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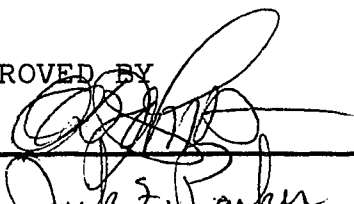
AN APPRAISAL OF THE EDUCATION SERVICE CENTERS OF TEXAS

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
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degree of
DOCTOR OF EDUCATION

BY
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AN APPRAISAL OF THE EDUCATION SERVICE CENTERS OF TEXAS

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AN APPRAISAL OF THE EDUCATION SERVICE CENTERS OF TEXAS

CHAPTER I

INTRODUCTION

Every child, urban and rural, regardless of background, whether born in the poverty core or in the broadlawn neighborhood, deserves the opportunity and the encouragement to achieve full potential. A need exists for coordination of the efforts of all levels of educational administrative units in order to achieve this objective. One approach is through the education service center, making sure that the best education available to any child is available to all children.

The education service center is a regional institution designed to assist school districts with cooperative efforts which may range from long term planning to short term problems of supply. Its operations are keyed to one objective: to make quality ideas, services, information, and teaching materials available to local schools whenever and wherever they are needed and desired.¹

The education service center is designed to serve schools of all sizes. Schools of adequate size have the potential to provide quality educational programs, but small

¹Texas Education Agency, The Texas Education Service Center: Promise of Opportunity (Austin, Texas: Texas Education Agency, 1969), p. 4.

schools have difficulty in providing programs and services adequately. Small schools are operating today, and with the present rate of district reorganization, will continue to exist into the immediate future. The education service center has been developed to assist all sizes of schools in providing a quality education for all students.

Other types of cooperative organizations have been established to serve some of the same purposes. Some have been more local in organization and service in that they have been chiefly cooperative efforts on the part of a small number of local districts to provide needed services not otherwise available. This type of cooperation has been most often used to facilitate the sharing of educational media among relatively small administrative units.

Another type of the service related cooperative organization which has received attention in recent years is the regional center serving areas extending beyond state lines. These large regional centers serve other agencies in addition to public elementary and secondary schools.¹

Background of Study

The educational enterprise has grown tremendously. There are more than 52 million persons between the ages of five and seventeen in the United States who must be educated,

¹Guy A. Watson, et al., "Support for Learning Through Regional and District Service Centers," Audiovisual Instruction, XIII (June, 1968), 593-596.

and the number is not expected to decline significantly in the near future. The expenditure for public education has reached 34 billion dollars annually.¹

It is from this background that the education service center (ESC) has come into being. The ever increasing school population, the increase in knowledge, and the development of new and better ways of instruction and organization have increased the need for meaningful coordination and cooperation among school systems. The service center is designed to serve this need.

A significant move that gave the ESC meaning was started when the need for resources to stimulate and expand experimentation and innovation in education was recognized by a task force on education appointed by President Johnson in the summer of 1964. The result of this was inclusion in the Elementary and Secondary Education Act, Title III, of financial assistance necessary for imaginative educators to try new ways to achieve educational excellence.² Out of this came the idea for the education service center.

Education Service Center in Texas

The ESC came into being in the State of Texas as a result of State Board of Education action under provisions

¹National Education Association, Research Report--1969, Estimates of School Statistics, 1968-69 (Washington, D.C.: Research Division--National Education Association, 1969), p. 8.

²Nolan Estes, "Dr. Estes Tells Where Title III is Going," Nations Schools, 78 (December, 1966), p. 16.

of the state legislation enacted by the 59th and 60th Texas Legislature.¹

Many services are supplied by the ESC to local school districts that cannot be supplied by the local school district itself for a number of reasons. Many of these services are needed for the development of more nearly complete educational programs in the local schools of the state. The ESC has a role to fill in helping the local school accomplish the goal of helping each student realize his full potential.

The objectives for the ESC's were established with a major purpose in mind. This major purpose was to enable the local education agency (LEA) to provide a more nearly equal opportunity for education to every student in all the school districts of the State. These objectives include: providing educational services within the region in the area of in-service and pre-service education for school staffs, diagnostic services for pupils, supporting instructional services, and enrichment programs for atypical students; enriching the school's instructional program in both cultural and educational activities; strengthening the school's special programs and supporting services; demonstrating extensions of the regular school program; demonstrating innovative organizational patterns and arrangements; identifying new content and

¹Peso Education Service Center, Charting a Course for Progress (Amarillo, Texas: Peso Education Service Center, 1967), p. 2.

converting it for use in the classroom; demonstrating effective staff development services; strengthening instruction through the development and utilization of unique instructional materials; encouraging creativity among teachers and school staffs.¹

The ESC has developed rapidly in the past few years along the lines of the objectives stated above. Much of this development has occurred because of the open lines of communication between levels of education agencies and individuals within these agencies. Communication is often thought of as mass communication, or messages broadcast to a vague sort of mass of people. The important thing is how it is sent and received by each individual.² Effective communication between all levels of education agencies and the people in them is most important if the ESC is to fulfill its expected role. Ingram considers, "communication between individuals . . . the outstanding defect that civilization is facing today."³ The vital communication link as far as this study is concerned, is between the ESC and the LEA, or to be more specific, between the service center director and the superintendent of the local school district. It is vitally important that the

¹Texas Education Agency, State Plan for the Establishment of Education Service Centers (Austin, Texas: Texas Education Agency, 1968), pp. 16-23.

²K. C. Ingram, Talk That Gets Results (New York: McGraw Hill Book Company, Inc., 1957), p. 174.

³Ibid.

school and the service center can identify needs and provide solutions to problems mutually identified by both.¹ The rationale for the existence of a supplementary service center is that services that cannot be realistically supplied by the local district are identified mutually and supplied by the ESC. The regional center will exist, providing needed services, only as a result of firm long term commitments on the part of local schools and the service center itself.²

The LEA and the ESC must be in agreement on the needs and goals to be achieved. The more nearly the LEA and the ESC perceive the role of the ESC in the same way, the more good the ESC can do for the LEA. The programs of the ESC must be based upon the needs of participating districts. The essential spirit of education service centers is that they exist to serve local schools and local school districts. The Texas Education Agency very early made the decision to place emphasis upon planning of programs of each center in terms of local district needs.³

¹Richard L. Peterson, "Mankato's Edu-Cultural Center, Bringing the Mountain to Mohammed," Minnesota Journal of Education, 49-2 (October, 1968), 13-16.

²Ibid.

³Virginia M. Cutter and Charles W. Nix, "Education Service Centers--Agents of Change," Texas Outlook, 51 (September, 1967), p. 42.

Purpose of the Study

The major purpose of this study was to determine programs and services presently being provided by the ESC of Texas as perceived by the ESC directors and the LEA superintendents, and to compare these programs and services with what should be provided in the opinion of directors and superintendents. A further purpose was to determine if there exist differences of perceptions of directors and superintendents concerning the programs and services provided and those which should be provided by the ESC.

Statement of the Problem

The investigation was concerned with the questions:

- A. What now exists in education service centers and what should exist in the education service centers as perceived by the executive directors of the education service centers?
- B. What now exists in education service centers and what should exist in education service centers as perceived by local education agency superintendents served by these centers?
- C. What differences are there between directors' perceptions and superintendents' perceptions of what exists and what should exist?

Hypotheses

In order to find answers to the previously listed questions, the following hypotheses were tested:

H₁ ESC directors' perceptions of what exists in their ESC's, as measured by the Education Service Center Services Scale (ESCSS), differ significantly from ESC directors' perceptions of what should exist in these centers.

H₂ LEA superintendents' perceptions of what exists in ESC's, as measured by the ESCSS, differ significantly from LEA superintendents' perceptions of what should exist in these centers.

H₃ ESC directors' perceptions of what exists in their ESC's, as measured by the ESCSS, differ significantly from LEA superintendents' perceptions of what exists in these centers.

H₄ ESC directors' perceptions of what should exist in their ESC's, as measured by the ESCSS, differ significantly from LEA superintendents' perceptions of what should exist in these centers.

H₅ ESC directors' perceptions of what exists in their ESC's, as measured by the ESCSS, differ significantly from LEA superintendents' perceptions of what should exist in these centers.

H₆ ESC directors' perceptions of what should exist in their ESC's, as measured by the ESCSS, differ

significantly from LEA superintendents' perceptions of what exists in these centers.

Definition of Terms

Education Service Center (ESC). The Education Service Center is a regional institution designed to assist local school districts in making ideas, services, information, and teaching materials available to them. States are divided into regions, with one education service center serving each region.

Local Education Agency (LEA). The Local Education Agency is the local administrative unit authorized or established by the state for the local organization and administration of the schools.

Intermediate Unit. The Intermediate Unit is a unit of school administration functioning at the level between the local education agency and the state department of education.

Delimitations of the Problem

This study was limited to the education service centers serving local school districts in the State of Texas in 1970. These education service centers are organized on a statewide basis with every school district in the state having access to one of the service centers.

Design of the Study

The study of the Education Service Center as undertaken involved a number of people in various locations. The type of research best suited to this study was a field study. According to Kerlinger:

. . . any scientific studies, large or small, that systematically pursue relations and test hypotheses, that are ex post facto, that are made in life situations like communities, schools, factories, organizations, and institutions are considered field studies.¹

Approval for Study

The study involved communication with a number of educators in the State of Texas. The Assistant Commissioner for Regional Education Services was contacted by telephone on September 12, 1969, to explore the possibility of conducting a study of the Education Service Centers in Texas. A letter dated September 13, 1969, was sent to the Assistant Commissioner, explaining in more detail the study as proposed and requesting permission to conduct the study (Appendix A).

A letter of appreciation was received from the Assistant Commissioner, dated October 3, 1969, in which he agreed to submit the proposed study to regional directors of the education service centers. Further communication was to follow the regional directors' meeting at which they would make a decision (Appendix A).

¹Fred Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart, Winston, 1964), p. 387.

The Assistant Commissioner informed the writer on November 5, 1969, that the Texas Elementary and Secondary Planning Council, made up of all regional directors, had approved participation in the study. They requested an opportunity to provide input for the study and to read the abstract of the completed study (Appendix A).

A letter was received from the Executive Director of Region 16, on January 20, 1970, encouraging the study proposed. The director expressed a need for this type of study (Appendix A).

Development of Education Service Center Services Scale

A scale was developed for measuring perceptions of respondents. A five point scale was selected so that perceptions could be registered from very high to non-existent. The instrument gave the respondent an opportunity to register on the five point scale his perceptions concerning both what does exist and what should exist.

The items on the scale were originally developed from the State plan for service centers,¹ related literature of the state agencies,² and literature containing lists of

¹Texas Education Agency, State Plan, op. cit., pp. 1-24.

²PESO Education Service Center, Charting a Course for Progress, op. cit., pp. 9-22.

supplementary educational services as designed in other states having intermediate administrative units.¹

Fifty items were compiled as a result of searching the related literature. These were placed in the general categories of General Educational Services, Administrative Services, Effective Staff Development Services, Special Services, Extensions of Regular School Program, Media Services, Identifying New Content and Converting it for Classroom Use, and Innovative Organizational Patterns and Arrangements.

Validation. According to Kerlinger, content validation is basically judgmental.² The unique characteristics of education service centers led to the decision to use a panel of judges to validate items on the questionnaire. A panel of nine judges was selected to validate the questionnaire for content and clarity. The panel was made up of five outstanding educators who have had previous experience in public schools, four of whom are now working in education service centers, and one who is Director of Teacher Education and Certification in the State Education Agency. The remaining four members of the selected panel are presently serving as superintendents of widely separated school districts in

¹William R. Schroeder, An Inventory of Supplementary Educational Services, (Monograph) (Lincoln, Neb.: Department of Education, State of Nebraska, 1968), pp. 1-42.

²Kerlinger, op. cit., p. 447.

Texas. All are familiar with service center operation and services.

The nine panel members were contacted by mail on February 3, 1970, and asked to serve as judges for the questionnaire. All agreed to serve by returning the self-addressed postal card included with the letter. The study was explained to the panel in the letter (Appendix A).

The validating instrument containing fifty items, along with a letter, was mailed to each member of the panel of judges on February 14, 1970. All of these were returned by February 28, 1970 (Appendix A).

Suggestions for improvement and clarification were made by six of the respondents. The criticism appearing most often concerned the implication in the original instrument that the service center had pupils and conducted classes. This was corrected by stating that the education service center conducted exemplary demonstrations under their sponsorship. A small number of items were perceived as being ambiguous and these were corrected. No items were eliminated as a result of being exposed to the panel. In conjunction with the writer's advisor, revisions were made and the final instrument contained fifty-two items under eight categories. The instrument in its final form is reproduced in Appendix B.

The questionnaire was administered on a trial basis to a group of six experienced school administrators who were familiar with education service center operations. The

purpose of this trial run was to find out how much time would be required for the completion of the questionnaire and whether it was clear and understandable. The time required was approximately 40 minutes, which included time for reading instructions and filling in all secondary information.

Selection of Population

All of the twenty Regional Education Service Centers of Texas were included in the study. The executive directors of the centers were all involved in the approval of the study and had been informed that they would provide input for the study. They represented every area of Texas. The director is directly responsible for all activities of the ESC.

Two hundred forty superintendents were selected to be participants and to provide input for the study. They were selected on a stratified random sample basis from the different regions of the State. An equal number was chosen from each region. The stratification within regions was according to size of schools as given in average daily attendance in the 1969-70 edition of Public School Directory for Texas.¹ All schools in the State were categorized into four categories according to average daily attendance. The percentage of students attending schools in each of the categories in each region was computed and the stratification then

¹Texas Education Agency, Public School Directory, 1969-70 (Austin, Texas: Texas Education Agency, 1969).

based on this index. Schools in each size category within each region were assigned random numbers and chosen by a random number to fill the stratified quota.

Characteristics of Respondents

Tables one and two give information concerning administrative experience of directors and superintendents who were involved in the study. Table three gives information concerning the sizes of schools represented by the superintendents who responded.

TABLE 1
ADMINISTRATIVE EXPERIENCE OF ESC DIRECTORS

Years of Experience	Number of Directors	Per Cent
More than 20	13	65.0
15 to 20	2	10.0
10 to 15	4	20.0
5 to 10	1	5.0
Less than 5	0	0.0
Total	20	100.0

TABLE 2

ADMINISTRATIVE EXPERIENCE OF LEA SUPERINTENDENTS
INCLUDED IN STUDY

Years of Experience	Number of Superintendents	Per Cent
More than 20	64	32.0
15 to 20	51	25.5
10 to 15	44	22.0
5 to 10	32	16.0
Less than 5	9	4.5
Total	200	100.0

TABLE 3

DISTRIBUTION OF RESPONSES BY SUPERINTENDENTS ACCORDING
TO SIZE OF SCHOOL IN AVERAGE DAILY ATTENDANCE

A.D.A. 1969-70 ^a	Number of Responses	Per Cent
More than 15,000	12	6.0
10,000 to 15,000	5	2.5
5,000 to 10,000	17	8.5
2,500 to 5,000	45	22.5
1,000 to 2,500	55	27.5
500 to 1,000	25	12.5
Less than 500	41	20.5
Total	200	100.0

^aTexas Education Agency, Public School Directory,
1969-70.

Data Collecting Procedures

The names and addresses of each of the directors and the selected superintendents used in the study were secured from the Public School Directory, 1969-70.¹ The letters were sent personally to each of the superintendents and directors after being printed and addressed.

All of the regional directors were informed at a state meeting of directors on March 10, 1970, that the study instrument would be placed in the mail during the next two days. They were asked at this time to cooperate and also to seek the cooperation of the superintendents in their regions.

The questionnaire, along with a letter and a stamped, self-addressed, return envelope was mailed on March 11, 1970, to selected superintendents and all ESC directors. The letter fully explained the nature and purpose of the study and also gave some instructions. Complete instructions for completing the questionnaire were written in the questionnaire. A somewhat different letter went to the regional directors (Appendix A).

By March 27, 1970, 68% of the superintendents and 95% of the directors had responded to the questionnaire. At this time, a follow-up letter was mailed to those who had not

¹Texas Education Agency, Public School Directory, 1969-70, op. cit.

responded, asking that they please respond to add validity to the study (Appendix A).

The percentage of responses had reached 100% for directors and 84% for superintendents by April 14, 1970, at which time the statistical calculations were begun.

Test for Homogeniety

The percentage of responses by regions of superintendents ranged from a low of 75% to a high of 100% in some regions. In order to assure that the sample of responses by superintendents was not biased by those regions which responded more or less, a statistical test was performed to test for homogeniety. A random sample of six questionnaires was selected, three from regions whose percentage of responses was above the median, and three whose percentage of responses was below the median. Ten items were selected by the random numbers method for study. A t test for homogeniety was used to ascertain whether a significant difference existed between the responses of superintendents from high responding regions and low responding regions. The t test used is calculated as follows:¹

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S^2 + S^2}{N}}}$$

¹Ferguson, op. cit., pp. 167.

Treatment of Data

All information from the instrument was punched on computer cards, using IBM key punch machines. All punched cards were then verified on the IBM 59 Verifier to insure accuracy. Three of the returned questionnaires were invalid since they were incomplete and were pulled out in the verifying process. One questionnaire was returned unanswered, and at the time of writing, one questionnaire had arrived too late to be included in the study. Two hundred superintendents' cards and twenty directors' cards were verified and used in the calculations.

An IBM 360/50 data processing system was used in computations to test the hypotheses set forth. Hypothesis One and Hypothesis Two were tested for significance by using the non-parametric test known as Wilcoxon Signed-ranks Matched-pairs test. This test is designed to test the median difference between two sets of correlated data. For large samples, the Wilcoxon test has an approximate normal distribution with the non-central z given by:²

$$Z = \frac{T - \frac{N(N+1)}{4}}{\sqrt{\frac{N(N+1)(2N+1)}{24}}}$$

Values of 1.96 and 2.58 are required for significance at the .05 and .01 levels of significance.²

¹Ibid., pp. 360-361.

²Ibid.

Hypotheses Three, Four, Five, and Six were tested by using the Mann-Whitney U test which is designed to test median difference between two independent samples. For large samples, the Mann-Whitney U is distributed as normal $\mathcal{N}(0, 1)$, with the non-central z computed by the formula:¹

$$Z = \frac{R_1 - E(R_2) - 1}{\sqrt{\left[\frac{N_1 N_2}{N(N-1)} \right] \left(\frac{N^3 - N}{12} - T \right)}}$$

Values of 1.96 and 2.58 are required for significance at the .05 and .01 levels of significance.²

The results of the statistical calculations concerning the stated hypotheses are contained in Chapter IV.

