personnel is in operation to give new board members information basic to learning the duties and responsibilities of board membership.

Resources from nearby universities, the state school boards association, and the state department of education are used. Pertinent printed materials, both those locally developed and those of more general applicability, are supplied; other professional publications including educational periodicals are made available to all board members.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

4. Methods of Operation

Inferior

There are no written policies governing school-board operation. The board gives the superintendent little authority to carry out his responsibilities, sometimes barring him from board meetings. Standing committees generally carry out administrative functions. The board does not participate in activities of its regional, state, and national counterparts.

Policies, rules, and regulations governing the schools are not available in written form. Few meetings are open to the public.

Superior

There is a set of written bylaws governing all phases of school-board operation. The board clearly recognizes the superintendent as its chief executive officer, seeking and considering his recommendations on policy matters and delegating to him and his staff the responsibility for administering adopted policy. The board participates in activities of its regional, state, and national counterparts.

Current policies, rules, and regulations governing the schools are made widely available in all the schools throughout the community. All meetings except executive sessions are open to the public.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

5. Board Meetings

Inferior

Superior

Meetings are held too frequently or not frequently enough to accomplish board business properly. Meetings are poorly organized, with no written agendas and no accompanying reports upon which to base decisions. Minutes of the meetings are too sketchy to be of value, or too voluminous to be readable, and are not available in appropriate form.

Regular meetings are scheduled from 12 to 24 times annually, with special meetings as required--usually no more than 12 annually. Agendas are prepared by the superintendent and the board president and sent to board members, news media, and the local association president well in advance. Clearly stated procedures for inclusion of agenda items are specified in the board's rules. Board members receive pertinent written materials and recommendations along with the agendas. Comprehensive minutes of regular and special meetings are available to interested individuals.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

6. Responsiveness to the Community

Inferior

The board generally acts without reference to community thinking, but sometimes responds to the undesirable influences of pressure groups. Citizens committees are not appointed, and public hearings are not held unless required by law. Complaints and petitions concerning the schools are seldom answered, or, if answered, are dealt with in such a manner as to cause controversy. Budgets and bond issues are frequently turned down by the voters.

Superior

The board maintains contact, through its meetings and by the appointment of citizens committees when necessary and desirable, with the thinking of all segments of the community. Parent-teacher organizations in particular, and citizens in general, are encouraged to be actively interested in education and the improvement of the schools. Petitions and complaints are considered thoughtfully and with dispatch, and the staff and the community are promptly informed of resulting decisions. Reasons are always given when it is necessary to reject petitions from special-interest groups or recommendations of citizens committees. Public hearings are held before action is taken on matters of extreme public interest and importance.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

7. Ethical Standards

Inferior

Superior

Individual board members sometimes exploit their positions by such practices as nepotism in appointments, solicitation of business or patronage from school employees, personal profit from awarding construction or school supply bids, or seeking special consideration for some staff members or pupils. School-board business is sometimes conducted by individual members.

Official actions of board members concern only the welfare of the school system; no member uses his office for personal profit, advancement, or patronage. The board adheres to the codes of ethics of its regional, state, and national counterparts. Purchases in any substantial amount are always placed on bid, with contracts awarded to the lowest responsible bidder.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

8. Negotiation with the Staff

Inferior

Superior

There is no professional negotiation agreement. Policy decisions, unilaterally made by the board, usually come as a complete surprise to those concerned. Any staff suggestions, requests, or complaints are either ignored or considered evidence of "disloyalty" and dealt with severely. Frequent conflict arises, and harsh unilateral action on the part of the board is more the rule than the exception. The board does not recognize any organization as representing the staff. A general punitive approach is exercised in relations with the staff.

The board has formally adopted a written professional negotiation agreement which governs the development and revision of policies affecting staff welfare and the quality of the educational program. The superintendent is included in all negotiations. Specific provision is made for resolving, through educational channels, persistent disagreements that may arise during negotiations. The board recognizes as the negotiating representative the organization enrolling in its membership a majority of the professional staff employed by the school district, and negotiates in good faith with the designated organization.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

2. Written Policies

Inferior

There are no written personnel policies. Personnel matters are generally handled as they arise, without guidelines or established precedents.