From the original data punched on cards, an array of responses was obtained for directors' perceptions of what exists and what should exist in the form of services and programs in the ESC's. An array was also obtained for the responses of the superintendents for both what exists and what should exist in the form of services and programs in the ESC's. By assigning a weight of one (1) to each response of 1, a weight of two (2) to each response of 2, a weight of three (3) to each response of 3, a weight of four (4) to each response of 4, and a weight of five (5) to each response of 5, each item was given a weighted mean which represented a value for that item. Since one (1) was high on the scale,

¹Ibid., pp. 358-360.

²Ibid.

and five (5) was low, the weighted mean was in reverse order, and the lowest weighted mean represented the item perceived by most respondents as being most existent or most needed. This procedure allowed the writer to determine which items were getting the most attention and which were deemed most important in terms of need. An electronic sorter was used to sort the cards into numeric order and a print-out was made showing this order (Appendix C).

These data were then used to rank the items and also to place them in quartiles. The quartile placement was also interpreted in percentage to show what percent of the items in each category fell in each quartile. From the percentage presentation, a weighted mean was obtained for each of the categories of programs and services. A weight of four (4) was assigned to the percentage in the fourth quartile, a weight of three (3) to the percentage in the third quartile, a weight of two (2) to the percentage in the second quartile, and a weight of one (1) to the percentage in the first quartile, to arrive at a weighted mean for each category. The categories of programs and services were then ranked according to these means.

Organization of the Study

Chapter I introduced the study, stating the purpose of the study, the problem, the hypotheses, the definition of terms, limitations, design, development of the instrument,

the population, data collecting procedures, and treatment of data. A study of professional research and literature related to evaluation in education and the intermediate unit of school administration was presented in Chapter II. Chapter III included a study of professional literature related to the development of the regional education service center in Texas. Chapter III also included a study of literature related to the county superintendent in Texas. Chapter IV presented and analyzed the data. A summary of the study, the findings, conclusions, and the recommendations based upon this investigation were given in Chapter V.

CHAPTER II

A REVIEW OF THE LITERATURE

The review of the literature seeks to survey the professional writings concerning evaluation and/or appraisal of educational enterprises. Further, it briefly reviews the professional writings on the intermediate unit in the educational systems of the United States.

Evaluation

Much concern has been expressed about the need for evaluation of educational projects of all kinds. The literature is well supplied with writings concerning assessment, appraisal, and evaluation of educational endeavors.

There are many reasons for a growing concern about the state of evaluation of educational undertakings. Taba and Sawin state that important decisions are made on too narrow a basis, often with meager evidence or none at all to support the decisions.¹ More work in evaluation is needed to substantiate many of the decisions and actions being taken today.

¹Hilda Taba and Enoch I. Sawin, "A Proposed Model in Evaluation," Educational Leadership, 20 (October, 1962), 57.

Petrie reports that recent years have witnessed much effort directed at changing education--changes in teaching, changes in organizational patterns, changes in curricula, and changes in media used in education. Hopefully, the changes are not in name only, but will result in improved instruction. Improvement of evaluation assumes that the evaluation cycle provides a means for ordering the process of improvement.¹

One of the basic needs for evaluation as a method of improvement of educational programs is alluded to by Drews:

Inequalities in intelligence and environment will last until the end of time. But there is a basic equality--the right for each to have his human needs met and to fulfill his personal potential--that can be enforced any hour of the day.²

All of American education is struggling to redefine itself in the light of new expectations and the ferment of social change. Our beliefs about evaluation, and the practices employed play a crucial role. Combs calls attention to the fact that the feedback we get from evaluation controls our next steps.³ This implies that the information that we get from evaluation must be as congruent with our objectives and as accurate as we can make it. He further contends that

¹Thomas A. Petrie, "To Improve Instruction, Supervision, and Evaluation," Educational Leadership, 26 (May, 1969), 772-775.

²Elizabeth Drews, "Realizing Potential," Instructor, 75 (June, 1966), 28.

³Arthur W. Combs, in Evaluation as Feedback and Guide, ed. by Fred T. Wilhelms (Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1967), p. v.

we have outgrown ourselves, and that instead of speeding progress in evaluation, our concepts and practices of evaluation often mislead us or waste our energies in endless numbering of things that apparently do not matter.¹

In the preamble to the "Guidelines for National Assessment, Educational Outcomes," the need for evaluation is asserted. This was written for curriculum evaluation, but is most appropriate for evaluation of any educational enterprise.

Accurate assessment of educational outcomes is essential for sound planning and effective stimulation of growth in our educational structure. Assessment has always been an integral aspect of curriculum development and is a major responsibility of curriculum workers. This responsibility is especially critical in a time of awakened public concern, massive federal commitment and widespread professional reappraisal of our educational endeavors. It is, therefore, necessary that curriculum workers everywhere develop new procedures for assessment far beyond the present levels to meet properly the changing needs of our times.

Whatever goals or procedures for assessment are applied to education have inevitable effects upon the nature and functions of the curriculum. This inescapable relationship must be clearly understood by curriculum and assessment workers alike, for the consequences of blindness are intolerable. We cannot afford to destroy with one hand what is built at great cost with the other.²

Most educators are concerned about evaluation.

Grobman notes that we must now ask ourselves where we stand in our understanding of the evaluative process. She raises the following pertinent questions:

¹Ibid., p. vi.

²Ibid., p. v.

Where are we going? What roles will evaluation be asked to play in future innovative activities? Do we know enough about evaluation to intelligently develop procedures for training the evaluators of the future?¹

Measurement and evaluation in education are not new. Early attempts in evaluation were noted by Ayers in the seventeenth yearbook of the National Society for the Study of Education. He reported that a schoolmaster in England by the name of Reverend George Fisher had produced what he called a "Scale Book" in 1864. While Ayers observed that Fisher's efforts produced no noticeable lasting results, he proposed that Fisher's work might be accepted as the beginning point of evaluation in education.² Ayers also pointed out that Dr. J. M. Rice, some 25 years later, was the first scientific student of education in America.³

Merwin points out that the Emperor of China is said to have used a rudimentary form of proficiency-testing as early as 2200 B.C. to examine his officials. Also in 1115 B.C.,

¹Hulda Grobman, Evaluation Activities of Curriculum Projects: A Starting Point (Chicago: Rand McNally and Company, 1968), p. ix.

²Leonard P. Ayers, "History and Present Status of Educational Measurements," The Measurement of Educational Products, Seventeenth Yearbook of the National Society for the Study of Education, Part II (Bloomington, Ill.: Public School Publishing Co., 1918), p. 9.

³Ibid.

job-sample tests requiring proficiency in music, archery, horsemanship, writing, and arithmetic were used.¹

Ayers, writing in 1918, states:

The future depends on the skill, the wisdom, and the sagacity of the school men and women of America. It is well that they should set about the task of enlarging, perfecting, and carrying forward the scientific movement in education for the great war has marked the end of the age of the haphazard, and the developments of coming years will show that this is true in education as in every other organized field of human endeavor.²

In the final chapter of the Seventeenth Yearbook, Judd states that the time is passing when the reformer can praise his new devices and offer as the reason for their continued existence the fact that he enjoys them. School administrators who report to their boards on the basis of mere opinion are on the way out. Indications are that even elementary principals were beginning to study their schools by exact methods.³

Writing in 1925, Bourne cites an evaluation conducted in a number of southern schools based on the ability of courses in high schools to stand the test of time and survive.

¹Jack C. Merwin, "Historical Review of Changing Concepts Evaluation," Educational Evaluation: New Roles, New Means, Sixty-eighth Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1969), p. 7.

²Ayers, op. cit., p. 15.

³Charles H. Judd, "A Look Forward," The Measurement of Educational Products, Seventeenth Yearbook of the National Society for the Study of Education, Part II (Bloomington, Ill.: Public School Publishing Co., 1918), pp. 159-160.

The only measure was whether the different courses attracted enough high school students so that they could continuously be taught over a period of years. An attempt at removing all subjectivity from this evaluation was made by getting all the data from records as presented.¹

The changing aspects of evaluation in education and how they have evolved through interaction with accepted theories and practices of education, the role accepted for evaluation in educational process, and technical developments in educational evaluation is summarized by Merwin.²

According to Reavis, advances have been made in education because of evaluation. "The development of the measuring movement and the perfection of tests for the measurement of achievement and mental capacity have made possible great advances in educational administration."³

A view presented in 1934 follows:

This period of profound economic and social readjustment subjects even our most cherished beliefs to review. Those who believe in public education should recognize this fact, and should bring forth the school's program in a spirit of unequivocal frankness for careful examination.

¹W. R. Bourne, A Method of Evaluating Secondary School Units (Nashville: George Peabody College for Teachers, 1925), p. 10.

²Merwin, op. cit., p. 10.

³William C. Reavis, "Contributions of Research to Educational Administration," The Scientific Movement in Education, Thirty-seventh Yearbook of the National Society for the Study of Education, Part I (Bloomington, Ill.: Public School Publishing Co., 1938), p. 27.

They (the administrators) must place the issues of education squarely before the public, welcoming and encouraging frank, complete and impartial discussion of them by individuals, organized groups, and public agencies. They must provide the technical advice and the educational vision and leadership needed by the people in developing educational programs appropriate to the demands of the twentieth century.¹

The status of Evaluation in Education in the 1930's is revealed by the questions and criticism of the period. Among the questions posed were the following:

What are the most frequent criticisms of the schools?
 Is the public school getting results?
 Do the schools give adequate attention to character development?
 Do the schools give adequate attention to the needs of the individual child?
 Do the schools give adequate preparation for life?²

The general types of criticisms which schools have received in the past have changed little. As early as 1934, the critics were showing disdain for such things as: soft pedagogy with too many frills, lack of contact with life, overemphasis on vocational skills, severe discipline and overwork of students, neglect of character development, mass education methods, suppression of individuality, neglect of gifted, control by fadists, neglect of traditional subjects, neglect of civil and social efficiency, and improper emphasis on athletics.³

¹Phi Delta Kappa Fraternity, Evaluating the Public Schools (Washington: National Education Association, 1934), p. foreword.

²Ibid., pp. 28-37.

³Phi Delta Kappa Fraternity, op. cit., p. 30.

Evaluation has long been a major part of surveys. Merwin suggests that it was first introduced shortly after 1900 and is now included as a basic part of surveys by various public and private research and service bureaus throughout the country. While such surveys have usually been focused on the inputs of education, there is an apparent growing concern that outputs be surveyed as well.¹

Tyler points up some of the early problems in educational evaluation:

New ideas, new procedures, and new instruments of evaluation in earlier periods came and went like fads in fashion because these innovations in evaluation were not deeply rooted in the needs and developments in other educational areas.²

Evaluation has been defined many ways. Petrie characterizes it as essentially a process that includes mutual development of objectives, (what we are trying to accomplish), activities (treatment, or how it is to be done), data collection (what information we need to collect to describe the state of affairs), instrumentation (how it shall be measured), and standards (is it significant). When the cycle is experienced and re-experienced, evaluation occurs and reoccurs.

¹Merwin, op. cit., p. 11.

²Ralph W. Tyler, "Outlook for the Future," Educational Evaluation: New Roles, New Means, Sixty-eighth Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1969), p. 391.

³Petrie, op. cit., pp. 772-775.

By participating and, in fact, working at it, there will be increased understanding of the process of evaluation.¹

Kooker calls attention to evaluation with the comment:

Essentially evaluation involves gathering and interpreting information with regard to whether the initial goals have been realized. The statement and definition of educational goals is not an easy undertaking and the teacher is not the only one who participates in the process. Goals arise out of a philosophy as to what are the legitimate responsibilities in a democratic society. Professional educators don't always agree on what these are, and the public may not agree with the educators.²

Thorndike and Hagen, discussing measurement and evaluation in education, feel that evaluation is very closely related to measurement. It is in some respects more inclusive in that it includes informal and intuitive judgments. Also included is the aspect of valuing--of saying what is desirable and good. Good measurement techniques provide the solid foundation for sound evaluation, whether evaluating pupils or educational systems or institutions.³

A very comprehensive definition posited by a learned group interested in evaluation is:

Evaluation is the process of ascertaining the decisions to be made, selecting appropriate information, and collecting and analyzing information in order to

¹Petrie, op. cit., pp. 772-775.

²Earl W. Kooker, "Evaluation--Vital Element in Teaching," Instructor, 74 (June, 1965), 35.

³Robert L. Thorndike and Elizabeth Hagen, Measurement and Evaluation in Psychology and Education, 2nd edition, (New York: John Wiley and Sons, Inc., 1961), p. 27.

report useful summary data to decision-makers for determining a course of action.¹

A purpose of evaluation is to determine whether to improve, maintain, or terminate a program. This is substantiated by Provus as he defines evaluation as a process of:

(a) agreeing upon program standards, (b) determining whether a discrepancy exists between some aspect of the program and the standards governing that aspect of the program, and (c) using discrepancy information to identify weaknesses in the program.²

Provus further states that evaluation is the "watch-dog of program management." Standards can be used for assessing program performance. When standards are not clearly stated, the evaluation unit restates them and gets confirmation from the staff who works on the program, thus making evaluation an integral part of the program.³

Flanagan looks upon evaluation as including:

(a) the definition of all of the outcomes of the system, including the objectives or aims and also unplanned effects; (b) the systematic analysis and study of various possible procedures for achieving the objectives as defined; and (c) a plan and decision based on this analysis and an overall evaluation of the final program. Another identifiable

¹Center for the Study of Evaluation, "Evaluation in Education," Los Angeles: University of California, 1970, (pamphlet).

²Malcolm Provus, "Evaluation of Ongoing Programs in the Public Schools," Educational Evaluation: New Roles, New Means, Sixty-eighth Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1969), p. 245.

³Ibid., p. 245.

trend in modern evaluation is the separate evaluation of objectives.¹

In its broadest sense, evaluation encompasses the discovery and worth of something. In relation to education, we may evaluate students, teachers, curriculums, administrators, systems, or programs. Purposes for evaluation may be many, but evaluation always attempts to describe something and point out its merits and shortcomings. It is not perceived as a search for cause and effect or a prediction of future success.²

Educational evaluation is more than assessing performance. The task of gathering information about the nature and worth of educational programs is included. This is done to improve decisions about the management of programs. The evaluator may have his own collection of concepts and issues. Scriven has spelled out many of them--the distinction between formative and summative evaluation, the distinction between

¹John C. Flanagan, "The Uses of Educational Evaluation in the Development of Programs, Courses, Instructional Materials and Equipment, Instructional and Learning Procedures, and Administrative Arrangements," Educational Evaluation: New Roles, New Means, Sixty-eighth Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1969), pp. 222-223.

²Robert E. Stake and Terry Denny, "Needed Concepts and Techniques for Utilizing More Fully the Potential of Evaluation," Educational Evaluation: New Roles, New Means, Sixty-eighth Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1969), p. 370.

evaluation and process studies, and the distinction between payoff and intrinsic evaluation.¹

A distinction is made between evaluation and research by Stake and Denny. Although evaluation can be seen as a form of research, it places special demands on the methods of inquiry. The evaluator is seeking immediately relevant answers for decision-making. Subjective judgments and personal standards demand direct dealing. The focal point of his work is the one particular program that he is evaluating.²

The distinction between research and evaluation can be overstated as well as understated. The principal difference is the degree to which the findings are generalizable beyond their application to a given product, program, or locale. Almost always the steps taken by the researcher to attain generalizability tend to make his inquiries artificial or irrelevant in the eyes of the practitioner. The evaluator sacrifices the opportunity to manipulate and control but gains relevance to the immediate situation. Researcher and evaluator work within the same inquiry paradigm but play different management roles and appeal to different audiences.³

Grobman concurs with others in defining evaluation and adds that another interpretation of evaluation includes anything relevant to judging whether the program is satisfactory in terms of implementing the aims of the persons

¹Michael Scriven, "Methodology of Evaluation," American Educational Research Association Monograph Series on Curriculum Evaluation, Part I (Chicago: Rand McNally, 1967), pp. 39-83.

²Stake and Denny, op. cit., p. 373.

³Ibid., p. 374.

creating, adopting, or adapting it, or of the society in which it exists.¹

Grobman suggests further that evaluation is a service function and is not the prime determinant of program focus and activity. Thus, it is necessary that the evaluation must fit into the program, and not the program into the evaluation.²

Wilhelms, writing in the 1967 ASCD yearbook, calls attention to the fact that the test of an evaluation system is: "Does it deliver the feedback that is needed, when it is needed, to the person or groups who need it?"³

Evaluation can be thought of as the finger probing our anxieties, while yet prodding us to higher achievement as suggested by Bebell. This is especially so when it is self-evaluation, and we do the prodding. He assures that evaluation can be satisfying as well as threatening, and that we must learn to maximize the positive thrust and minimize the negative.⁴

¹Hulda Grobman, Evaluation Activities of Curriculum Projects: A Starting Point (Chicago: Rand McNally and Co., 1968), p. 1.

²Ibid., p. 10-11.

³Fred T. Wilhelms, "Evaluation as Feedback," Evaluation as Feedback and Guide, (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1967), p. 4.

⁴Clifford F. S. Bebell, "The Evaluation We Have," Evaluation as Feedback and Guide, (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1967), p. 20.

These definitions cover most of the facets of evaluation as it concerns educational systems.

Much has been said about the need for evaluation of educational programs. The difficulty of evaluating does not lessen the need as stated by Keas.

It is most important that we diagnose strengths and inadequacies in the educational program. Without evaluation, the quality or effects of curriculum change or modification cannot be measured. When anyone guides learning or makes decisions about education, he needs to know: (1) what kind of program to foster or encourage; (2) where the program is at a particular time; and (3) what progress is being made.¹

We are reminded by Olson that we are dedicated to the principle of universal education even to the extent that we have compulsory attendance laws. The requirement that each child spend a minimum of eight to ten years of childhood in an educational system imposes a grave responsibility upon that system. Because of this, all children, their parents who support them, and all the citizens who provide the facilities are entitled to a fair return for the time and money which they and their children invest. This places the direct responsibility on educational leaders for the quality of the learning experiences offered and for the standards of achievement expected of them.²

¹Standifer Keas, "The Reporting and Follow-up Program of Evaluation," The Bulletin of the National Association of Secondary School Principals, 44 (February, 1960), 19.