Superior

All policies affecting staff personnel are clearly stated in a handbook or other convenient reference form, a copy of which is given to each staff member. Provision is made for review and possible revision at periodic intervals in order to keep the policies up to date.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

3. Job Descriptions

Inferior

Job descriptions are not available in writing; the result is ambiguity and confusion among staff members as to both job requirements and locus of authority for specific staff functions.

Superior

Written descriptions are developed for each class of position. Necessary qualifications, duties, organizational relationships, and accompanying responsibilities are identified. Lines of responsibility and authority are clearly defined. Descriptions are brought up to date, when necessary, with the cooperation of affected individuals and groups or their representatives.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

4. Recruitment

Inferior

No formal staff recruitment program is in operation. Efforts at recruitment lack direction and often are based upon expediency, capriciousness, and favoritism toward certain applicants.

Superior

The recruitment program is designed to find the best qualified personnel available.

Recruitment is considered a continuous process and is conducted over a wide geographical area. Effective relationships with teacher placement agencies are maintained. Adequate budgetary provision is made for the publication of informational brochures and for the travel of representatives to selected colleges and universities. Requirements and qualifications are detailed for each opening and are sent to placement offices and applicants. The entire staff is kept informed of existing and expected vacancies and is encouraged to suggest qualified individuals who could be invited to apply. Cooperation of the local association is secured in all aspects of the staff recruitment program.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

Each staff member annually receives a written statement of employment objectives for the year. This statement is based on the staff member's self-assessment of his or her performance and is generally available to the staff and any special interests.

Superior

Above average

Average

Below average

Inferior

Action Needed To Close the Gap

5. Selection

Inferior

Local candidates are sometimes employed solely on the basis of favoritism or as a result of political pressure. Only inexperienced teachers are employed. Qualified applicants are sometimes denied employment because of nonprofessional factors such as race, religion, age, sex, residence, or marital status.

Superior

Selection criteria which include the maintenance of desirable staff balance, have been established cooperatively for both teaching and administrative positions. Emphasis in selection is placed upon advanced preparation and professional experience, but potentially outstanding beginners are also considered for employment. Systematic procedures for candidate appraisal are followed, including use of detailed application forms, checking of personal and professional credentials, personal interviews with more than one interviewer, and classroom observation when possible. Special consideration is given to graduates of teacher education programs accredited by the National Council for Accreditation of Teacher Education.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

6. Contractual Agreement

Inferior

No written statement of employment is issued, other than mention in board minutes which are not generally available and not widely disseminated.

Superior

Each staff member annually receives a written statement of employment specifying his assignment, salary, number of days to be on duty, and any special increments.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

7. Orientation

Inferior

Superior

There is no system-wide orientation program in evidence. Responsibility for orienting teachers new to the district is not assumed by the system, individual schools, or the local association.

Orientation is considered a year-long process for teachers new to the system, with the program sponsored jointly by the board of education, the administration, and the local association. Individual schools also assume major responsibility in orientation. The program assists new teachers in becoming adjusted to the community, the school system, the local association, and the individual school. Opportunity is provided for evaluation of the program by the participants as well as by experienced staff members. Cooperation and active involvement of appropriate community agencies is enlisted in the program.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

8. Initial Assignment

Inferior

Superior

Teachers are assigned with little regard to experience or expressed preference, often outside their major fields of preparation. Discrimination on the basis of such factors as race or religion frequently guides teacher assignment. New teachers are frequently given the most difficult assignments, without regard to their preparation for these assignments.

Assignment is based upon careful consideration of specific job requirements as well as individual preparation, experience, and preference. Special consideration is given to the placement of inexperienced teachers and special supervisory and consultative assistance is provided for them.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

9. Transfer

Inferior

Transfers are made without consulting the staff members involved. Requests for transfer are seldom granted, and no explanations are provided. Transfers are sometimes used as rewards or punishment, or are based upon political or other nonprofessional considerations.

Superior

Decisions on transfers take into consideration the desires of staff members as well as the needs of the educational program. Insofar as possible, all personnel involved in specific transfers are consulted, and consideration is given to the morale of the entire staff when plans for transfers are made. Appropriate explanations are provided when a staff member is transferred or when teacher-initiated requests for transfer are not granted.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

(Faint, mirrored text from the reverse side of the page is visible through the paper.)

Superior

Above average

Average

Below average

Inferior

Action Needed To Close the Gap

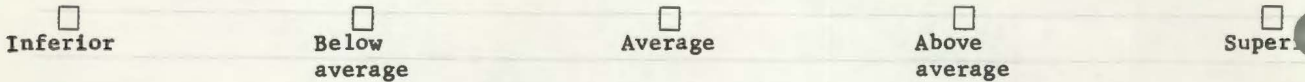
11. Evaluation

Inferior

There is no evaluation procedure in evidence. Evaluators are poorly prepared and given insufficient time for their work. Procedures are haphazard and generally depend upon the inclinations of individual school administrators. Staff members are rarely visited by supervisors, and evaluations are not shown to or discussed with those evaluated. Evaluations are usually based upon the subjective judgments of a single superior, and are used in connection with salary placement or other forms of reward or punishment.

Superior

Although special emphasis is placed upon probationary teachers, every professional employee is evaluated on a continuing basis and shares responsibility for such evaluation. The primary purpose of evaluation is looked upon as the improvement of performance and is in no way related to salary. The school system conducts inservice workshops for the orientation and training of personnel responsible for evaluation, and takes this responsibility into consideration in determining work load and staff requirements. Procedures, evaluation forms, and guides are developed on the basis of cooperatively developed standards of performance and job descriptions. Criteria of evaluation are explicit, are written, and are made known to all staff members at the beginning of each school year. Criteria appropriate to each professional task are used for the evaluations. Each observation and evaluation includes a consultation between the staff member and the evaluator. Various techniques are used, including evaluations by more than one evaluator. Staff members sign and receive copies of written evaluations, and review and appeal procedures are in operation.



Action Needed To Close the Gap

12. Paid Sick Leave

Inferior

Superior

Fewer than nine days annually are provided at full salary, with fewer than 20 days' accumulation of unused leave. Policy does not include provision for absence owing to illness in the immediate family.

At least 15 days annually are provided at full salary, with provision for unlimited accumulation of unused leave. Policy includes provision for paid absence owing to illness in the immediate family.

Inferior Below average Average Above average Superior

Action Needed To Close the Gap

13. Paid Leaves for Personal Reasons

Inferior

Superior

Leave for personal reasons is not granted without loss of salary.

A minimum of three days annually at full salary is provided for personal absence because of death in the family, graduation of children from school, religious observances, court summonses, and other justifiable reasons.

Inferior Below average Average Above average Superior

Action Needed To Close the Gap

14. Paid Professional Leaves

Inferior

Paid leave for professional reasons is not available.

Superior

A minimum of two days annually at full salary is provided for such professional activities as attendance at professional conventions, conferences, or meetings; professional speaking engagements; service on committees or in special workshops outside the school system; and visits to other school systems. Systematic procedures have been established for the payment of travel and lodging expenses in cases in which such leave accrues to the benefit of the school system.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

15. Paid Sabbatical Leaves

Inferior

Sabbatical leave is not available.

Superior

Sabbatical leave is granted on a systematic basis for study or educational travel. Staff members become eligible for such leave every seven years. Paid sabbatical leave for recuperation of health is also granted where justified. Full salary is provided for a semester's leave, or at least half salary for a full academic year.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

16. Extended Leaves

Inferior

Superior

Extended leaves without salary are not available.

Extended leave without salary is granted for such purposes as maternity, military service, exchange teaching, holding political office, professional association service, Peace Corps or other governmental service, and professional study. Policies concerning tenure and retirement status, as well as salary placement and assignment upon return to service, are clearly delineated.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

17. Medical Examinations

Inferior

Superior

There is no requirement for initial or periodic medical examinations.

Policy requires medical examination, including chest X ray, upon initial employment and at periodic intervals thereafter. Required examinations are provided at school system expense.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

18. Assessment of Staff Attitudes

Inferior

Superior

No effort is made to assess staff attitudes.

Systematic procedures are employed to assess staff attitudes, in order to detect and eliminate sources of staff dissatisfaction, and otherwise to improve the ability of the school system to attract and retain superior staff personnel. Procedures include questionnaire surveys, interview surveys, group conferences, exit interviews, and other appropriate techniques. The anonymity of staff members is guarded when reporting the results of attitude assessment.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

Policy requires medical examination, including chest X ray, upon initial employment and at periodic intervals thereafter. Reporting restrictions are provided at school system expense.