²Arthur R. Olson, "Leadership Can Improve Standards and Evaluation," Educational Leadership, 16 (January, 1960),

Need for systematic evaluation is well pointed out by Olson as he urges:

Leadership is necessary to initiate and coordinate studies that will give scientific data to substantiate recommendations on new methods. Decisions about desirable class size, scheduling, grouping, and similar controversial problems can be determined only after changes are conducted on a trial basis with the variables controlled.¹

These writers add support to the already demonstrated need for evaluation and appraisal of educational programs as they now exist. Provus realistically points out that before we can build effective new programs, we must establish creative new ways to monitor and eventually judge the effectiveness of the programs presently in operation. He further states that the capacity to evaluate programs will ultimately depend upon a theory that uses reliable, pertinent information as the basis for administrative decisions.²

The need for evaluation is pointed to as concepts of evaluation have developed in response to needs as suggested by Merwin. Concepts of evaluation have changed in relation to such issues as to who is to be evaluated, what is to be evaluated, and how evaluations are to be made. Along with these concepts have evolved other concepts of who is to be educated and how they are to be educated, and technical

¹Ibid.

²Provus, op. cit., p. 243.

developments within evaluation itself.¹ All of these changes make the need for evaluation more urgent.

Tyler aptly states the need for assessment.

Because education has become the servant of all our purposes, its effectiveness is of general public concern. The educational tasks now faced require many more resources than have thus far been available, and they must be wisely used to produce maximum results. To make these decisions, dependable information about the progress of education is essential, otherwise we scatter our efforts too widely and fail to achieve our goal.²

Supporting what others have said concerning research and evaluation, Hemphill feels that despite the fact that discipline, care, precision, and logical thought are marks of good evaluation and good research, no requirement exists that evaluation studies must be judged on the same basis as that on which research studies are judged. A rational decision process is needed and the evaluation can perhaps fill this need. He suggests that the worth of an evaluation study is to be found in the part it contributes to facilitating rational decision-making. The need to act and then to live with the consequences of the action taken is not an overriding concern of the researcher, but it is the concern of the decision-maker.³

¹Merwin, op. cit., p. 25.

²Ralph W. Tyler, "The Objectives and Plans for a National Assessment of Educational Progress," Journal of Educational Measurement, 3 (Spring, 1966), 2.

³John K. Hemphill, "The Relationship between Research and Evaluation Studies," Educational Evaluation: New Roles, New Means, Sixty-eighth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1969), pp. 189-220.

Because change and innovation have become key words in American education, appraisal must come also. Flanagan adds credence to this idea by pointing out that the most notable trend in this area has been the growing insistence of leaders on quality and improvement in education and not merely on change. A basis for insuring that new developments represent genuine improvements has been supplied by the systematic evaluation of these new developments.¹

The emphasis in evaluation programs of the near future will not be on how well a new program has done for the average user, but rather on how well the educational program has met the specific needs.²

The great need for evaluation is presented well by Provus:

Public school systems are traditionally monolithic, hierarchical, monopolistic. Any such organization, be it educational, industrial, or religious, is obviously relatively insensitive to change. Further, if change is to come about, it must be due either to explosive external force or to internally directed, gradual force: a delicately balanced movement that produces within the members of the organization, first uncertainty, then an awareness of discrepancy, self-appraisal, a readiness for change, a commitment to change, and ultimately the satisfaction of actualization and self-realization.³

Bloom contends that unless education and educational systems can be exposed to analysis and inquire, we cannot

¹Flanagan, op. cit., p. 221.

²Ibid., p. 223.

³Provus, op. cit., p. 245.

tell whether they have any effect on the users of these systems. If education is to be open, public, and examinable, the specifications for it must be explicit, and either the process of education or the outcomes of the process must be examinable in relation to these specifications. This implies that it is virtually impossible to engage in an educational enterprise of any duration without having a set of specifications to guide one.¹

Commenting more on the idea of specifications, Bloom feels that if educational objectives are regarded lightly and only as introductory statements for educational programs, then they are best forgotten, and to state them is a pointless exercise.²

Trump points out that some of our cherished arrangements for schooling, many of them with little or no research basis, are being challenged.

We need innovations and experimentation in all aspects of school organization. I am not worried over the lack of interest in innovation and experimentation. Nor am I concerned too much about all the niceties of research design, although obviously the better the design the more confidence may be placed in the outcomes. What bothers me most are the disappointing results that will happen if: (1) the full implications and relationships of the change are not recognized; (2) if teachers and students are not reeducated for their changed

¹Benjamin S. Bloom, "Some Theoretical Issues Relating to Educational Evaluation," Educational Evaluation: New Roles, New Means, Sixty-eighth Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1969), pp. 28-29.

²Ibid., p. 36.

roles; (3) if evaluation is not more comprehensive and imaginative; and (4) if shortcomings in a project are not immediately corrected.¹

Evaluation must be refined and new types of evaluation instruments and techniques must be utilized in order to satisfy students, teachers, and the public in general that the procedures now in use are producing better results than a conventional way previously used.²

This idea is further expanded by Trump as he says:

Basing school improvement claims on conventional teacher-made tests and standardized tests does not produce statistically significant differences between new and traditional procedures. That may be due to the fact that the methods and roles and the organization actually did not change. However, it may also result from the use of inadequate instruments to appraise the true purposes. It has been said that innovators are not evaluators. But the corollary is also worth considering; evaluators are not always innovators.³

The need for improvement in evaluation is stressed by Tyler when he contends that evaluation theory that is commonly practiced today is a great oversimplification of the situation faced in educational programs. New theories and procedures to guide administrative decisions in education are urgently needed.⁴

¹J. Loyd Trump, "The Experiments We Need," North Central Association Quarterly, (Fall, 1964), pp. 207-209.

²Ibid.

³Ibid.

⁴Ralph W. Tyler, "Outlook for the Future," op. cit., p. 396.

Edwards makes a plea for improvement of evaluation and also gives some suggestions as to how it can be done by discussing structure, process, and product evaluation. The easiest to use, and therefore the most used is structure evaluation which consists of measuring, counting or computing real units. Concerning product and process evaluation he states:

Process--the way in which the stated aims are carried out.

Product--ultimate evaluation. How successful is the system in accomplishing its task?

It is easier to assess the process by which a school attempts to accomplish changes in students than to measure the product. But it is difficult to prove that the process being used is the best one. The evaluation of processes is more difficult to accomplish than assessing structure.¹

Boutwell reports that most people outside of education are at times more interested in evaluating structure because it is more visible to them and they feel that this is where their money is.²

The United States Office of Education has been concerned about product evaluation to determine the extent to which the objectives are being achieved, and process evaluation to monitor project conditions to make the project more

¹Charles Edwards, "Evaluative Criteria--Let's Improve Our Use of It," North Central Association Quarterly, (Winter, 1965), pp. 238-241.

²William D. Boutwell, "What's Happening in Education?" Parent Teachers Association, (February, 1962), p. 12.

efficient or better. This has been in connection with some Title I and Title III projects.¹

There is much resistance to change as there is much resistance to evaluation. Many persons strongly defend the status quo, especially when evaluation is proposed in some formal manner and when attitudes and emotions are involved.

Gerberich calls attention to this:

The American public has often shown a sensitivity to change and evaluation in school and educational affairs, as illustrated by the frequently expressed preference for the three R's rather than a modern curriculum and for essay rather than objective tests. Continued resistance to the assessment projects can be expected for a similar reason.²

Resistance is also registered because evaluation strikes very close to values and deals with products of humans. Human beings may rarely be studied without being affected by the study procedures. This is especially so in education, because the process of studying or evaluating may have so much effect on humans that what we are investigating cannot be completely separated from the investigation process itself.³

¹United States Office of Education, Department of Health, Education, and Welfare, Evaluation Strategies for ESEA Title I Projects, (Washington, D.C.: Government Printing Office, 1967), pp. 8-19.

²Raymond J. Gerberich, "Assessment: A Forward Look," Educational Leadership, 24 (November, 1966), p. 115.

³D. A. Goslin, The Search for Ability (New York: Russell Sage Foundation, 1963), p. 86.

Another resistance registered against evaluation involves the politics of evaluation. Grobman touches on this idea when discussing the extent to which the program can afford the consequences of evaluation. Systematic evaluation is only deemed practical when it can be admitted that the activities or materials being evaluated might not fully achieve the intended results.¹

Grobman further amplifies this in discussing some projects which were evaluated systematically. The projects with the most extensive evaluations seemed to receive the most criticism, since they had the most work available for criticism.²

Others acknowledge the importance of evaluation, and give lip service to it. Efforts to examine and use the process of evaluation in affecting educational outcomes have been little. They rarely see the relevance of evaluation to their own work.³

The evidence was limited that a great amount has been done toward developing a theory of evaluation. Some writers have proposed some models which are a step towards theory building in evaluation. Some of these were designed to

¹Grobman, op. cit., p. 6.

²Ibid., p. 33.

³Fred T. Wilhelms, "Evaluation as Feedback," Evaluation as Feedback and Guide (Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1967), p. 21.

evaluate curriculum, while others encompass the larger education system. They are all relevant to the study at hand.

Grobman realistically brings out the fact that anytime an existing test or model comes close to meeting the evaluation need, it is far more efficient to use it as is, or to modify it, than to build a new one.¹

Alkin developed a model for evaluating instructional programs at the school district level. The model is basically a discussion and amplification of the definition of evaluation. It consists of six main elements (1) student inputs, (2) financial inputs, (3) external system, (4) mediating factors, (5) student outputs, and (6) non-student outputs. These elements are discussed in a macro-system. The mediating variables are, by assumption, the only manipulable variables in the system.²

Provus states that there is surprisingly little theory on which to base good evaluation practice, and proceeds by presenting some models for use in evaluation. He cites three kinds of programs in public education as "instant installation," "canned," and "carefully designed." The most common appears to be the instant installation and the models are applied to this type.³

¹Grobman, op. cit., p. 77.

²Marvin C. Alkin, Towards An Evaluation Model--A Systems Approach, (Monograph), (Los Angeles: Center for the Study of Evaluation of Instructional Programs, University of California, 1967).

³Provus, op. cit., pp. 242-284.

Concerning methodology in evaluation, Provus makes the following assumptions before presenting the model in the form of five stages or major questions.

1. It is necessary to evaluate ongoing school programs in such a way as to make sound decisions as to whether to improve, terminate, or maintain them.

2. There is administrative support for program change engineered by authority superordinate to the staff.

3. There is administrative support for making a distinction between program and evaluation-staff personnel and functions. Program staff is defined as those persons responsible for planning, organizing, and conducting work of the project.

4. A non-directive, objective evaluation staff can identify and collect information essential to program improvement.

5. Problem-solving activity is required to improve programs.

6. Problem-solving will be successful only if the program staff is involved in and committed to the change process.

7. A state of tension can be fostered in program staff which will result in problem-solving activity.

8. Problem-solving success requires pertinent information from the evaluation staff and sound decisions from the program staff.¹

Provus developed a comprehensive model which is applicable to evaluation of ongoing problems. The model concerns program definition, corrective action, and installation of corrective action. At each step, standard is compared with performance and decision is made concerning whether to proceed or not.²

The model can be described and interpreted by the following questions:

¹Ibid.

²Ibid.

1. Is the program defined?
2. If not, is a corrective action adequately defined?
3. Is the corrective action installed?
4. If not, is a corrective action defined for securing installation in Step 3?
5. Is the corrective action defined in Step 4 installed?¹

Provus further explains:

If a discrepancy is found, a three step series of questions is raised: (a) Why is there a discrepancy? (b) What corrective actions are possible? and (c) Which corrective action is best?²

Stake aptly stated the following concerning evaluation of educational enterprises:

Formal evaluation of education is recognized by its dependence on check lists, structured visitation by peers, controlled comparisons, and standardized testing of students. Many educators are guilty of not even using these four. The more common notion is to evaluate informally: to ask opinions, to ponder the logic of the program, or to consider the reputation of the advocates.³

He further states that both description and judgment are essential in evaluation. Judgment data and descriptive data are essential to the evaluation of educational programs.⁴

Stake suggests a model for evaluation which involves antecedents, transactions, and outcomes. He defines an antecedent as, "any condition existing prior which may relate to outcomes," transactions as "the succession of engagements

¹Ibid.

²Ibid.

³Robert E. Stake, "The Countenance of Educational Evaluation," Teachers College Record, 68 (April, 1967), pp. 523-540.

⁴Ibid.

which compromise the process," and outcomes as, "a body of information which would include measurement of the impact of instruction."¹

Stake also discusses comparing and judging in evaluation. There are two bases of judging the characteristics of a program which include: (1) with respect to absolute standards as reflected by personal judgments and (2) with respect to relative standards as reflected by characteristics of alternate programs.²

Stake concludes, "The countenance of evaluation should be one of data gathering that leads to decision-making, not trouble-making."³

The Intermediate Unit

The office of the county superintendent was the nucleus of the first intermediate unit. This office was originally created to assist state educational officials in operating schools that were serving what is now the elementary school. These county superintendencies were created as a result of legislation in the different states to develop public schools.⁴

¹Ibid.

²Ibid.

³Ibid.

⁴William J. Emerson, "Intermediate School District--Middle Echelon of a Three-Echelon State System of Schools," Journal on State School Systems, 1, 1 (Spring, 1967), p. 34.

Most people feel today that the providing of free public school education is one of the most important duties of the state. An important historical development in each of the states has been the development of a school code which contains the constantly expanding body of school law. School legislation has become one of the most important interests considered in each session of the state legislature. Free public education has come to be considered almost the birth-right of every child. Every state has come to consider free public education as its best means of self-preservation.¹

In the past, the most suitable geographical and legal unit for the administration of schools and other functions of government was the county. County school offices were thought to be the most suitable administrative unit for assisting the state education agencies, and the county superintendent became the intermediary between the state department of education and the local school district.²

This need for a professional school official with some familiarity with conditions as they existed locally was apparent early. The very small districts especially needed a regional educational official to oversee them and enforce state regulations. The structuring of such an agency followed

¹Elwood P. Cubberly, Public School Administration (New York: Houghton-Mifflin Company, 1916), p. 12.

²William P. McLure, The Intermediate Administrative School District in the United States (Urbana: University of Illinois, 1956), p. 1.

existing county lines in many states. However, even before this agency became an intermediate unit, the township in some Midwestern states such as Michigan and Indiana was serving this function.¹

Frequent resistance was shown to the organization of intermediate units. This was viewed by some as an intrusion by the state on local control. In other instances, the intermediate unit was seen as a way of maintaining local control and as a safeguard against centralizing of authority. The intermediate unit was established, despite these objections, by state action to assist the state in its educational endeavors.²

Only four of the 38 states which comprised the Union in 1879, had not established the office of county superintendent. Delaware was the first to create a county superintendent's office in 1829.³ Mississippi, California, Idaho, Texas and Arizona all originally provided for the office, abolished it, and later reinstated it.⁴ The only states that

¹Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Organization and Administration (2nd ed.; Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967), p. 276.

²Shirley Cooper and Charles O. Fitzwater, County School Administration (New York: Harper and Row, Publishers, 1954), Chapters IV and V.

³Department of Rural Education, The County Superintendent of Schools in the United States, A Yearbook prepared by the Department of Rural Education (Washington, D.C.: National Education Association, 1950), p. 30.

⁴Ibid., p. 32.

have not created the office of county superintendent are Connecticut, Massachusetts, Rhode Island, Hawaii, and Alaska.¹

Need for the Intermediate Unit

Some form of the intermediate unit has been in existence since the beginning of organized state school systems. When education was clearly established as a responsibility and function of the state, there began a tendency for the responsibility of operation of the schools to be given to the small local districts. With this development, the need was seen for an intermediate unit between the state department at the head of the state's schools and the local school district, which was closest to the people. In order for the state education departments to give any form of leadership to the local school, they had to have much information and assistance. Information concerning school populations, programs of study, certification, and expenditures was needed so that constructive leadership could be given to the many small local administrative units. An important factor in the early establishment of the intermediate level of school administration was the urgent need for gathering data and compiling them into reports that were useful. State school money had to be accounted for and disbursed, local district boundary lines had to be established, and many controversies had to be settled. A further purpose was to have someone

¹Cooper and Fitzwater, loc. cit., p. 137.

close to the local school to see that legal requirements were met.¹

Cooper and Fitzwater further state;

. . . clearly, the intermediate district began as an adjunct of the state level of school government--as a downward extension of administrative control. This level of school administration was established in response to felt needs in the administration of state school systems.²

Isenberg reinforces this view concerning the intermediate unit when he states that the major purpose of the intermediate unit was to assist the state department of education by visiting the schools in the area and supervising the local school authorities and the educational program. He lists some of the same functions as do Cooper and Fitzwater. He further states that the earliest intermediate school officer in most states was a clerk and statistical recorder who was serving between the local district and the state as an agent of communication.³

The following conclusions about the intermediate unit were drawn by Cooper and Fitzwater:

1. Recognition of education as a state function coupled with a rapidly growing number of small local districts, created a need for an intermediate level of administration to facilitate communication between the state education agency and the local school units.

¹Ibid., pp. 103-104.

²Ibid.

³Robert M. Isenberg, ed., The Community School and the Intermediate Unit, 'A Yearbook prepared by the Department of Rural Education (Washington, D.C.: National Education Association, 1954), pp. 25-26.

2. In the initial stages of development, the intermediate district was regarded, primarily, as an arm of the state department of education--as a downward extension of state control.

3. The development has been landmarked with evidence of the trend toward transfer of administrative functions from a lay board to a professional officer. Gradually, there has been a delineation of the functions of a professional school officer as compared with the functions of a lay board. Formulation of policy, expression of popular interest and desire and exercise of discretionary power have come to be accepted as the rightful functions of the lay board. Execution of policy, performance of defined functions, giving technical and professional counsel and advice, and providing stimulating leadership have, on the other hand, come to be regarded as the appropriate functions of the professional school officer.

4. Progress has been slow because of the jealousy with which local districts have guarded the right to local control of the education program and the resentment they have shown toward any development that looked like state encroachment on this right.

5. People have tended to place more and more responsibility on the intermediate district administrative officer as the educational program has developed.