There is no requirement for initial or periodic medical examinations.

Superior

Above average

Average

Below average

Inferior

Action Needed To Close the Gap

19. Tenure and Separation—Probationary Personnel

Inferior

Probationary teachers are often dismissed without cause for dismissal being stated or benefit of due process.

Superior

The probationary period is seen as an extension of the selection process. Dismissal for professional reasons is initiated only after efforts have been made to assist in improvement and after notification of intention to dismiss by a stipulated date. Dismissal for professional reasons is based only upon systematic reports of evaluation, and written reasons for dismissal are provided upon request. When necessary, administrators are required to explain the specific efforts and actions taken to assist probationary teachers in becoming successful in their work. Upon request of a probationary teacher alleging improper nonrenewal of contract, opportunity for a hearing is afforded. When no state tenure law is in force, local policy provides for permanent employment (continuing contract) after a staff member has served a probationary period of two or three years.

Superior Above average Average Below average Inferior

Inferior Below average Average Above average Superior

Action Needed To Close the Gap

21. Grievance Procedure

Inferior

There are no written procedures or generally understood principles or practice for dealing with the grievances of staff members. The handling of grievances is a secret process. Action is unilateral and arbitrary with no recourse for the aggrieved party.

Superior

Problems that arise in the administration of personnel policies, or alleged grievances of individual staff members, are dealt with in accordance with a clearly written statement of principles and procedures. A formal procedure through educational channels, including a specified sequence of steps, is in operation for dealing with grievances which cannot be settled informally. There is clear definition of what constitutes a grievance, the number of steps in the process is kept to a minimum, and reasonable time limits are imposed at each step. Arbitration by a neutral third party is included as a final step. Staff members may pursue the settlement of grievances through normal administrative channels or through an appropriate committee of the local association.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

22. Retirement Information

Inferior

No program for retirement preparation is in evidence; accurate information is difficult or impossible to obtain.

Superior

Full information is provided concerning the many procedural requirements necessary to secure retirement, insurance, and social security benefits upon retirement. Pertinent information is included in the personnel policies information provided to all employees. Assistance with these matters is provided upon request. Preretirement counseling is available. The program is carried on in cooperation with the local association.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

23. Substitute Service

Inferior

Substitute teachers are generally underpaid and unqualified, and no effort is made to orient or evaluate them. Little substitute service is available, there is no list of available personnel, and teachers are sometimes forced to secure their own substitutes. Rather than employ substitutes, the administration sometimes divides classes and distributes pupils among other classes in the building. Salaries paid to substitute teachers bear no relation to professional training and experience.

Superior

Well-qualified individuals are recruited and screened thoroughly for substitute service, and an up-to-date directory of available personnel is maintained. There is a written salary schedule for substitute teachers, based upon professional training and experience. Size of school system permitting, several permanent teachers are assigned as "roving" substitutes. Orientation and evaluation programs for substitute teachers are in operation. School principals share in the selection of substitute teachers who work in their buildings.

Inferior

Below
average

Average

Above
average

Superior

Action Needed To Close the Gap

24. Personnel Records

Inferior

Records of staff members are either non-existent or are kept in a very haphazard manner. Staff members do not have access to the material in their files. Material of a derogatory nature is sometimes kept on file with no statement of verification and without the knowledge of the staff member concerned.

Superior

Complete records of all employees are maintained in a central location. The file includes up-to-date information concerning certification status, preparation, experience, and professional growth, as well as evaluations, correspondence, application blanks, and other pertinent material. The records are readily accessible to authorized personnel, but their confidential nature is carefully safeguarded. Opportunity is provided for staff members to add relevant material to their records, and to have access to all material other than statements of reference.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

2. Development and Revision

Inferior

The schedule is usually developed and revised by the administration without participation of the staff. Little or no thought is given to pertinent research data in revising the schedule, or to the needs or wishes of the staff.

Superior

The salary schedule is cooperatively developed by the board of education, the administrative staff, and the local association. It is reviewed annually and revised periodically. Frequent use is made of pertinent salary studies and reports, and the research and consultative resources of county, state, and national organizations are called upon as needed. Careful consideration is given to structural relationships and equity to all staff members in developing or revising the schedule.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

3. Single-Salary Schedule

Inferior

Separate schedules or stated differentials are provided, based upon grade level and/or subject taught.