6. With increasing complexity of educational problems, measures have been taken to gradually raise the prestige and qualifications of the intermediate district administrative officer.

7. As with every other phase of school government, the people have viewed the intermediate district as an implement of their own creation to be used by them in organizing and operating an educational program. When this implement has not served them well, it has been modified in an attempt to make it function better.

8. The intermediate district is essentially an administrative organization for serving rural people.¹

Many writers and speakers have recently given support to the idea of the service center or intermediate unit as a needed link in the chain of education. Among these are:

¹Cooper and Fitzwater, op. cit., pp. 108-109.

Babcock, who advocated reevaluating county units;¹ Norris, who added strength to the idea of the need for the intermediate unit in Iowa;² Larson, who spoke of the impossible job of making all school districts of adequate size to function efficiently and properly;³ Sparks, who spoke on the Board of Cooperative Education Services (BOCES), as it now functions in New York;⁴ Purdy, who helped expand the idea of the intermediate unit in the Midwest with an explanation of trends in development of the intermediate unit.⁵

Studies concerning the education service center in the form of an intermediate unit have been made in different areas of the United States and in different states. Mitchell concluded that an intermediate unit will be needed in Texas for some time and that new recommendations be made to the legislature favoring creation of such units.⁶

¹Chester D. Babcock, "The Intermediate Unit," (Paper presented to Washington State Association of County Superintendents, Seattle, September, 1965).

²R. C. Norris, "The Intermediate Unit of School Administration for Polk County Schools," (Des Moines, Iowa: Polk County Public Schools, September, 1967). (Monograph).

³Ira Larson, "Multi-County Regional Districts as Viewed by A County Superintendent," Great Plains School District Organization Project, 2 (May 25, 1968), p. 8.

⁴Richard D. Sparks, "The BOCES Organization in New York," Great Plains School District Organization Project, 2 (May 25, 1968), p. 6.

⁵Ralph D. Purdy, "The Area Educational Service Agency," Four-State (South Dakota, Nebraska, Iowa, Missouri) Conference Report, Des Moines, Iowa, November, 1967.

⁶Joe Edd Mitchell, "A Study of the Tertiary Trade Area as An Intermediate School Administration Unit in Texas," Dissertation Abstracts, Vol. 22, 1961, pp. 1889-1890.

Baker studied intermediate units in connection with special education and recommended that intermediate units be established to facilitate special education instruction.¹

Coryell, in a study concerning intermediate units in California suggested further consolidation of existing county units to make for better and more meaningful units on the intermediate level in that state.²

Holowach studied a regional educational center in New York in order to make recommendations for development of such centers. He suggested that such centers will become a permanent part of the future educational scene in New York State for some time to come.³

Fine studied planning and development of service centers in California, and recommended a more thorough review of operational procedures, consultant services, and systematic planning and development within the respective centers.⁴

¹Raymond Walker Barber, "The Administrative Study of the Intermediate School District," Dissertation Abstracts, Vol. 28, 1966, pp. 70-71.

²Allen Keith Coryell, "A Quantitative and Qualitative Survey of Selected Services Offered by California's Intermediate School Administration Units and a Recommended Reorganization of These Units," Dissertation Abstracts, Vol. 28, 1966, p. 73.

³Charles Holowach, "An Analysis of the Development of a Regional Educational Planning Organization," Dissertation Abstracts, Vol. 30, No. 4, 1969, p. 935A.

⁴Thomas Willis Fine, "An Analysis of Systematic Planning and Development in the Organizational Patterns of the Intermediate Units in California," Dissertation Abstracts, Vol. 30, No. 1-2, 1969, p. 517A.

Heding made a study in Wisconsin to determine the need for educational services in public schools and to ascertain whether the intermediate unit should participate in the provision of these services. He concluded that the need was great and that the intermediate unit should be an important source of these services.¹

Schroeder developed an inventory instrument which could be used to identify services provided by intermediate units, services needed by local school districts, and services that might be provided by the intermediate unit.²

DeKock surveyed an area in Iowa to determine the need for multi-county intermediate units and found that a savings could be affected in time, money and educational function.³

Pringle studied the education system of Illinois and made recommendations to the effect that the State should have intermediate units to replace the county units throughout the State.⁴

¹Howard William Heding, "The Availability and Need of Educational Services in Wisconsin Public Schools in Relation to the Function of the Intermediate Unit of Educational Administration," Dissertation Abstracts, Vol. 17, No. 1-4, 1957, p. 795.

²William Rudolph Schroeder, "The Development of an Inventory Instrument Identifying the Needs for Selected Supplementary Services in Nebraska's Educational Service Units," Dissertation Abstracts, Vol. 28, p. 447A.

³Henry C. DeKock, "The Multiple County Approach to School District Reorganization in Iowa," Dissertation Abstracts, Vol. 16, No. 9-12, 1956, p. 1616.

⁴Robert Andrew Pringle, "A Proposal for a New Intermediate Administrative Structure for Education in Illinois," Dissertation Abstracts, Vol. 25, No. 7-8, 1964, pp. 4504-4505.

Bones conducted a study of intermediate units of several states in order to make recommendations concerning the establishment of intermediate units in Nebraska. He made recommendations about establishment and operation of education service centers.¹

Montgomery studied an intermediate unit in California from its earliest beginnings to its present status and concluded that it was a necessary part of the education system of the State.²

Foster studied the educational system in Nebraska to identify supplementary services which can be provided to local school districts by adequate intermediate districts in the State of Nebraska.³

Hall, in a comprehensive study completed in 1970, developed criteria and guidelines for intermediate units to serve as education service centers in the State of Oklahoma. He cited the following reasons for the establishment of education service centers in Oklahoma:

¹Calvin Robert Bones, "The Provision of Supplementary Services in Selected States Applicable to the Supplementary Service Unit in Nebraska," Dissertation Abstracts, Vol. 28, 1967, p. 2007A.

²Charles Donald Montgomery, "The Evolution of the Intermediate Unit in Contra Costa County, 1852-1962," Dissertation Abstracts, Vol. 27, 1966, pp. 910A-911A.

³Kenneth Leslie Foster, "Educational Services Recommended for Adequate Intermediate Administrative Districts in Nebraska," Dissertation Abstracts, Vol. 22, 1962, pp. 3715.

1. A general awareness of inadequacies of programs and services for boys and girls in the schools of Oklahoma.
2. A concern on the part of many people about the problem of wide differences in programs and services in the school districts in the State and a desire for a solution to this problem.
3. The growing belief that the regional approach offers a possible solution to the problem.
4. The weight of the opinions of professional educators in support of the regional unit concept.
5. The trend in other states which points to the merit of the regional approach.¹

The conclusions reached by Hall were that an intermediate school unit is needed in all states which are using the community-type local district as the basic unit of school organization, and that restructuring of the intermediate unit is necessary for the effective functioning of this unit. He also proposed a plan for placing the schools in the State of Oklahoma in 15 Regional Intermediate Educational Centers and abolishing the present county superintendent's office.²

The idea of a county unit of administration to serve regulatory and supervisory functions between the local district and the state education agency is deeply rooted in the American idea of school administration. Changes in this concept have come slowly. One such change has been in functions; from regulation and supervision to services and progress.

¹Leonard Dale Hall, "A Plan for a Statewide Network of Regional Intermediate Educational Centers for the State of Oklahoma," (unpublished doctoral dissertation, University of Oklahoma, Norman, Oklahoma, 1970), p. 11.

²Ibid., pp. 190-192.

Cooper and Fitzwater point out:

1. During its early development, the intermediate unit was seen primarily as an extension of the arm of the state.

2. There has been a gradual transfer of intermediate agency responsibilities from a lay board to a professional, or at least a semi-professional chief administrative officer.

3. Progress has been slow in expanding the role of the intermediate unit because people naturally resist what are perceived as encroachments upon local control of education.

4. The intermediate unit has gradually come to be viewed by many individuals as an agency to provide small local school districts with services which they cannot ordinarily provide for themselves.¹

Stephens, et al, in a recent survey found that Michigan, Wisconsin, Pennsylvania, and Iowa are moving from a county unit organization to a larger intermediate unit stressing services.² They also reported that California is further developing its county units to meet larger needs while New York has had units not coterminous with county lines for some time.³

When viewed as a unit to provide services and programs and not so much in the way of regulation and supervision, the intermediate unit tended to become multi-county. Knezevich pointed out that the necessary functions of the intermediate unit were first thought to be those of supervision

¹Cooper and Fitzwater, op. cit., pp. 108-109.

²The Multi-County Regional Educational Service Agency in Iowa (Iowa City, Iowa: The Iowa Center for Educational Research in School Administration, College of Education, The University of Iowa, 1967), pp. 31-47.

³Ibid., pp. 31-47.

and regulation.¹ The intermediate unit's place and function are still to be decided in many states.² There is much confusion over its proper place and function.³ Cooper and Fitzwater reported in 1967, one state, Hawaii, had no intermediate units, seventeen states had a two level structure, thirty-two states had a three level structure, with the middle level being predominantly the county unit.⁴

Isenburg suggests that a new type of intermediate unit is evolving, one that is considered to be a part of the total state education system.⁵ Stephens and Spiess further amplified this idea in pointing out organizational changes in the states of Washington, Oregon, and California which affected their intermediate units.⁶ Changes were also noted in Nebraska, Wisconsin, Illinois, Michigan, Ohio, and Iowa.

¹Stephen J. Knezevich, Administration of Public Education (New York: Harper and Brothers Publishers, 1962), p. 153.

²Morphet, Johns, Reller, op. cit., p. 280.

³Roald F. Campbell, Laverne L. Cunningham, and Roderick J. McPhee, The Organization and Control of American Schools (Columbus, Ohio: C. E. Merrill Books, 1965), p. 118.

⁴Cooper and Fitzwater, op. cit., p. 280.

⁵Robert M. Isenburg, "The Evolving Intermediate Unit," Proceedings of Conference on School District Reorganization and the Intermediate Service Unit, Pennsylvania Department of Public Instruction, (April, 1966), p. 21.

⁶E. R. Stephens, and John Spiess, "The Emerging Regional Educational Service Agency: The Newest Member of the Restructured State School System," Planning for School District Organization (Lincoln, Neb.: The Great Plains School District Organization Project, 1968), pp. 226-227.

Also cited were changes in New York and Pennsylvania intermediate units and legislation affecting them.

Morphet, Johns, and Reller support the idea that the trend is away from the organization of intermediate units not coterminous with county lines.¹

The intermediate unit has been on trial and will continue to be according to Campbell, Cunningham, and McPhee,² McClure,³ and Van Miller.⁴

Some writers see a need for a restructuring of the intermediate unit. Their thoughts are represented by Knezevich, "the office should not be abolished, but rather re-designed to perform a more vital role in educational administration."⁵ Sabin concluded that intermediate units have been reorganized effectively in several states since 1948.⁶

An Iowa study states:

Proponents of the intermediate form have cited the various research projects and tangible developments

¹Morphet, Johns, Reller, op. cit., p. 280.

²Campbell, Cunningham, McPhee, op. cit., p. 116.

³McClure, op. cit., p. 14.

⁴Van Miller, The Public Administration of American School Systems (New York: The MacMillian Company, 1965), pp. 138-139.

⁵Knezevich, op. cit., p. 154.

⁶Robert C. Sabin, "A Survey of the Need for an Intermediate School District in Oregon with Implications for Its Future Development," Dissertation Abstracts, Vol. 26, No. 8 (1965), pp. 4400-4401.

in many states as evidence that the intermediate unit is changing and is capable of adapting to new needs. There is, however, unanimity of agreement that the intermediate unit must continuously evolve if it is to develop the kinds of programs and services required.¹

McClure cites urbanization and major social and economic changes in asserting the need for the intermediate unit in the education system.² He also describes a dual role for the intermediate unit: (1) assisting local districts in improving the scope and quality of education provided, and (2) assisting the state education departments with the administration of all schools in the state.³

A significant reduction in the number of local school districts and reorganization into larger units has had an effect on the intermediate unit. Knezevich reports a decline of 70 percent in the number of one teacher schools during the period between 1932 and 1967.⁴ District reorganization is far from complete, even though great strides have been made in this direction. Morphet, Johns, and Reller reported in 1967, that nearly 60 percent of all school districts still enrolled fewer than 1,200 pupils, and that more than three-fourths of all existing school districts remain too small to be effective.⁵

¹The Multi-County . . . in Iowa, op. cit., p. 63.

²McClure, op. cit., pp. 6-7.

³Ibid., pp. 1-28.

⁴Knezevich, op. cit., pp. 142-143.

⁵Morphet, Johns, Reller, op. cit., pp. 267-268, 273.

Although some writers advocate the complete abolishment of the middle level of school administrative organization, many contend that an intermediate unit will always be needed. Knezevich submitted that there would be justification for continued existence of the intermediate unit unless all local districts are structured to have a minimum of 10,000 students. Although this size may never be reached, progress is being made in that direction. As the changes in local districts occur, so also must changes be made in the intermediate unit to accommodate the changed local unit.¹

Beem found variation in the conceptions held by educational and lay leaders concerning functions of the intermediate agency.² Sabin also concluded that the intermediate unit is needed even after local district reorganization has been accomplished, if it is willing to undergo needed changes.³ One such essential change recommended by Isenberg is a change in function: from supervision orientation to emphasis on programs and services.⁴

The changing pattern of school district size and organization is vividly portrayed by Fitzwater as he points

¹Knezevich, op. cit., pp. 158-159.

²Harlan D. Beem, "A Study of the Intermediate Unit of School Administration in Michigan," Dissertation Abstracts, Vol. 18, No. 2, 1958, pp. 463-464.

³Sabin, op. cit., pp. 4400-4401.

⁴Isenberg, ed., The Community School and the Intermediate Unit, op. cit., p. 25.

out that less than one percent of the local schools enrolled more than 25,000 students, while almost 53 percent enrolled fewer than 300 students. Twenty-seven percent of all students attended the schools which enrolled 25,000 or more while less than three percent of the total students attend the schools enrolling less than 300.¹

An Iowa study revealed the need for the intermediate unit although much reorganization has taken place.

As noted earlier . . . , some authors feel that district reorganization and social and economic changes have ended the need for any type of middle-echelon organization in the state system for public education. Most authorities, however, seem to sense some need for a middle agency. All would agree, though, that the intermediate unit itself must undergo extensive restructuring if it is to perform educational functions in the modern world. Inadequacy of local redistricting, sparsity of population, and additional need for expanded programs and services are the most commonly expressed reasons for modification and continued existence of the intermediate unit.²

Future of the Intermediate Unit

Some writers have advocated complete abolishment of the intermediate unit, but a majority hold the belief that it does have a bright future in the system of education in the states. These same writers have emphasized that the intermediate unit must be restructured, and expanded in

¹Charles O. Fitzwater, "Patterns and Trends in State School System Development," op. cit., p. 14.

²The Multi-County Regional Educational Service Agency in Iowa, op. cit., p. 86.

function if it is to serve a worthwhile purpose in public education.

The necessity for a regional approach has been pointed out by some. Fitzwater sees this as the most significant trend and cites legislation in Wisconsin, Michigan, Nebraska, Washington, and Oregon, to establish this view. Pending legislation in Pennsylvania, Ohio, Oregon, and New York was also cited as evidence of the growth of the regional concept.¹

Fitzwater suggests that all intermediate agencies in other than metropolitan areas would eventually be organized into units large enough to permit their effective operation as education service agencies.²

Sabin supported this view in citing the acute need for expanded intermediate units in the State of Oregon.³

Some questions have been raised as to the future of the intermediate unit in urban and suburban counties. Fitzwater states the case for the intermediate unit in urban and suburban counties:

In a number of states these large intermediate units, with their mushrooming suburban communities served by good-sized local districts, have been pacesetters in demonstrating what can be accomplished. This has not

¹Fitzwater, "Patterns and Trends in State School System Development," op. cit., pp. 28-32.

²Ibid., pp. 28-32.

³Sabin, op. cit., pp. 4400-4401.

been simply a matter of serving small local districts until they become large enough, either through population increase or reorganization, to be more self-sufficient. For example, in the Philadelphia metropolitan area, the Bucks County intermediate unit is currently serving 13 local districts enrolling approximately 82,000 pupils. The Oakland County, Michigan, intermediate unit provides services to 29 local districts with a total enrollment of nearly 250,000. In the Buffalo, New York, metropolitan area, the Erie County intermediate unit, with a professional staff numbering over 250, is providing a broad array of supplementary services to 19 local districts ranging in size from 2,000 to 8,000 pupils and having a combined enrollment of more than 80,000. The San Diego County, California, intermediate district, with a total operating budget of nearly 2.7 million in 1967, provides an exceptionally broad program ranging from production of instructional resources to data processing for 51 school districts, including San Diego city, with a combined enrollment exceeding 290,000 pupils.¹

Fitzwater, in looking to the future for the intermediate unit, sees a significance in the rapidly increasing size of suburban local districts resulting in a marked expansion and higher degree of specialization in intermediate unit functions and services.²

The progress of the intermediate unit was noted by Campbell, Cunningham, and McPhee: "despite the general confusion regarding the function of the intermediate unit, some intermediate organizations, seemingly most often those in metropolitan settings, have forged ahead with substantial and apparently useful programs."³

¹Fitzwater, "Patterns and Trends in State School System Development," op. cit., p. 27.

²Ibid., p. 27.

³Campbell, Cunningham, McPhee, op. cit., p. 118.

Morphet, Johns, and Reller noted that most people have not faced realistically the issue of the intermediate unit. Although small schools have resisted in order to maintain local control, larger schools have shown more resistance in some cases due to a belief that larger school systems can provide sufficient programs and services.¹

In a recent address, Isenberg suggested that the city's educational future could well depend upon its association with the intermediate unit. Benefits result to the city from the regional association.²

Campbell, Cunningham, and McPhee predict a bright future for the intermediate unit. They point out that the fate of the central cities and their suburban fringes are closely related, and that cooperative and integrated planning must be on a metropolitan basis. The intermediate unit area boundaries should correspond with those of other metropolitan authorities and should include all local school districts within the area.³

An Iowa study points up the present status and probable future direction of the intermediate unit in urban and suburban areas:

¹Morphet, Johns, Reller, op. cit., p. 286.

²Isenberg, "The Evolving Intermediate Unit," op. cit., p. 19.

³Campbell, Cunningham, McPhee, op. cit., pp. 31-32.