Superior

No distinction is made in the schedule among staff members on the basis of grade level or subject taught.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

4. Professional Basis

Inferior

Superior

There is evidence of salary differentiation based upon such nonprofessional factors as sex, race, marital status, religion, number of dependents, or political affiliation.

Salaries scheduled and paid are based solely upon professional preparation, experience, and evidence of professional growth.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

5. Minimum Salary

Inferior

Superior

The minimum salary scheduled for beginning bachelor's degree teachers is less than 60 percent of the current NEA salary goal.

The minimum salary scheduled for beginning bachelor's degree teachers is at least equivalent to the current NEA salary goal.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

6. Maximum Salary with Master's Degree or Five Years of Preparation

Inferior

The maximum salary attainable for a master's degree or five years of preparation is less than 55 percent above the bachelor's degree minimum.

Inferior

Below average

Average

Above average

Superior

Superior

The maximum salary attainable for a master's degree or five years of preparation is at least 100 percent above the bachelor's degree minimum.

Action Needed To Close the Gap

7. Preparation Levels

Inferior

The schedule does not recognize preparation levels beyond the master's degree.

Inferior

Below average

Average

Above average

Superior

Superior

The schedule recognizes the bachelor's degree, master's degree, sixth year, seventh year, and earned doctorate. Differentials for each additional year's preparation are at least 10 percent of the bachelor's degree base at minimum, and 20 percent at maximum. Provision is made for intermediate preparation classes between the major preparation levels.

Action Needed To Close the Gap

8. Number of Annual Increments

Inferior

The schedule contains 20 or more annual increments to reach maximum salary at any level of preparation, exclusive of long-service increments.

or

At the M.A. level or higher the schedule contains fewer than eight annual increments to reach the maximum.

Superior

The schedule contains no more than 10 annual increments at the bachelor's degree level in order to reach maximum salary, and between 10 and 12 at the master's degree or sixth-year level, exclusive of long-service increments.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

9. Amounts of Annual Increments

Inferior

The amounts of the annual increments in each preparation level average less than 3.5 percent of the bachelor's degree minimum.

Superior

The amounts of the annual increments in each preparation level average at least 8 percent of the bachelor's degree minimum.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

10. Experience Credit

Inferior

Superior

Initial placement on the salary schedule may not exceed the third step, sometimes granted on a partial basis. Recognition of nonteaching experience is limited solely to military service.

Full salary credit, year for year, is provided upon initial employment for prior professional teaching experience. Clearly stated criteria have been established for the evaluation of prior nonteaching experience, including military service, which is related to the teacher's position in the school system.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

11. Merit Pay

Inferior

Superior

A merit pay plan has been developed without the participation of those affected by the plan, and has been imposed upon the staff.

Ratings of teacher performance are not used to determine salary.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

12. Supplementary Salaries

Inferior

No effort is made to equalize total teacher load. Athletic coaching positions are the only ones for which extra pay is provided. Amounts scheduled are sometimes far too low in relation to the value of such positions and the time spent in performance of the tasks. Extra pay positions are not open to women, and other forms of discrimination are sometimes practiced in the assignment of such positions.

Superior

A conscientious effort is made to equalize the total work load insofar as possible. When this is not possible, extra pay is provided for duties accepted by teachers outside school hours on the basis of objective criteria which have been cooperatively developed and clearly delineated in writing. Supplementary salary allotments are provided for all teachers who accept the assignment of extra duties.

Inferior
 Below average
 Average
 Above average
 Superior

Action Needed To Close the Gap

13. Administrative-Supervisory Salaries

Inferior

There are no salary schedules for administrative and supervisory personnel. Compensation is generally determined on the basis of individual negotiation.

Superior

Salary schedules for administrative and supervisory personnel are developed in cooperation with the staff members concerned, are in writing, and cover all positions below the rank of superintendent of schools. The schedules recognize, by appropriate ratios or differentials, such factors as professional preparation, administrative experience, supervisory responsibility, size of staff, length of the work year, and complexity of the service. Regulations for implementing the schedule are clearly defined. The schedules are reviewed annually and revised periodically as needed.

Inferior
 Below average
 Average
 Above average
 Superior

Action Needed To Close the Gap

B. Fringe Benefits

1. Group Health Insurance

Inferior

No plan of group health insurance for staff members is available.