Despite abundant evidence underscoring the necessity for inclusion of the city school system in the intermediate district, it must be recognized that such is not yet generally the case. The trend is still for the strong middle-level agency to provide quality services to suburban schools while the city system is excluded usually by the city school's own volition.¹

The Committee of Ten made a study of the intermediate unit in California and felt that it had a promising future if properly structured:

The present and future role and function of an intermediate unit depend upon the characteristics and needs of the school districts to be served by that unit. The intermediate unit must support and strengthen the actions of the local school district and not infringe upon its autonomy.²

Strength was given to the argument for the intermediate unit, or education service center, when the NEA publication, Schools for the Sixties, was published with the recommendation:

Adequately staffed and supported curriculum and instruction centers should be encouraged. These centers, located mainly in universities, should work in partnership with local schools to initiate innovation and conduct experimentation and research to improve the instructional program of the public schools.³

¹The Multi-County Regional Educational Service Agency in Iowa, op. cit., pp. 102-103.

²California Association of County Superintendents of Schools, and County Boards of Education of California School Boards Association, "The Committee of Ten," The Future Role and Function, Size, Structure, and Organization of the Intermediate Unit in California, (September, 1966), p. 6.

³National Education Association, Schools for the Sixties (Washington, D.C.: National Education Association, 1963), pp. 22-23.

Summary

This chapter has been devoted to a survey of literature related to evaluation of educational programs and that related to educational service centers in the United States. The following chapter will be devoted to the historical development of the regional educational service center in Texas.

CHAPTER III

HISTORICAL DEVELOPMENT OF THE REGIONAL EDUCATION

SERVICE CENTER IN TEXAS

This chapter briefly reviews the literature concerning the development of the intermediate unit in Texas. The constitutional and statutory provisions which have established the different intermediate units are reviewed.

Free Public Education Established

Each state in the United States has developed its own system of free public schools. The responsibility for public education was left to the states when the Federal Constitution was framed. Texas, seeing the need for public education of its people as soon as it became a State in the Union, set up policies for the establishment of public schools.

The first Constitution of Texas was written in 1836 by pioneers who created the Republic of Texas. A new constitution was written ten years later when the Texas Republic voluntarily surrendered her independence and became a State in the American union. The rapidly shifting events of war and peace prompted the people to adopt a new constitution in

1866, and another in 1869. The constitution under which Texas now lives was adopted in 1876.¹

The Texas Constitution sets forth the requirement that public free schools be established.

Section 1. Public schools to be established. A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of public free schools.²

Today's educational system in the State is operating under authority granted by the above constitutional provisions. Amendments have been added and different types of organizations have evolved to carry out the constitutional mandate.

Dr. Frederick Eby, writing in the Centennial Handbook, a publication commemorating one hundred years of free public education in the State of Texas, had the following comment concerning problems encountered in the implementation of the mandate:

The overall problem of the first two decades of the 20th century was to unshackle the Texas school system from the Constitutional restrictions. Since the adoption of the Constitution (1876), 21 amendments to the educational provisions of the Constitution have been submitted to the voters and 15 were concerned with taxation, funds or bonds; two had to do with

¹Pat M. Neff, "A Foreword to the Texas Constitution," The Constitution of the State of Texas (Austin, Texas: State Printing Office, 1937), p. 5.

²Texas Constitution, Article VII, Section 1, p. 60.

legalizing school districts; one with the selection of members of the State Board, and the other with the length of the term of certain school officers.¹

County Organization

Since the first intermediate educational unit in Texas was the county, it is appropriate that attention be given to the establishment of the county as an administrative unit. Views about the history and organization of counties in Texas and how they affect public free schools vary.

James, writing in 1925, advanced the idea that the historical antecedents of the Texas county as a governmental subdivision are to be found in the municipalities or ayuntamientos of the Spanish and Mexican periods. These municipalities were large areas comprising one or more settlements or towns. Texas was a province and completely under central control, and governed practically by Spanish military rule. Under the Constitution of Coahuila and Texas, the ayuntamientos or municipalities, besides being electoral districts, were also areas for internal government and police.²

The early legislation of the Congress of the Republic referring to counties carried out the provisions of the

¹Frederick Eby, "The First Century of Public Education in Texas," Texas Public Schools, Centennial Handbook (Austin, Texas: Texas Education Agency, 1954), p. 52.

²Herman G. James, County Government in Texas (Austin, Texas: University of Texas Press, 1925), pp. 9-10.

Constitution by providing for county courts, consisting of an elected county judge and others. The first Congress incorporated some eighteen towns and cities, gave them the usual corporate powers and established schools. Beginning in 1837, also, there were created some new counties, and at the time of the framing of the Constitution after annexation to the United States there were thirty-six counties in all.¹

Further demonstrating that Texas was early concerned about financing education and that the county was considered an appropriate unit for administering education, a law was enacted in 1839, setting apart three leagues of land in each county for establishing a primary school or academy. This was the origin of the county school fund.²

The Texas Constitution refers to the establishment of counties:

Article IX, Section 1. Creation and Organization of Counties; Changing of County Lines. The Legislature shall have power to create counties for the convenience of the people subject to the following provisions:

First. In the territory of the State exterior to all counties now existing, no new counties shall be created with a less area than nine hundred square miles, in a square form, unless prevented by pre-existing boundary lines . . .

Second. Within the territory of any county or counties now existing, no new county shall be created with a less area than seven hundred square miles, nor shall any such county now existing be reduced to a less area than seven hundred square miles . . .

Third. No part of any existing county shall be detached from it and attached to another existing

¹Ibid., p. 11.

²Ibid.

county until the proposition for such change shall have been submitted, in such manner as may be provided by law . . .¹

A somewhat different opinion concerning the evolution of the county as a unit of local government is expressed by Murphy. He contends that political institutions such as the county were changed to conform to the ideas of colonists from the American states. Local government institutions established by the Spanish and Roman civil law were completely discarded with the winning of Texas independence. He admits some resemblance between the county and the Spanish ayuntamiento, but says the resemblance is so slight that the Spanish influence can be said to have been negligible. In Murphy's view, the model for the governmental organization in Texas is to be found in the local political institutions already established in other southern states, from which most of the colonists came.²

Counties and Education

Although county units for school administration were not specifically set out in the early constitutions, the present constitution contains provisions which suggest an educational role for county government.

¹Texas Constitution, Article IX, Section 1, pp. 74-75.

²Wallace C. Murphy, County Government and Administration in Texas (Austin, Texas: University of Texas Press, 1933), p. 9.

Article VII Section 3-a has implications for education.

County Line School Districts, Validation, Bonds; Taxation.--Every school district heretofore formed whether formed under the general law or by special act, and whether the territory embraced within its boundaries lies wholly within a single county or partly in two or more counties, is hereby declared to be, and from its formation to have been a valid and lawful district.¹

The county is also referred to in Article VII, Section 6, under County School Lands; Limitations; Settlers; Proceeds.--

All lands heretofore, or hereafter granted to the several counties of this State for educational purposes, are of right the property of said counties respectively, to which they were granted, and title thereto is vested in said counties . . . Said lands, and the proceeds thereof, when sold, shall be held by said counties alone as a trust for the benefit of public schools therein . . .²

Section 6 of this article was adopted August 14, 1883.³

County Superintendents Established

The legislation establishing the office of County Superintendent was enacted in 1905, and has been amended several times since that date.⁴

¹Texas Constitution, Article VII, Section 3-a, p. 61.

²Texas Constitution, Article VII, Section 6.

³Ibid.

⁴J. C. Hinsley, The Handbook of Texas School Law, Fourth Edition (Austin, Texas: Steck-Vaughn Company, Publishers, 1968), p. 223.

Article 2688. Office established.--The Commissioners Court of every county having three thousand (3,000) scholastic population or more as shown by the preceding scholastic census, shall at a General Election provide for the election of a County Superintendent to serve for a term of four (4) years, who shall be a person of educational attainments, good moral character, and executive ability, and who shall be provided by the Commissioners Court with an office in the courthouse, and with necessary office furniture and fixtures . . . (Acts 1905, p. 263; Acts 1907, p. 210; Acts 1931, 42nd Leg., p. 849; Ch. 357; Acts 1932, 42nd leg., 3rd C.S., p. 47, Ch. 21, sec. 1; as amended Acts 1945, 49th leg., p. 287, Ch. 208, sec. 1.)¹

The office of County Superintendent has fluctuated in importance and has been the subject of much legislation as evidenced by some twenty-one amendments concerning election procedures and abolishment procedures.²

County School Boards Established

Along with the legislation establishing the office of County Superintendent has been legislation for the establishment of county school trustee positions. This legislation dates from 1915.

Article 2676. Election.--Section 1. The general management and control of the public free schools and high schools in each county, unless otherwise provided by law shall be vested in five (5) county school trustees elected from the county, one (1) of whom shall be elected from the county at large by the qualified voters of the county and one (1) from each Commissioner's Precinct, who shall hold office for a term of two (2) years. The time for such election shall be the first Saturday in April of each year; the order for the election of county school trustees to be made by the county judge at least thirty (30) days prior to the

¹Ibid., p. 223.

²Ibid., pp. 228-241.

date of said election, and which order shall designate as voting places within each common or independent school district the same voting place or places at which votes are cast for the District Trustees of said common and independent school districts, respectively. The election officers appointed to hold the election for District Trustees in each of said school districts, respectively, shall hold this election for county school trustees.

Section 2. It shall be no valid objection that the voters of a Commissioner's Precinct are required by the operation of this Act to cast their ballots at a polling place outside the Commission's Precinct of their residence.

Section 3. Each year there shall be elected alternately two (2) county school trustees and three (3) county school trustees in each county. All vacancies shall be filled by the remaining trustees. All elections heretofore held in accordance with the foregoing provisions of this Act are hereby in all things validated and all trustees so elected shall continue to hold office until the expiration of the terms for which they were originally elected. (Acts 1915, p. 69; Acts 1932, 42nd Leg., 3rd C.S., p. 98, Ch. 34; Acts 1934, 43 Leg., 2nd C.S., p. 108, Ch. 48, sec. 1; Acts of 1957, 55th Leg., p. 1383, Ch. 473, sec. 1.)¹

There has also been some legislative attention given to the matter of county school boards and county school trustees as shown by the seven amendments to the original bill.²

In an effort to make the county or intermediate unit effective, qualifications were set up which included place of residence, character, literacy and a sympathy with the free public schools.³

¹Ibid., p. 182.

²Ibid., pp. 182-187.

³Ibid., pp. 182-187.

Duties of County Superintendent and County Board

The county board has been given responsibility for classifying the schools of the county and providing opportunities and tuition for those students wishing to attend high schools not available in the home county.

Article 2678a. To classify schools.--The county board of school trustees, at the regular meeting in May of each year or as soon thereafter as practicable, shall classify the schools of the county, including those in independent school districts, in accordance with such regulations as the state superintendent may prescribe into elementary schools and high schools for the purpose of promoting the efficiency of the elementary schools and establishing and promoting high schools at convenient and suitable places. In classifying the schools and in establishing high schools, said trustees shall give due regard to schools already located, to the distribution of population, and in the event any school is so classified that a resident high school student within the free school age cannot receive instruction in his home district, his tuition for the number of months attended in any other high school recognized by either county or state shall be paid by warrants drawn by the local board of trustees on funds of said district and approved by the county superintendent. Provided, that if the said student, after having completed the course of study offered in his home district is not prepared to enter a high school recognized by either the county or the state, the superintendent of the school district which maintains the high school he desires to attend shall place said student in the proper grade, and said district shall be entitled to receive tuition for said student in the same manner as if said student should attend the high school of said district. If the high school attended received the transfer of state and county funds for said student, credit shall be given for the amount of same . . . (Acts 1927, 40th Leg., p. 259, ch. 181, sec. 1; Acts 1929, 41st Leg., 1st C.S., p. 2, ch. 2, sec. 1.)¹

¹Ibid., pp. 187-188.

Another duty given to county boards was subdividing the county into school districts, and making changes in school districts lines.¹

Other articles dealing with county boards outline powers of trustees in legal matters,² give authorization to county boards to create special county schools for World War II veterans,³ outline procedures for organization of boards,⁴ and apportioning funds to local districts.⁵

Articles having to do with such items as expenses of office of county superintendents, appeals, and meetings are included.⁶

Writing in 1914, Monahan had the following to say concerning the county-unit organization in the State of Texas:

The law provides for a board of county school trustees, to be composed of five members elected at large from the county, with the county superintendent as its executive secretary. It is primarily a high-school board, but it is given other functions besides the management and control of the county high schools. It is instructed to classify all schools in the county as "primary, intermediate, and high schools" and to prescribe the course of study for all of these public schools. In its classification it is authorized to limit the number of grades in any school. The same board, with the consent of the district trustees, may establish consolidated schools

¹Ibid., Art. 2681, pp. 192-193.

²Ibid., Art. 2683, pp. 201.

³Ibid., Art. 2683b, p. 203.

⁴Ibid., Art. 2684, p. 204.

⁵Ibid., Art. 2685, p. 205.

⁶Ibid., pp. 204-222.

with high-school departments. To this board of county trustees is given the function of apportioning the State and county school funds. The schools are supported by State, county, and local funds, the principal support coming from the state and local districts. State funds are apportioned to the counties, and with the county funds reapportioned by the county trustees on the basis of school population.¹

This was written at a time when it was apparent that a move to the county unit was feasible. Most of the school districts of the time were small and served very well the needs of the period. Many changes have come about since that time.

The duties of the county superintendent have been outlined in the laws of the State concerning education. In 1907 the supervision of all matters pertaining to public education in the county was given to the county superintendent. He was also charged with the duties of conferring with teachers and trustees and giving them advice, visiting and examining schools, and delivering lectures that tended to create interest in public education. He was given authority over all schools in the county with less than five hundred scholastics.²

The county superintendent in 1905 was also charged with apportionment of the State money belonging to his county and to the several-county school districts, not including the

¹A. C. Monahan, County-Unit Organization for the Administration of Rural Schools (Washington, D.C.: U.S. Government Printing Office, 1941), p. 30.

²Ibid., Art. 2690, p. 241.

independent districts.¹ Another duty assigned the county superintendent by legislative action was the conducting of "teachers' institutes" for instruction of teachers in the county. White and colored teachers were to be compelled to attend separate meetings at separate times.²

General duties for the county superintendent included approving all vouchers legally drawn, examining all teacher contracts, distributing all school blanks and school books, making all required reports to the State Superintendent, and discharging such other duties as may be prescribed by the State Superintendent.³

Transfer of pupils from districts having too few (less than twenty) pupils for conducting school to other districts was also a duty assigned to the county superintendent.⁴

Article 2700 deals with the salaries to be paid to county superintendents for the duties to be performed. The legislature arranged the salaries to range from \$155.00 per month to \$608.00 per month depending on training, experience, and number of scholastics in the county.⁵

¹Ibid., Art. 2692, p. 245.

²Ibid., Art. 2691, pp. 244-245.

³Ibid., Art. 2693, p. 246.

⁴Ibid., Art. 2696, p. 251.

⁵Ibid., Art. 2700, pp. 257-258.

In counties having no school superintendent, the county judge is assigned as ex officio county superintendent and performs all of the duties outlined for county superintendents.¹

Another form of school organization in Texas is one where all the schools in the county are under one board and one superintendent. This is treated in Articles 2702 through 2740.² Since this is not considered an intermediate unit, it will not be treated here.

Many changes have taken place in the organization and administration of Texas schools. Significant numbers of these have been in connection with the county or intermediate unit. Numerous acts of the legislature concerning county boards and county superintendents have been repealed in recent years and replaced and modernized in the Texas School Code.³

Eby, writing in Texas Public Schools, 1854-1954, states:

From the days of the Republic two philosophies of education have been in constant conflict in Texas. The struggle has been between the policy of complete local autonomy on the one hand and authorized school districts on the other. This war was bitter and prolonged and uniquely Texan. No other state has suffered so greatly from this difficulty.

¹Ibid., Art. 2701, p. 167.

²Ibid., Art. 2702-2740, pp. 268-305.

³J. C. Hinsley, ed., Texas Education Code (Austin, Texas: Steck-Vaughn Company, Publishers, 1970), Chapter 17.

The first school law in 1838, authorized the "County Unit System." The next year local districts were required; but not a single county took action and carried out the law. In 1854, the district system was again required; two years later it was abolished and the local or "Community system" adopted. In 1870, the "County Unit" was readopted by law, and the next year the district system. In 1876, the "Community System," despite its deadly inefficiency, was reinstated. In 1884, both the community and the district systems were legalized; they were made optional and counties oscillated from one system to the other. Since 1909, only the district system has been legal.¹

Carr, in 1931, discussed the inequalities in educational opportunities found in rural and city schools. He suggested that many ideas have been advanced for the alleviation of the conditions causing the inequalities, and that most of them centered around a need for a larger unit of rural school administration.

The town, the township, the community, the county, and the state have all been suggested from time to time, as the logical unit for rural school organization. No proposal has received more careful attention or been more vigorously discussed than the suggestion that our rural schools be organized so that the county is the unit for their administration.²

Another view about county administration of schools was expressed by Swift:

. . . It is clear that the solution of our problems cannot be finally reached through county support, but let us bear in mind that county support is a great

¹Eby, op. cit., p. 55.

²William G. Carr, County Unit of School Administration (New York: H. W. Wilson Company, 1931), p. 3.

step in advance over district support, for the inequalities among the districts are always greater than those among counties.¹

James treated the subject of county school authorities by presenting the methods of selection and duties outlined by the legislature.²

Works pointed out some inequities suffered when counties have only ex officio county superintendents, and made recommendations for changes that would improve this situation.³

Works, in an earlier volume concerning county administration of schools, made suggestions for increasing standards and function of county superintendents and ex officio county superintendents.⁴

The inability of the county superintendents' offices to cope with the problems of service as well as regulation and supervision for local schools is pointed out by Murphy:

The public school system is administered for the most part by state agents acting through district authorities.

¹Fletcher Harper Swift, "Sound Methods of School Finance as a Means of Equalizing Educational Opportunity in Texas," Texas Outlook, (February, 1924), p. 9.

²Herman G. James, "County School Authorities," County Government in Texas (Austin: University of Texas Press, 1925), pp. 59-65.

³George A. Works, Texas Educational Survey Report, Organization and Administration (Austin, Texas: Texas Educational Survey Commission, 1931), p. 81.

⁴George A. Works, Texas Educational Survey Report, General Report (Austin, Texas: Texas Educational Survey Commission, 1924), p. 57.

The county as a unit in the system may be evolved slowly, though at present little progress in this direction has been made.

Since 1915, a County Board of Trustees has been in existence. Its authority extends little beyond that of an advisory board to the county superintendent. The powers of both the board and the superintendent are narrowly restricted; they include creation of school districts, classification of schools, and the apportionment of county available school funds. The authority to classify the schools is often made little use of since the district authorities often overshadow the county authorities in this respect.¹

No significant legislation has been passed in recent years to make the county superintendent's office in Texas more relevant to the needs of public education. This has caused a need for an effective intermediate unit to provide services for local school districts in Texas.

Creation of Regional Educational Media Centers

The first step toward making cooperative regional services available to all children was taken when professional educators and interested citizens asked for state funds to match local funds to purchase audio-visual materials. The result of this action was the passage of legislation authorizing the State Board of Education to set up media centers in all sections of the state.

The legislation which created the Regional Media Centers is in Senate Bill 408, (March 11, 1965), sponsored by Senators Kazen and Bates:

¹Wallace C. Murphy, op. cit., p. 297.

S. B. No. 408, A bill to be entitled An Act to authorize and provide for the establishment of Regional Media Centers pursuant to rules and regulations prescribed by the State Board of Education and the Central Education Agency for the purposes and subject to provisions and limitations herein contained, thereby to provide for a system or program for the local development, operation and distribution of educational media services, professional and material, for participating public school districts of Texas; to provide for a governing board or board for each Center and prescribing certain duties and functions; providing for financing of the Centers' programs, by district participation in the Center and the State on a formula basis, the State's share or cost therein to be paid out of the Minimum Foundation School Fund, and permitting additional financing thereof from other sources; providing for review of the Centers by audit and accreditation divisions of the Agency; providing for the expenditure of such center funds; providing for a severability clause and an effective date of this Act, and declaring an emergency.¹

The bill was amended May 21, 1965, on motion of Senator Kazen as follows:

Amend S. B. 408 by striking out the provision of Section 13 and substituting in lieu thereof the following: No state funds shall be expended for the purposes of this Act until the 1967-1968 school year.²

The Senate was informed³ by the House that the House had passed House Bill 447,⁴ which was the companion bill.

¹Senate Journal, State of Texas 59th Legislature, 1965-1966, Volume II, p. 429.

²Ibid., p. 1693.

³Ibid., p. 2081.

⁴Journal of the House of Representatives of the 59th Legislature of the State of Texas, 1965, Vol. I & II, p. 228.

The bill to create Regional Educational Media Centers received final passage in the Senate on May 31, 1965, and was signed by the Governor on June 1, 1965.¹

The bill which established Regional Education Media Centers in Texas is given in its entirety in the school code under Article 2654-3d. Section 1 provides for the establishment of and a procedure for operation of Regional Education Media Centers. Section 2 enumerates the kinds of educational media services to be offered which include: lending library for both 8 mm and 16 mm motion pictures, lending library of 35 mm slides, lending library for programmed instruction materials, duplicating service for audio and video tapes, duplicating service for projection transparencies, and professional services to assist in utilization of materials and services. Section 3 establishes criteria for location of Regional Media Centers. Section 4 contains provisions for housing, governing, and filling governing board positions. Section 5 provides for the staffing of the centers. Section 6 sets up regulations for member participation in each center and ownership of materials and equipment. Section 7 provides for audit of the several centers. Necessary financing of the centers is covered in Section 8 while Section 9 is concerned with the initial allotment of funds and their source. Section 10 concerns the operation allotment for the centers as

¹Senate Journal, op. cit., p. 2152.

to source of revenue, including how the funds may be expended and for what types of materials and services they may be expended. Section 11 provides for the state matching money for support of the center, and Section 12 provides that the State's share shall come from the Minimum Foundation Program Fund. Section 13 contains the effective date for first action, and Section 14 contains the enabling clause.¹

About the same time, the United States Congress enacted the Elementary and Secondary Act of 1965, which provided money for supplementary education centers and services. In 1967, the Texas Legislature took advantage of this federal law and broadened the scope of services which might be offered by the Media Centers. Enabling legislation for this was Senate Bill No. 313, (February 28, 1967), and House Bill No. 661, authored in the Senate by Senator Ray Cole,² and in the House of Representatives by Representative William Heatly,³ and passed by the Legislature on April 3, 1967.⁴

S. B. No. 313, A bill to be entitled An Act authorizing the State Board of Education to provide for the establishment and procedure for operation of Regional Education Service Centers under provisions hereof and Senate Bill 408, Acts of 59th Legislature (codified Art. 2654-3d V.T.C.S.) for providing educational services to school

¹Handbook of Texas School Law, op. cit., pp. 127-129.

²Senate Journal, State of Texas, 60th Legislature, 1967-1968, Volume II, p. 318.

³Journal of the House of Representatives, op. cit., p. 3455.

⁴Senate Journal, 60th, op. cit., pp. 640, 650.

districts and coordinating educational planning in the region; authorizing the governing body of each center to contract and expend grants received from public and private organizations for purpose (s) contracted pursuant to rules and regulations of the State Board of Education: providing a severability clause; and declaring an emergency.¹

The entire bill, which established Regional Education Service Centers in Texas is as follows:

Art. 2654-3e. Regional Education Service Centers; establishment and operation.--Section 1. The State Board of Education is hereby authorized to provide for the establishment and a procedure for the operation of Regional Education Service Centers by rules and regulations adopted under provisions of this law and the provisions of Senate Bill No. 408, Acts of the 59th Legislature, to provide educational services to the school districts and to coordinate educational planning in the region.

Section 2. The governing board of each Regional Education Service Center is authorized, under rules and regulations of the State Board of Education, to enter into contracts for grants from both public and private organizations and to expend such funds for the specific purposes in accordance with the terms of the contract with the contracting agency. (Acts 1967, 60th Leg., p. 105, Ch. 49.)²

The centers were to serve local schools and local people and each therefore had its own aims. In addition to these local aims were the broad aims that had been developed for the state network of education service centers.

The machinery for the establishment of each center was set in motion when each local district board of trustees was asked to name a member of the planning committee within

¹Senate Journal, 60th, op. cit., Vol. II, p. 318.

²Handbook of School Law, op. cit., pp. 129-130.

its own region. In this manner, each local school had a voice in forming the regional center. School district delegates picked the board of directors for each region, and the regional boards selected sites and appointed executive directors for the centers.¹

The Regional Education Service Center is involved in curriculum development, data processing, in-service education for teachers, media services, migrant education, planning, pupil appraisal, special education, evaluation, personnel development, dissemination of educational data, educational television, ERIC, administrative services to schools, summer arts programs, and many, many other educational programs.²

Each school district in the State has an opportunity to be served and to participate in an approved Regional Education Service Center, since the network of centers completely covers the State.³

The Texas Education Agency has developed policies governing Regional Education Service Centers which cover purposes, geographical regions, eligibility for receiving media services, establishment of the joint committee, the board of directors for each center, functions of the board of

¹Texas Education Agency, The Texas Education Service Center: Promise of Opportunity, op. cit., p. 8.

²Ibid., pp. 14-34.

³Texas Education Agency, State Plan for the Establishment of Education Service Centers, op. cit., p. 2.

directors, establishment of a Statewide Advisory Commission on Education Service Centers, qualifications of staff, establishment of a planning council, financing, fiscal arrangements, evaluation, eligible applicants for Title III grants, cultural and educational resources participation in Title III projects, nature of characteristics of acceptable Title III projects, pressing educational needs that may be met through Title III, and recommending funding for Texas projects.¹

Most evidence points out that the county administrative unit in Texas has been ineffective as an intermediate administrative unit. The enactment of legislation to abolish some or all of the county superintendents' offices adds credence to this view. At the present time, many of the county superintendents' offices are being discontinued.²

The regional education service center in Texas has developed rapidly and is now assuming some of the programs and services once administered by the county superintendents' office. Thus the intermediate unit in Texas has shown a trend to move from the county superintendent and county school board designed to serve only the small rural school of the 1860's, to the Regional Education Service Center designed to serve all children of the State in a modern, technological age.

¹Ibid.

²Hinsley, Texas School Law, op. cit., pp. 223-241.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The information obtained by tabulating the returns on the questionnaire which was designed to elicit responses concerning the programs and services that exist and those that should exist as perceived by the executive directors of the ESC's and the superintendents of the LEA's served by those service centers is reported in this chapter. This chapter contains the analysis of data gathered from 200 superintendents of public independent school districts in Texas, and 20 executive directors of Regional Education Service Centers in Texas.

The reporting of the findings is in terms of the hypotheses and questions listed in Chapter I. Results of hypotheses testings, rankings of individual programs and services, graphic presentation of ratings, and quartile placement of all programs and services are shown. Rankings of categories are also shown. The findings are analyzed by items and by categories in the latter part of this chapter.

Test for Homogeneity

The preliminary test for homogeneity, described in Chapter I, showed no significant difference ($t = 1.78$; $d.f. = 10$; $P < .05$), so it was not deemed necessary to weight the responses of the superintendents in the regions that did not respond 100%.

Testing of Hypotheses

Hypothesis 1

Hypothesis 1, "That ESC directors' perceptions of what exists in their ESC's, as measured by the ESCSS, differ significantly from ESC directors' perceptions of what should exist in these centers," was tested for each of the 52 items of programs and services to determine the degree of difference between what exists and what should exist as perceived by the directors. Table 4 shows the results of applying the Wilcoxon T test.

Hypothesis 2

Hypothesis 2, "That LEA superintendents' perceptions of what exists in ESC's as measured by the ESCSS, differ significantly from LEA superintendents' perceptions of what should exist in these centers," was tested for each of the 52 items of programs and services to determine the degree of difference between what exists and what should exist as perceived by superintendents. Table 5 shows the results of applying the Wilcoxon T test.

TABLE 4

WILCOXON T SCORES, Z SCORES, AND SIGNIFICANCE LEVELS OF
 DIFFERENCE BETWEEN DIRECTORS' PERCEPTIONS OF WHAT
 EXISTS AND WHAT SHOULD EXIST FOR EACH OF 52
 ITEMS OF PROGRAMS AND SERVICES
 (Hypothesis 1)

Item #	T	z	Significance Level
1	0.0	3.612	.0001
2	0.0	2.934	.002
3	0.0	3.059	.001
4	0.0	3.296	.0004
5	0.0	3.408	.0003
6	0.0	3.296	.0005
7	6.500	3.440	.0002
8	0.0	3.180	.0007
9	0.0	3.059	.001
10	0.0	3.407	.0003
11	14.000	1.689	.05
12	16.000	1.153	n.s.*
13	0.0	3.180	.0007
14	11.500	2.574	.005
15	48.000	7.862	n.s.
16	12.500	2.079	.02
17	0.0	2.803	.002
18	0.0	3.059	.001
19	10.500	2.811	.002
20	0.0	3.296	.0004
21	22.000	1.915	.02
22	7.500	3.128	.0008
23	0.0	3.180	.0007
24	0.0	3.408	.0003
25	0.0	3.180	.0007
26	10.500	2.637	.004
27	0.0	3.408	.0003
28	42.000	1.478	n.s.
29	4.000	3.549	.0001
30	8.000	3.103	.0009
31	0.0	3.621	.0001
32	0.0	3.516	.0002
33	6.000	3.206	.0006
34	18.000	1.334	n.s.
35	9.000	2.897	.001
36	0.0	3.516	.0002
37	16.500	2.427	n.s.
38	13.500	1.066	n.s.
39	46.000	3.921	n.s.

TABLE 4--Continued

Item #	T	z	Significance Level
40	31.500	2.958	n.s.
41	32.500	3.127	n.s.
42	0.0	2.934	.001
43	0.0	2.934	.001
44	0.0	2.365	.009
45	21.000	1.977	.02
46	9.000	3.050	.001
47	0.0	3.180	.0007
48	7.500	3.128	.0008
49	0.0	2.934	.002
50	0.0	3.180	.0007
51	0.0	3.621	.0001
52	0.0	3.059	.001

*not significant

TABLE 5

WILCOXON T SCORES, Z SCORES, AND SIGNIFICANCE LEVELS OF
 DIFFERENCE BETWEEN SUPERINTENDENTS' PERCEPTIONS OF
 WHAT EXISTS AND WHAT SHOULD EXIST FOR EACH OF
 52 ITEMS OF PROGRAMS AND SERVICES
 (Hypothesis 2)

Item #	T	z	Significance Level
1	602.000	8.494	.00000001
2	904.000	7.792	.0000001
3	2293.500	4.464	.000004
4	1059.500	7.691	.0000001
5	1018.000	6.840	.0000001
6	1252.500	5.981	.0000001
7	780.500	8.478	.00000001
8	1019.000	7.123	.0000001
9	731.500	8.474	.00000001
10	1017.000	8.209	.0000001
11	777.000	7.000	.0000001
12	2438.000	1.997	n.s.*
13	1427.500	4.224	.00001
14	1245.000	5.918	.0000001
15	1561.500	2.933	.001
16	1644.000	3.755	.00009

TABLE 5--Continued

Item #	T	z	Significance Level
17	4002.000	1.146	n.s.
18	1284.000	4.586	.000002
19	828.000	5.390	.0000001
20	1631.000	5.417	.0000001
21	687.500	8.462	.00000001
22	1177.000	6.875	.0000001
23	1637.500	5.401	.0000001
24	791.000	7.564	.0000001
25	1188.000	4.277	.00001
26	1672.000	5.669	.0000001
27	1378.000	7.054	.0000001
28	2090.000	3.357	.0004
29	750.000	9.118	.00000001
30	1049.000	7.714	.0000001
31	682.500	8.689	.00000001
32	582.000	9.104	.00000001
33	839.500	8.062	.0000001
34	588.000	8.992	.00000001
35	788.000	8.626	.00000001
36	759.500	7.581	.0000001
37	4150.500	29.345	n.s.
38	3125.000	10.583	n.s.
39	3202.500	9.778	n.s.
40	2757.000	13.012	n.s.
41	2186.000	2.474	n.s.
42	2040.000	1.814	.03
43	2158.500	0.076	n.s.
44	2848.500	6.839	n.s.
45	948.000	8.235	.0000001
46	1270.000	6.099	.0000001
47	622.500	7.694	.0000001
48	710.000	8.070	.0000001
49	816.000	8.402	.0000001
50	959.000	8.035	.0000001
51	395.000	9.754	.00000001
52	799.500	6.417	.0000001

*not significant

Hypothesis 3

Hypothesis 3, "That ESC directors' perceptions of what exists in their ESC's, as measured by the ESCSS, differ

significantly from LEA superintendents' perceptions of what exists in these centers," was tested for each of the 52 items of programs and services to determine the degree of difference between perceptions of directors and superintendents concerning what exists. Table 6 shows the results of applying the Mann-Whitney U test.

TABLE 6

MANN-WHITNEY U SCORES, Z SCORES, AND SIGNIFICANCE
LEVELS OF DIFFERENCE BETWEEN DIRECTORS' AND
SUPERINTENDENTS' PERCEPTIONS OF WHAT
EXISTS FOR EACH OF 52 ITEMS OF
PROGRAMS AND SERVICES
(Hypothesis 3)

Item #	U	z	Significance Level
1	1929.500	0.278	n.s.*
2	1563.500	1.717	.05
3	1617.500	1.478	n.s.
4	1478.500	2.059	.02
5	1885.000	0.442	n.s.
6	1977.500	0.086	n.s.
7	1738.500	1.014	n.s.
8	1324.000	2.597	.002
9	1289.500	2.790	.003
10	1518.000	1.959	.03
11	1348.000	2.704	.003
12	1579.500	1.625	.05
13	1777.000	0.848	n.s.
14	1673.500	1.245	n.s.
15	1701.000	1.138	n.s.
16	1720.500	1.065	n.s.
17	1608.000	1.483	n.s.
18	1568.500	1.676	.05
19	1578.000	1.631	.05
20	1690.500	1.203	n.s.
21	1593.500	1.570	.05
22	1823.500	0.681	n.s.
23	1746.000	0.983	n.s.
24	1886.000	0.438	n.s.
25	1439.500	2.142	.02

TABLE 6--Continued

Item #	U	z	Significance Level
26	1719.500	1.069	n.s.
27	1316.500	2.617	.005
28	1022.500	3.716	.0001
29	1452.500	2.112	.01
30	1924.000	0.292	n.s.
31	1806.000	0.746	n.s.
32	1819.000	0.698	n.s.
33	1954.000	0.178	n.s.
34	1748.500	1.009	n.s.
35	1671.000	1.270	n.s.
36	1971.000	0.116	n.s.
37	1888.000	0.480	n.s.
38	1810.000	0.746	n.s.
39	1499.000	1.951	.02
40	1614.000	1.512	.05
41	1443.500	2.154	.01
42	1950.000	0.192	n.s.
43	1406.000	2.246	.01
44	1804.500	0.749	n.s.
45	1514.000	1.903	.03
46	1613.000	1.492	n.s.
47	1948.000	0.202	n.s.
48	1985.000	0.057	n.s.
49	966.000	3.981	.0001
50	1481.000	1.992	.02
51	1356.500	2.492	.005
52	1319.500	2.584	.005

*not significant

Hypothesis 4

Hypothesis 4, "That ESC directors' perceptions of what should exist in their ESC's, as measured by the ESCSS, differ significantly from LEA superintendents' perceptions of what should exist in these centers," was tested for each of the 52 items of programs and services to determine the degree of difference between perceptions of directors and

superintendents concerning what should exist. Table 7 shows the results of applying the Mann-Whitney U test.