Superior

An adequate plan of group health insurance is available to staff members. The plan includes hospitalization, surgical, and major medical provisions. The program, including optional coverage for dependents, is financed in whole or in part (at least 50 percent of cost) by the board of education or other fiscal authority.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

2. Group Life Insurance

Inferior

No plan of group life insurance for staff members is available.

Superior

An adequate plan of group life insurance is available to staff members. Coverage is equal to at least one year's salary. The program is financed in whole or in part (at least 50 percent of the cost) by the board of education or other fiscal authority.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

3. Liability Protection

Inferior

Staff members are not protected from financial liability arising from the performance of their duties.

Superior

Staff members are fully protected from financial liability arising from the performance of their duties. Protection of at least \$100,000 is provided at system expense.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

4. Payroll Deductions

Inferior

Payroll deductions are limited to those legally required.

Superior

Payroll deductions are made, upon the request of individual teachers, for purposes which include the payment of local, state, and national professional dues; the purchase of tax-sheltered annuities; credit union shares; U. S. Savings Bonds; group insurance premiums; and various programs sponsored by professional associations.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

5. Other Benefits

Inferior

Additional fringe benefits are not made available to staff members.

Superior

Other types of fringe benefits made available to staff members include such benefits as tax-sheltered annuities, income protection insurance to supplement paid sick leave, tuition payment, credit union, blood bank, workmen's compensation, housing bureau, and preventive health measures such as chest X rays and low-cost flu shots.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

2. Personal Freedom

Inferior

Staff members have often been censured for social practices that are commonplace for other professional groups in the community. Staff members are required to maintain local residence and encouraged to do business in the community. Pressure is applied for participation in various community activities. School personnel are forbidden to discuss political issues, campaign for candidates, or run for public office. Unreasonable restrictions are placed upon outside employment of staff members.

Superior

Written policy guarantees to all staff members freedom in their personal lives equal to that accorded other professional persons in the community. Policy also guarantees full political freedom, including voting, discussing political issues, campaigning for candidates, and running for elective office, so long as such activities do not inject themselves into the school or classroom. The staff is free from pressure to participate in community activities not of their own choosing. There are no restrictions on staff members' holding outside positions which do not interfere with their professional efficiency.

Inferior Below average Average Above average Superior

Action Needed To Close the Gap

3. Teaching Assignments

Inferior

More than 10 percent of the classroom teachers are teaching one or more periods in grade levels or subjects which do not conform to their major fields of professional preparation.

Superior

All staff members are teaching in grade levels or subjects which conform to their major fields of professional preparation.

Inferior Below average Average Above average Superior

Action Needed To Close the Gap

5. Clerical and Nonprofessional Assistance

Inferior

No clerical assistance is available to classroom teachers, and equipment for typing and reproducing instructional materials is inadequate or nonexistent. The supervisory and administrative staff have insufficient clerical assistance.

Superior

Teachers are relieved of such noninstruc-
tional duties as computing attendance records,
entering scores on pupil records, typing,
scoring standardized tests, supervising bus
and lunchroom routines, and collecting funds,
by the employment of clerical and nonprofes-
sional personnel to perform these tasks.
The supervisory and administrative staff is
provided with sufficient clerical help and
the physical means for accomplishing neces-
sary duties.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

6. Lunch Period

Inferior

Policy or practice requires that teachers eat lunch with their pupils, each day, without any compensatory free time for such duty.

Superior

All staff members have an uninterrupted lunch period of at least 45 minutes.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

7. Policy on Class Interruptions

Inferior

Unnecessary and sometimes prolonged interruptions of classroom schedules and work frequently occur.

Superior

The school system has a specific written policy on class interruptions. Communications to teachers and school activities are so organized as to keep to a minimum such classroom interruptions as bulletins, messages, loudspeaker announcements, special events, removing pupils from class, special sales, and collection of money for various purposes. Insofar as possible, classroom interruptions are strictly limited to emergency announcements and special safety drills.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

8. Policy on Pupil Behavior

Inferior

There are no specific policies on pupil behavior, little or no administrative cooperation in the handling of discipline problems, and no consistency in disciplinary measures. Teachers are generally left to their own devices in dealing with recurring problems of pupil behavior, and are seldom supported in their decisions concerning disciplinary infractions.

Superior

The school system has a specific, written policy on various aspects of pupil behavior and discipline. Consistent support of teachers having to make use of its provisions is given by administrators, supervisors, and board members. The policy includes provision for special counseling of pupils having recurring behavior problems and, if necessary, assignment to special classes or schools.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

9. Work Rooms and Faculty Lounges

Inferior

Superior

There are no special facilities available for staff members to do out-of-class work or to rest. Only makeshift facilities are available; these are usually unsuitable, crowded, and uncomfortable. Teachers must furnish the facilities as best they can.

Each school has adequate work space for the use of teachers in planning and carrying on out-of-class instructional responsibilities. Special facilities, pleasantly and comfortably furnished, are provided for teachers to relax during lunch and unassigned periods, free from interruptions.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

8. Policy on Pupil Behavior

Inferior

Superior

The school system has a specific, written policy on various aspects of pupil behavior and discipline. Consistent support of teachers having to make use of the provisions is given by administrators, supervisors, and parents. The policy includes provision for special counseling of pupils having recurring behavior problems and, if necessary, assignment to special classes or schools.

There are no specific policies on pupil behavior, but it is an administrative concern in the handling of discipline problems. Teachers are generally left to their own devices in dealing with recurring problems of pupil behavior, and are seldom supported in their decisions concerning disciplinary instructions.

Superior

Above average

Average

Below average

Inferior

Action Needed To Close the Gap

VII. THE SCHOOL PLANT

1. Sites and Buildings

Inferior

A majority of the school sites are poorly located, too small, subject to traffic noises and obnoxious odors, and are generally inadequate to accommodate desirable school activities. Buildings are inconveniently located on their site, drab and institutional in appearance, and poorly adapted to the programs they serve. Some schools are not of fire-resistive construction; some schools do not conform to minimum state standards and codes. Older schools are usually not renovated until they present dangerous safety hazards.

Superior

Schools are reasonably accessible to the populations they serve. The sites are free from safety hazards and obnoxious odors, are attractively landscaped, and well maintained, and have adequate usable acreage to accommodate all school activities comfortably.* Large urban school systems employ appropriate architectural designs in order to make the most creative possible use of limited acreage. School buildings are functional, well located on their sites, and visually attractive. All schools are of fire-resistive construction. Schools near business and industrial centers are built so as to minimize street noises and other distracting influences. All buildings are designed so as to achieve maximum utilization of their sites.

*Minimum size of site guidelines established by the National Conference on Schoolhouse Construction 1964 edition of the Guide for Planning School Plants, are as follows:

- Elementary: 10 acres plus an additional acre for each 100 pupils of projected maximum enrollment.
- Junior high: 20 acres plus an additional acre for each 100 pupils of projected maximum enrollment.
- Senior high: 30 acres plus an additional acre for each 100 pupils of projected maximum enrollment.

Inferior Below average Average Above average Superior

Action Needed To Close the Gap

3. General Purpose Classrooms

Inferior

Some school buildings have an insufficient number of classrooms. Classrooms are generally too small for desirable programs to be carried out. Buildings are overcrowded; split or multiple sessions are necessary to accommodate the school population.

Superior

General purpose classrooms and related facilities are sufficient in number and size to meet the needs of the educational program without split sessions and with the maintenance of desirable pupil-teacher ratios. All classrooms are equipped for the use of various types of audio-visual media. Classrooms are ample in size and are designed for maximum adaptability to various kinds of small and large instructional grouping.

Kindergarten rooms are designed especially for use as kindergartens, and contain approximately 50 square feet of space per pupil.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

4. Operation and Maintenance

Inferior

The schools are generally kept in a poor state of cleanliness and repair. Custodial services are poorly conducted and organized, resulting in wasteful practice and poor standards of performance. Custodial and maintenance personnel are generally untrained, and supervision of their work is insufficient and lax. Maintenance is generally confined to emergencies. Schools are generally old and very costly to operate and maintain.

Superior

All schools in the system are kept in good repair. Standards of cleanliness and house-keeping are uniformly high. Policy calls for regularly scheduled, periodic safety and maintenance surveys, and inspection of all school buildings, sites, and facilities. Preventive rather than corrective maintenance is the rule. The custodial and maintenance staff is adequate in number, well trained, and well supervised. Budgetary allocations for these services are adequate for the maintenance of high standards, with older schools receiving proportionately higher allotments.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

2. Organization of the District

Inferior

The district is not unified. Elementary and secondary-school pupils attend school in separate districts. There are separate tax rates for each level, and separate boards of education.