TABLE 7

MANN-WHITNEY U SCORES, Z SCORES, AND SIGNIFICANCE LEVELS
OF DIFFERENCE BETWEEN DIRECTORS' AND SUPERINTENDENTS'
PERCEPTIONS OF WHAT SHOULD EXIST FOR EACH OF 52
ITEMS OF PROGRAMS AND SERVICES
(Hypothesis 4)

Item #	U	z	Significance Level
1	1778.500	0.874	n.s.*
2	1525.000	1.886	.03
3	1160.000	3.308	.0005
4	1204.000	3.150	.0008
5	1619.000	1.507	.05
6	1399.000	2.331	.008
7	1789.000	0.829	n.s.
8	1265.000	2.860	.001
9	1474.500	2.274	.008
10	1520.500	2.057	.02
11	1654.500	1.423	n.s.
12	1733.000	1.062	n.s.
13	1387.000	2.362	.008
14	1369.000	2.471	.007
15	1712.000	1.118	n.s.
16	1513.000	1.890	.02
17	1021.000	3.777	.0001
18	1414.500	2.281	.005
19	1318.000	2.656	.005
20	1267.000	2.838	.002
21	1929.500	0.290	n.s.
22	1847.500	0.602	n.s.
23	1436.000	2.255	.006
24	1756.500	0.960	n.s.
25	1057.500	3.634	.0001
26	1347.500	2.581	.004
27	1926.000	0.294	n.s.
28	1239.500	2.942	.002
29	1563.000	1.708	.05
30	1521.500	1.867	.03
31	1206.000	3.110	.0006
32	1544.000	1.792	.04
33	1148.000	3.276	.0004
34	1915.000	0.330	n.s.

TABLE 7--Continued

Item #	U	z	Significance Level
35	1586.000	1.618	.04
36	1622.000	1.447	n.s.
37	1608.000	1.705	.04
38	1795.000	0.841	n.s.
39	1640.000	1.440	n.s.
40	1561.500	1.784	.03
41	1515.500	1.927	.02
42	1726.500	1.086	n.s.
43	1909.000	0.355	n.s.
44	1647.000	1.383	n.s.
45	1700.000	1.181	n.s.
46	1301.000	2.729	.005
47	1654.000	1.367	n.s.
48	1629.500	1.452	n.s.
49	1352.000	2.530	.005
50	1398.000	2.353	.008
51	1354.500	2.492	.007
52	1106.000	3.487	.0001

*not significant

Hypothesis 5

Hypothesis 5, "That ESC directors' perceptions of what exists in their ESC's, as measured by the ESCSS, differ significantly from LEA superintendents' perceptions of what should exist in these centers," was tested for each of the 52 items of programs and services to determine the degree of difference between directors' perceptions of what exists and superintendents' perceptions of what should exist. Table 8 shows the results of applying the Mann-Whitney U test.

TABLE 8

MANN-WHITNEY U SCORES, Z SCORES, AND SIGNIFICANCE LEVELS
OF DIFFERENCE BETWEEN DIRECTORS' PERCEPTIONS OF WHAT
EXISTS AND SUPERINTENDENTS' PERCEPTIONS OF WHAT
SHOULD EXIST FOR EACH OF 52 ITEMS OF
PROGRAMS AND SERVICES
(Hypothesis 5)

Item #	U	z	Significance Level
1	931.500	4.182	.00001
2	1388.000	2.417	.008
3	1658.500	1.339	n.s.*
4	1464.500	2.106	.02
5	924.000	4.222	.000005
6	1268.500	2.828	.002
7	809.000	4.622	.000004
8	1586.000	1.609	.05
9	1491.000	2.140	.02
10	1120.000	3.681	.0001
11	1574.000	1.773	.04
12	1981.500	0.073	n.s.
13	1507.000	1.895	.03
14	1544.000	1.778	.04
15	1748.500	0.974	n.s.
16	915.500	4.184	.000005
17	1899.500	0.387	n.s.
18	1680.000	1.246	n.s.
19	1636.000	1.222	n.s.
20	1527.000	1.825	.03
21	1362.500	2.492	.008
22	932.500	4.166	.000005
23	1431.000	2.260	.009
24	1064.000	3.646	.0001
25	1897.000	0.397	n.s.
26	1482.000	2.034	.02
27	471.000	5.975	.0000001
28	1683.500	1.227	n.s.
29	576.500	5.493	.0000001
30	1144.000	3.316	.0002
31	985.500	3.964	.0001
32	875.500	4.357	.000004
33	1190.000	3.105	.0007
34	1081.500	3.545	.0005
35	1357.000	2.500	.005
36	1046.000	3.635	.0001
37	1912.000	0.379	n.s.
38	1518.500	1.954	.02

TABLE 8--Continued

Item #	U	z	Significance Level
39	1643.500	1.424	n.s.
40	1809.000	0.774	n.s.
41	1813.000	0.742	n.s.
42	1407.000	2.336	.009
43	931.500	4.127	.000005
44	1873.500	0.494	n.s.
45	1434.500	2.223	.009
46	1558.000	1.720	.04
47	1187.500	3.175	.0007
48	1074.500	3.590	.0001
49	1775.500	0.875	n.s.
50	1532.500	1.820	.03
51	1331.500	2.571	.005
52	1887.000	0.440	n.s.

*not significant

Hypothesis 6

Hypothesis 6, "That ESC directors' perceptions of what should exist in their ESC's, as measured by the ESCSS, differ significantly from LEA superintendents' perceptions of what exists in these centers," was tested for each of the 52 items of programs and services to determine the degree of difference between directors' perceptions of what should exist and superintendents' perceptions of what exists. Table 9 shows the results of applying the Mann-Whitney U test.

TABLE 9

MANN-WHITNEY U SCORES, Z SCORES, AND SIGNIFICANCE LEVELS
OF DIFFERENCE BETWEEN DIRECTORS' PERCEPTIONS OF WHAT
SHOULD EXIST AND SUPERINTENDENTS' PERCEPTIONS OF
WHAT EXISTS FOR EACH OF 52 ITEMS OF
PROGRAMS AND SERVICES
(Hypothesis 6)

Item #	U	z	Significance Level
1	774.500	4.792	.000002
2	584.000	5.531	.0000001
3	544.000	5.609	.0000001
4	424.000	6.127	.0000001
5	760.000	4.729	.000002
6	803.500	4.556	.000002
7	671.000	5.135	.0000001
8	499.000	5.726	.0000001
9	511.500	5.796	.0000001
10	511.500	5.909	.0000001
11	791.000	4.917	.0000002
12	1295.500	2.725	.002
13	821.500	4.470	.000002
14	784.000	4.623	.000002
15	1672.000	1.251	n.s.*
16	1659.000	1.298	n.s.
17	698.000	4.924	.0000002
18	776.000	4.723	.0000002
19	717.000	4.936	.0000002
20	567.500	5.539	.0000001
21	817.500	4.556	.000002
22	901.000	4.229	.000009
23	761.500	4.771	.000002
24	825.000	4.504	.000003
25	578.000	5.415	.0000001
26	676.500	5.036	.0000002
27	1086.000	3.489	.0003
28	725.000	4.836	.000002
29	470.500	5.853	.0000001
30	638.000	5.209	.0000001
31	397.000	6.119	.0000001
32	452.000	5.946	.0000001
33	490.500	5.760	.0000001
34	1188.500	3.190	.0007
35	698.000	4.999	.000001
36	763.000	4.855	.000002
37	1590.000	1.773	.03
38	1549.000	1.784	.03

TABLE 9--Continued

Item #	U	z	Significance Level
39	1462.000	2.095	.02
40	1362.500	2.516	.005
41	1181.500	3.169	.0007
42	1231.500	2.950	.0008
43	1606.000	1.494	n.s.
44	1314.000	2.632	.005
45	779.000	4.757	.000002
46	588.000	5.414	.0000001
47	795.500	4.642	.000002
48	709.000	4.956	.0000002
49	405.000	6.109	.0000001
50	480.000	5.815	.0000001
51	343.500	6.363	.0000001
52	600.000	5.302	.0000001

*not significant

Ranking of Programs and Services

Tables 10, 11, 12, and 13 on the following pages present the rankings of the programs and services as perceived by the directors and superintendents of what exists and what should exist. The rankings were calculated by the weighted means process described in Chapter I. Table 10 presents the ranking according to what exists as perceived by directors, Table 11 according to what should exist as perceived by directors, Table 12 according to what exists as perceived by superintendents, and Table 13 according to what should exist as perceived by superintendents. Data for these rankings are shown in Appendix C.

TABLE 10

DIRECTORS' RATINGS OF WHAT EXISTS IN PROGRAMS
AND SERVICES TRANSFORMED TO RANK ORDER

Rank	Program or Service	Category	Item
1	A materials lending library of films, and other instructional materials is maintained.	VI	37
2	A magnetic tape duplicating service for audio and video tape is maintained.	VI	39
3	A delivery and dissemination system for materials and services is in operation.	VI	40
4	Professional leadership training services to the districts in the utilization of media are in operation.	VI	41
5	Aid is given in securing and coordinating state education programs.	II	12
6	Visual duplication services to reproduce transparencies, slides, filmstrips, and charts, etc., are maintained.	VI	38
7	Exemplary programs in special education are conducted under sponsorship of the ESC.	IV	28
8	Professional consultative assistance for local instructional media center directors is provided.	VI	44
9	Cooperative arrangements between or among school districts are coordinated by the ESC.	VIII	52
10	Up-to-date acquisition and utilization of materials for enrichment of the curriculum are in operation.	VI	42
11	Innovations in educational technology are demonstrated.	I	3
12	Aid is given the local education agency in making application for federal programs.	II	15
13	Electronic data processing as needed by the local school is coordinated through the ESC.	II	17
14	ESC participates in a meaningful manner in teacher education programs.	III	25

TABLE 10--Continued

Rank	Program or Service	Category	Item
15	Activities and services to develop attitudes, understandings, and practices on the part of administrators and/or supervisors are provided.	III	18
16	Activities and services to develop attitudes, understandings, and practices on the part of classroom teachers are provided.	III	19
17	Innovative methods of individualizing instruction, i.e., team teaching, modular scheduling, independent study, etc., are demonstrated under sponsorship of the ESC.	VIII	49
18	New approaches to the adaptation and utilization of available instructional materials and/or to the design and development of new instructional materials are provided.	III	23
19	New approaches to meet educational needs of metropolitan areas and/or rural communities are demonstrated in pilot schools.	I	4
20	All pilot and operational activities are systematically evaluated.	I	8
21	Modification and adaptation of educational research findings to fit regional needs are sponsored by ESC.	I	2
22	Effective two-way communication between the ESC and local school districts is maintained.	I	9
23	Aid is given in long range planning and programming to local school districts.	II	14
24	Intensive training of selected ESC staff members as a leadership corps to facilitate educational change is provided.	III	20
25	Diagnosis of special learning problems of atypical pupils is provided.	IV	26
26	ESC serves as coordinating agency between institutions of higher education and local education agencies.	I	10

TABLE 10--Continued

Rank	Program or Service	Category	Item
27	ESC serves as coordinating agency between the Texas Education Agency and the LEA.	I	11
28	ESC staff participation in demonstrations of innovative practices, such as team teaching, etc., is conducted.	III	21
29	Pilot programs incorporating new methods and content are conducted under sponsorship of the ESC.	VII	46
30	New information from industry, government agencies, educational and research institutions, foundations and other sources is identified by ESC.	VII	45
31	Aid is given in local educational and financial planning.	II	13
32	Special subject matter consultants provide in-depth assistance to teachers.	III	24
33	Innovative designs for the use of in-school time are demonstrated under sponsorship of the ESC.	VIII	50
34	Educational research which seeks to develop new concepts of education is sponsored.	I	1
35	New information is adapted to the instructional program by the ESC.	VII	47
36	Aid is given the local education agency in administering, reporting, and evaluating federal programs.	II	16
37	Assistance is provided in coordinating available community resources.	I	5
38	Guidance for the classroom teacher in the application of new information is provided.	VII	48
39	Cooperative educational services too large and complex for a single school district are provided.	I	6
40	A graphics staff to produce media and render services is available and operating.	VI	43

TABLE 10--Continued

Rank	Program or Service	Category	Item
41	Models of classroom organization and management of teacher time are in operation under sponsorship of ESC.	VIII	51
42	Innovative methods of working with pupils, such as independent learning, motivation developing, and limited background broadening are demonstrated in pilot schools.	IV	31
43	Utilization of community resources such as public libraries, museums, health and guidance centers, television and radio services, industry, and colleges and universities is demonstrated under sponsorship of the ESC.	V	35
44	Opportunities to observe and use especially designed space and instructional resource centers are provided to classroom teachers.	III	22
45	Exemplary programs for pupils who have learning handicaps, but not included in special education under State regulations, are conducted under sponsorship of the ESC.	IV	30
46	Ways to enrich cultural life of the pupil in greater scope and depth are demonstrated in pilot schools.	I	7
47	ESC promotes and assists in developing appropriate vocational programs.	IV	32
48	Exemplary programs for pre-school children and their parents are conducted under the sponsorship of the ESC.	V	33
49	Exemplary adult education programs are conducted under sponsorship of the ESC.	V	34
50	Coordination of educational and vocational guidance and placement services in the region and state is provided.	IV	27
51	Exemplary programs for gifted and talented pupils are conducted under sponsorship of the ESC.	IV	29
52	Exemplary programs of extending the school day and school year are conducted under the sponsorship of the ESC.	V	36

TABLE 11

DIRECTORS' RATINGS OF WHAT SHOULD EXIST IN PROGRAMS
AND SERVICES TRANSFORMED TO RANK ORDER

Rank	Program or Service	Category	Item
1	A materials lending library of films, and other instructional materials is maintained.	VI	37
2	A delivery and dissemination system for materials and services is in operation.	VI	40
3	Innovations in educational technology are demonstrated.	I	3
4	Electronic data processing as needed by the local school is coordinated through the ESC.	II	17
5	Cooperative arrangements between or among school districts are coordinated by the ESC.	VIII	52
6	ESC participates in a meaningful manner in teacher education programs.	III	25
7	Visual duplication services to reproduce transparencies, slides, filmstrips, and charts, etc., are maintained.	VI	38
8	Professional leadership training services to districts in the utilization of media are in operation.	VI	41
9	A magnetic tape duplicating service for audio and video tape is maintained.	VI	39
10	New approaches to meet educational needs of metropolitan areas and/or rural communities are demonstrated in pilot schools.	I	4
11	Aid is given in securing and coordinating state education programs.	II	12
12	Intensive training of selected ESC staff members as a leadership corps to facilitate educational change is provided.	III	20
13	All pilot and operational activities are systematically evaluated.	I	8
14	Activities and services to develop attitudes, understandings, and practices on the part of classroom teachers are provided.	III	19

TABLE 11--Continued

Rank	Program or Service	Category	Item
15	New approaches to the adaptation and utilization of available instructional materials and/or to the design and development of new instructional materials are provided.	III	23
16	Modification and adaptation of educational research findings to fit regional needs are sponsored.	I	2
17	Diagnosis of special learning problems of atypical pupils is provided.	IV	26
18	Up-to-date acquisition and utilization of materials for the enrichment of the curriculum are in operation.	VI	42
19	Aid is given in long range planning and programming to local school districts.	II	14
20	Activities and services to develop attitudes, understandings, and practices on the part of administrators and/or supervisors are provided.	III	18
21	Professional consultative assistance for local instructional media center directors is provided.	VI	44
22	Innovative methods of individualizing instruction, i.e., team teaching, modular scheduling, independent study, etc., are demonstrated under sponsorship of the ESC.	VIII	49
23	Innovative methods of working with pupils, such as independent learning, motivation developing, and limited background broadening are demonstrated in pilot schools.	IV	31
24	Exemplary programs in special education are conducted under the sponsorship of the ESC.	IV	28
25	Pilot programs incorporating new methods and content are conducted under sponsorship of the ESC.	VII	46
26	Special subject matter consultants provide in-depth assistance to teachers.	III	24

TABLE 11--Continued

Rank	Program or Service	Category	Item
27	Exemplary programs for pre-school children and their parents are conducted under the sponsorship of the ESC.	V	33
28	Innovative designs for the use of in-school time are demonstrated under sponsorship of the ESC.	VIII	50
29	Educational research which seeks to develop new concepts of education is sponsored.	I	1
30	Cooperative educational services too large and complex for a single school district are provided.	I	6
31	Effective two-way communication between the ESC and local school districts is maintained.	I	9
32	Aid is given in local educational and financial planning.	II	13
33	Models of classroom organization and management of teacher time are in operation under sponsorship of ESC.	VIII	51
34	ESC serves as coordinating agency between institutions of higher education and local education agencies.	I	10
35	Guidance for the teacher in the application of new information is provided.	VII	48
36	Assistance is provided in coordinating available community resources.	I	5
37	ESC promotes and assists in developing appropriate vocational programs.	IV	32
38	A graphics staff to produce media and render services is available and operating.	VI	43
39	ESC staff participation in demonstrations of innovative practices, such as team teaching, etc., is conducted.	III	21
40	Exemplary programs for gifted and talented pupils are conducted under sponsorship of the ESC.	IV	29
41	New information is adapted to the instructional program by the ESC.	VII	47

TABLE 11--Continued

Rank	Program or Service	Category	Item
42	Exemplary programs for pupils who have learning handicaps, but not included in special education under State regulations, are conducted under sponsorship of the ESC.	IV	30
43	New information from industry, government agencies, educational and research institutions, foundations, and other sources is identified by the ESC.	VII	45
44	Ways to enrich cultural life of the pupil in greater scope and depth are demonstrated in pilot schools.	I	7
45	Aid is given the local education agency in making application for federal programs.	II	15
46	ESC serves as coordinating agency between the Texas Education Agency and the LEA.	I	11
47	Opportunities to observe and use especially designed space and instructional resource centers are provided to classroom teachers.	III	22
48	Utilization of community resources such as public libraries, museums, health and guidance centers, television and radio services, industry, and colleges and universities is demonstrated under sponsorship of ESC.	V	35
49	Aid is given the local education agency in administering, reporting, and evaluating federal programs.	II	16
50	Coordination of educational and vocational guidance and placement services in the region and state is provided.	IV	27
51	Exemplary programs of extending the school day and school year are conducted under the sponsorship of the ESC.	V	36
52	Exemplary adult education programs are conducted under sponsorship of the ESC.	V	34

TABLE 12

SUPERINTENDENTS' RATINGS OF WHAT EXISTS IN PROGRAMS
AND SERVICES TRANSFORMED TO RANK ORDER

Rank	Program or Service	Category	Item
1	A materials lending library of films and other instructional materials is maintained.	VI	37
2	Visual duplication services to reproduce transparencies, slides, filmstrips, and charts, etc., are maintained.	VI	38
3	A delivery and dissemination system for materials and services is in operation.	VI	40
4	A magnetic tape duplicating service for audio and video tape is maintained.	VI	39
5	Professional leadership training services to the districts in the utilization of media are in operation.	VI	41
6	Aid is given in securing and coordinating state education programs.	II	12
7	Up-to-date acquisition and utilization of materials for the enrichment of the curriculum are in operation.	VI	42
8	Professional consultative assistance for local instructional media center directors is provided.	VI	44
9	A graphics staff to produce media and render services is available and operating.	VI	43
10	Aid is given the local education agency in making application for federal programs.	II	15
11	Innovations in educational technology are demonstrated.	I	3
12	New approaches to the adaptation and utilization of available instructional materials and/or to the design and development of new instructional materials are provided.	III	23
13	Activities and services to develop attitudes, understandings, and practices on the part of classroom teachers are provided.	III	19