Superior

The district is unified, encompassing at least elementary and secondary schools in one administrative and operational entity under a single board of education. Some pupils may attend school outside the district to benefit from special programs.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

3. Fiscal Authority of the District

Inferior

The school board is completely dependent upon some other governmental body for financing the schools, and is required to submit the school budget to this body for approval and to submit to control from this body in the disbursement of school funds.

Superior

The school district is fiscally independent. The school board has authority to set the tax levy for school purposes, and to adopt and administer the school budget.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

4. Current Expense per Pupil

Inferior

Superior

Annual current expense per pupil has remained static or actually decreased in recent years.

Annual current expense per pupil, exclusive of capital outlay and debt service, has shown a steady increase. The current expense figure per pupil is at least double the comparable figure for 10 years ago.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

5. Budgetary Process

Inferior

Superior

The budgetary process is a one-step operation, geared to a minimum estimate of the revenue likely to be available, lacking provision for growth and improvement in the educational program. The budget is generally prepared by the superintendent and the board without any participation of other professional staff. School budgets are frequently defeated at the polls.

The school budget is considered an instrument of educational policy and is the major planning document of the district as well as a guide for spending. Budget development is a cooperative process, involving the administrative staff, individual schools, the local association, and the board of education. The budget document integrates the district's educational spending and finance plans and is an accurate reflection of sound educational philosophy. The budget is presented and interpreted to the community, and ample opportunity is provided for discussion by interested citizens before formal adoption by the board of education.

or

The city council or other external authority maintains complete control over the budget.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

4. Current Expense per Pupil

Inferior

Superior

Annual current expense per pupil has remained static or actually decreased in recent years.

Annual current expense per pupil, exclusive of capital outlay and debt service, has shown a steady increase. The current expense figure per pupil is at least double the comparable figure for 10 years ago.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

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or

The city council or other external authority maintains complete control over the budget.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

7. Local Tax Effort

Inferior

Superior

The district makes no tax effort beyond what is required by the state.

In addition to the tax levy required by the state, the district makes use of any tax leeway permitted by law to provide an educational program of high quality.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

8. Administration of Property Tax

Inferior

Superior

Some property escapes the assessment rolls. The assessment of comparable properties is uneven, and there is no provision for continuous or periodic reassessment of property so as to insure that valuations reflect current market values and are on a uniform basis. Special classifications or parcels of property frequently are penalized or favored in the assessment process. The state provides no supervision or training for local assessors. Local assessors are chosen more for political reasons than for their technical qualifications.

All taxable property in the district is listed on the assessment rolls, is properly classified, and is assessed at the same ratio to market value. All local assessors are required to possess adequate qualifications for their work in property assessment. Reassessment is a continuous process, or takes place at frequent intervals, so as to insure that all property is on the tax rolls and is classified properly, and that valuations reflect current market values.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

9. Cooperation with Local Governmental Units

Inferior

The district makes no effort to coordinate its activities with those of other local governmental units, and makes no use of facilities which might be available.

Superior

The district cooperates and coordinates with other local governmental units in levy increases and tax and bond referendums. It takes full advantage of services, facilities, personnel, and funds available through other local governmental units for use by the schools.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

10. State Support and Services

Inferior

The district fails to take advantage of special state financial programs or educational services.

Superior

The district takes full advantage of state financial support for local programs and of educational and consultative services available through the state education department.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

11. Federal Support

Inferior

The district does not participate in federal financing of education. Children are deprived of needed educational services because of failure to take advantage of available funds.

or

The district uses federal funds to reduce the support received from local sources. Federally sponsored or financed programs dominate the educational program.

Superior

The district takes full advantage of funds available to it from the federal government, and uses specialized assistance, when necessary, to ascertain the extent and availability of various federal programs. Such funds are not used to diminish the tax effort made at the local level. Care is taken to insure that programs wholly or partially supported by federal funds do not receive inappropriate emphasis in the educational program.

Inferior

Below average

Average

Above average

Superior

Action Needed To Close the Gap

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