TABLE 12--Continued

Rank	Program or Service	Category	Item
14	Activities and services to develop attitudes, understandings, and practices on the part of administrators and/or supervisors are provided.	III	18
15	Electronic data processing as needed by the local school is coordinated through the ESC.	II	17
16	Aid is given the local education agency in administering, reporting, and evaluating federal programs.	II	16
17	Cooperative arrangements between or among school districts are coordinated by the ESC.	VIII	52
18	Modification and adaptation of educational research findings to fit regional needs are sponsored.	I	2
19	Aid is given in long range planning and programming to local school districts.	II	14
20	Intensive training of selected ESC staff members as a leadership corps to facilitate educational change is provided.	III	20
21	ESC participates in a meaningful manner in teacher education programs.	III	25
22	Special subject matter consultants provide in-depth assistance to teachers.	III	24
23	Diagnosis of special learning problems of atypical pupils is provided.	IV	26
24	New approaches to meet educational needs of metropolitan areas and/or rural communities are demonstrated in pilot schools.	I	4
25	Educational research which seeks to develop new concepts of education is sponsored.	I	1
26	ESC serves as coordinating agency between institutions of higher education and local education agencies.	I	10
27	Exemplary programs in special education are conducted under the sponsorship of the ESC.	IV	28

TABLE 12--Continued

Rank	Program or Service	Category	Item
28	Effective two-way communication between the ESC and local school districts is maintained.	I	9
29	Pilot programs incorporating new methods and content are conducted under sponsorship of the ESC.	VII	46
30	ESC staff participation in demonstrations of innovative practices, such as team teaching, etc., is conducted.	III	21
31	All pilot and operational activities are systematically evaluated.	I	8
32	ESC serves as coordinating agency between the Texas Education Agency and the LEA.	I	11
33	Aid is given in local educational and financial planning.	II	13
34	Cooperative educational services too large and complex for a single school district are provided.	I	6
35	New information is adapted to the instructional program by the ESC.	VII	47
36	Assistance is provided in coordinating available community resources.	I	5
37	Guidance for the teacher in the application of new information is provided.	VII	48
38	Opportunities to observe and use especially designed space and instructional resource centers are provided to classroom teachers.	III	22
39	Innovative methods of individualizing instruction, i.e., team teaching, modular scheduling, independent study, etc., are demonstrated under sponsorship of the ESC.	VIII	49
40	New information from industry, government agencies, educational and research institutions, foundations and other sources is identified by the ESC.	VII	45
41	Ways to enrich cultural life of the pupil in greater scope and depth are demonstrated in pilot schools.	I	7

TABLE 12--Continued

Rank	Program or Service	Category	Item
42	Innovative methods of working with pupils, such as independent learning, motivation developing, and limited background broadening are demonstrated in pilot schools.	IV	31
43	Coordination of educational and vocational guidance and placement services in the region and state is provided.	IV	27
44	Innovative designs for the use of in-school time are demonstrated under sponsorship of the ESC.	VIII	50
45	ESC promotes and assists in developing appropriate vocational programs.	IV	32
46	Exemplary programs for pupils who have learning handicaps but not included in special education under State regulations, are conducted under sponsorship of the ESC.	IV	30
47	Exemplary programs for gifted and talented pupils are conducted under sponsorship of the ESC.	IV	29
48	Exemplary programs for pre-school children and their parents are conducted under the sponsorship of the ESC.	V	33
49	Utilization of community resources such as public libraries, museums, health and guidance centers, television and radio services, industry, and colleges and universities is demonstrated under sponsorship of the ESC.	V	35
50	Models of classroom organization and management of teacher time are in operation under sponsorship of the ESC.	VIII	51
51	Exemplary adult education programs are conducted under sponsorship of the ESC.	V	34
52	Exemplary programs of extending the school day and school year are conducted under the sponsorship of the ESC.	V	36

TABLE 13

SUPERINTENDENTS' RATINGS OF WHAT SHOULD EXIST IN
PROGRAMS AND SERVICES TRANSFORMED TO RANK ORDER

Rank	Program or Service	Category	Item
1	A materials lending library of films, and other instructional materials is maintained.	VI	37
2	Visual duplication services to reproduce transparencies, slides, filmstrips, and charts, etc., are maintained.	VI	38
3	A delivery and dissemination system for materials and services is in operation.	VI	40
4	A magnetic tape duplicating service for audio and video tape is maintained.	VI	39
5	Aid is given in securing and coordinating state education programs.	II	12
6	Up-to-date acquisition and utilization of materials for the enrichment of the curriculum are in operation.	VI	42
7	Professional leadership training services to the districts in the utilization of media are in operation.	VI	41
8	Modification and adaptation of educational research findings to fit regional needs are sponsored.	I	2
9	Innovations in educational technology are demonstrated.	I	3
10	Professional consultative assistance for local instructional media center directors is provided.	VI	44
11	New approaches to the adaptation and utilization of available instructional materials and/or to the design and development of new instructional materials are provided.	III	23
12	A graphics staff to produce media and render services is available and operating.	VI	43
13	Aid is given in long range planning and programming to local school districts.	II	15

TABLE 13--Continued

Rank	Program or Service	Category	Item
14	Special subject matter consultants provide in-depth assistance to teachers.	III	24
15	Cooperative arrangements between or among school districts are coordinated by the ESC.	VIII	52
16	Educational research which seeks to develop new concepts of education is sponsored.	I	1
17	New approaches to meet educational needs of metropolitan areas and/or rural communities are demonstrated in pilot schools.	I	4
18	Activities and services to develop attitudes, understandings, and practices on the part of administrators and/or supervisors are provided.	III	18
19	Activities and services to develop attitudes, understandings, and practices on the part of classroom teachers are provided.	III	19
20	Intensive training of selected ESC staff members as a leadership corps to facilitate educational change is provided.	III	20
21	Diagnosis of special learning problems of atypical pupils is provided.	IV	26
22	Aid is given the local education agency in administering, reporting, and evaluating federal programs.	II	16
23	All pilot and operational activities are systematically evaluated.	I	8
24	Aid is given in long range planning and programming to local school districts.	II	14
25	ESC staff participation in demonstrations of innovative practices, such as team teaching, etc., is conducted.	III	21
26	Innovative methods of individualizing instruction, i.e., team teaching, modular scheduling, independent study, etc., are demonstrated under sponsorship of the ESC.	VIII	49

TABLE 13--Continued

Rank	Program or Service	Category	Item
27	Electronic data processing as needed by the local school is coordinated through the ESC.	II	17
28	ESC participates in a meaningful manner in teacher education programs.	III	25
29	Effective two-way communication between the ESC and local school districts is maintained.	I	9
30	ESC serves as coordinating agency between institutions of higher education and local education agencies.	I	10
31	Guidance for the teacher in the application of new information is provided.	VII	48
32	Pilot programs incorporating new methods and content are conducted under sponsorship of the ESC.	VII	46
33	New information is adapted to the instructional program by the ESC.	VII	47
34	Assistance is provided in coordinating available community resources,	I	5
35	Exemplary programs in special education are conducted under sponsorship of the ESC.	IV	28
36	Innovative methods of working with pupils, such as independent learning, motivation developing, and limited background broadening are demonstrated in pilot schools.	IV	31
37	Cooperative educational services too large and complex for a single school district are provided.	I	6
38	ESC promotes and assists in developing appropriate vocational programs.	IV	32
39	New information from industry, government agencies, educational and research institutions, foundations and other sources is identified by the ESC.	VII	45
40	Ways to enrich cultural life of the pupil in greater scope and depth are demonstrated in pilot schools.	I	7

TABLE 13--Continued

Rank	Program or Service	Category	Item
41	Opportunities to observe and use especially designed space and instructional resource centers are provided to classroom teachers.	III	22
42	Innovative designs for the use of in-school time are demonstrated under sponsorship of the ESC.	VIII	50
43	Exemplary programs for gifted and talented pupils are conducted under sponsorship of the ESC.	IV	29
44	ESC serves as coordinating agency between the Texas Education Agency and the LEA.	I	11
45	Coordination of educational and vocational guidance and placement services in the region and state is provided.	IV	27
46	Aid is given in local educational and financial planning.	II	13
47	Exemplary programs for pupils who have learning handicaps, but not included in special education under State regulations, are conducted under sponsorship of the ESC.	IV	30
48	Models of classroom organization and management of teacher time are in operation under sponsorship of the ESC.	VIII	51
49	Exemplary programs for pre-school children and their parents are conducted under the sponsorship of the ESC.	V	33
50	Utilization of community resources such as public libraries, museums, health and guidance centers, television and radio services, industry, and colleges and universities is demonstrated under sponsorship of the ESC.	V	35
51	Exemplary adult education programs are conducted under sponsorship of the ESC.	V	34
52	Exemplary programs of extending the school day and school year are conducted under the sponsorship of the ESC.	V	36

Graphic Presentation of Findings

Figures 1 through 6 on the following pages present graphically the array of ratings of perceptions for each item of programs and services on the measuring instrument. Figure 1 presents the perceptions of directors concerning what exists compared to directors' perceptions of what should exist (H_1). Figure 2 presents superintendents' perceptions of what exists compared to superintendents' perceptions of what should exist (H_2). Figure 3 presents directors' perceptions of what exists compared to superintendents' perceptions of what exists (H_3). Figure 4 presents directors' perceptions of what should exist compared to superintendents' perceptions of what should exist (H_4). Figure 5 presents directors' perceptions of what exists compared to superintendents' perceptions of what should exist (H_5). Figure 6 presents directors' perceptions of what should exist compared to superintendents' perceptions of what exists (H_6). The 52 items of programs and services were graphically plotted by using the calculated weighted mean for each item, the process described in Chapter I. Data for these figures are shown in Appendix C.

Quartile Presentation of Individual Programs and Services

Table 14 shows the quartile placement of the 52 items of programs and services with respect to what exists and what

FIGURE 1

WEIGHTED MEANS OF DIRECTORS' PERCEPTIONS OF WHAT EXISTS AND
WHAT SHOULD EXIST IN ESC'S (Hypothesis 1)

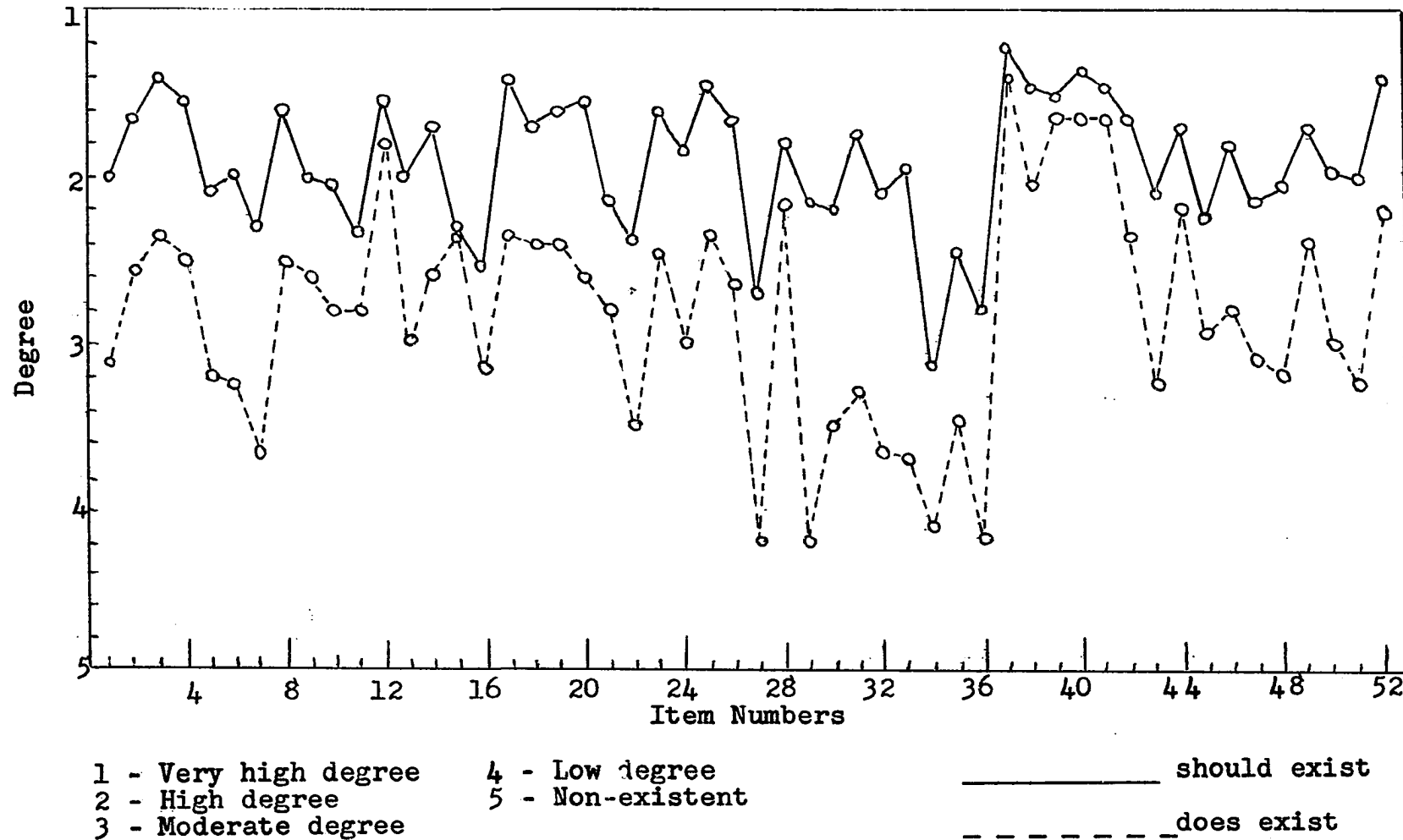
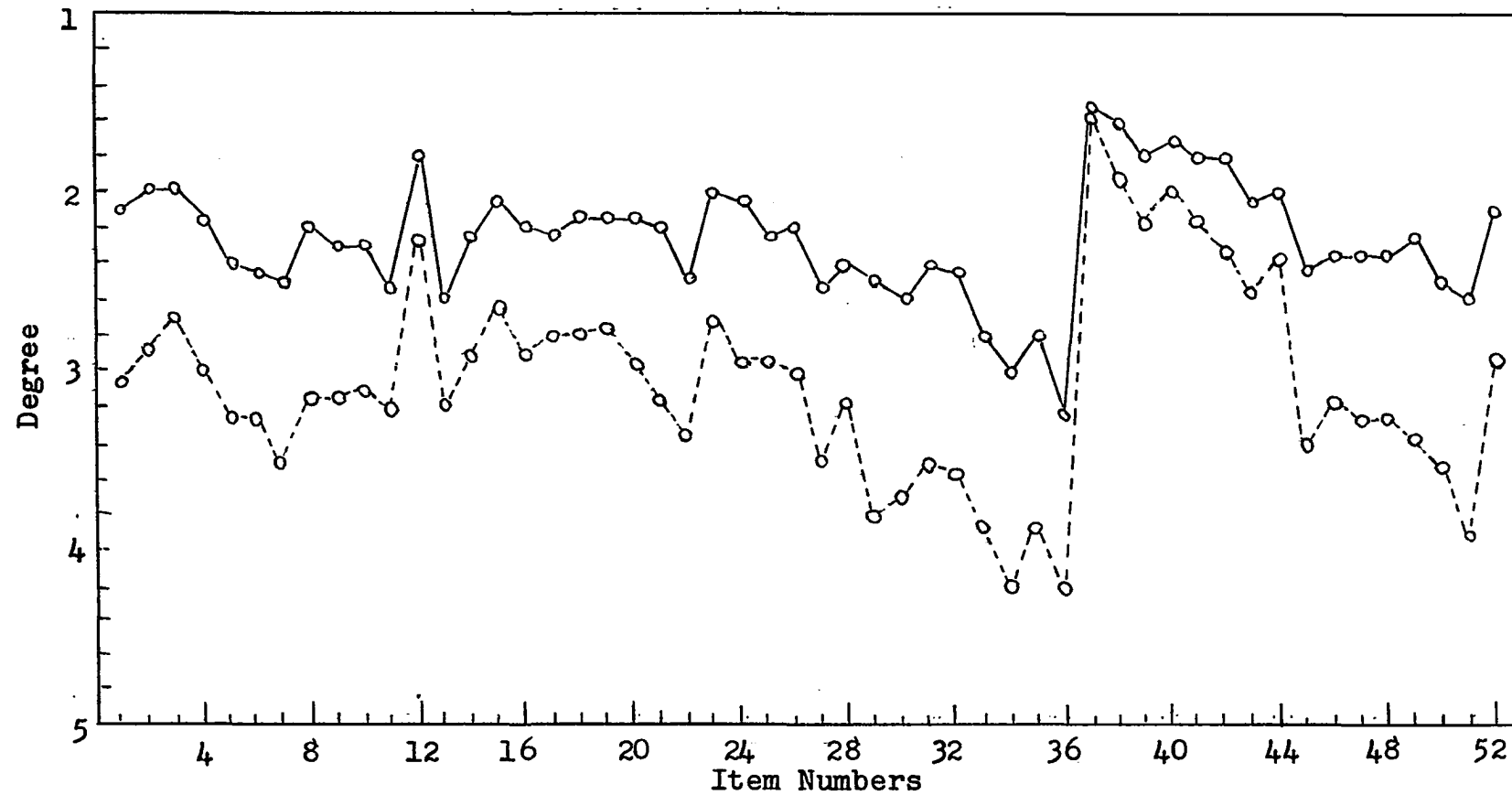


FIGURE 2

WEIGHTED MEANS OF SUPERINTENDENTS' PERCEPTIONS OF WHAT EXISTS AND
WHAT SHOULD EXIST IN ESC'S (Hypothesis 2)



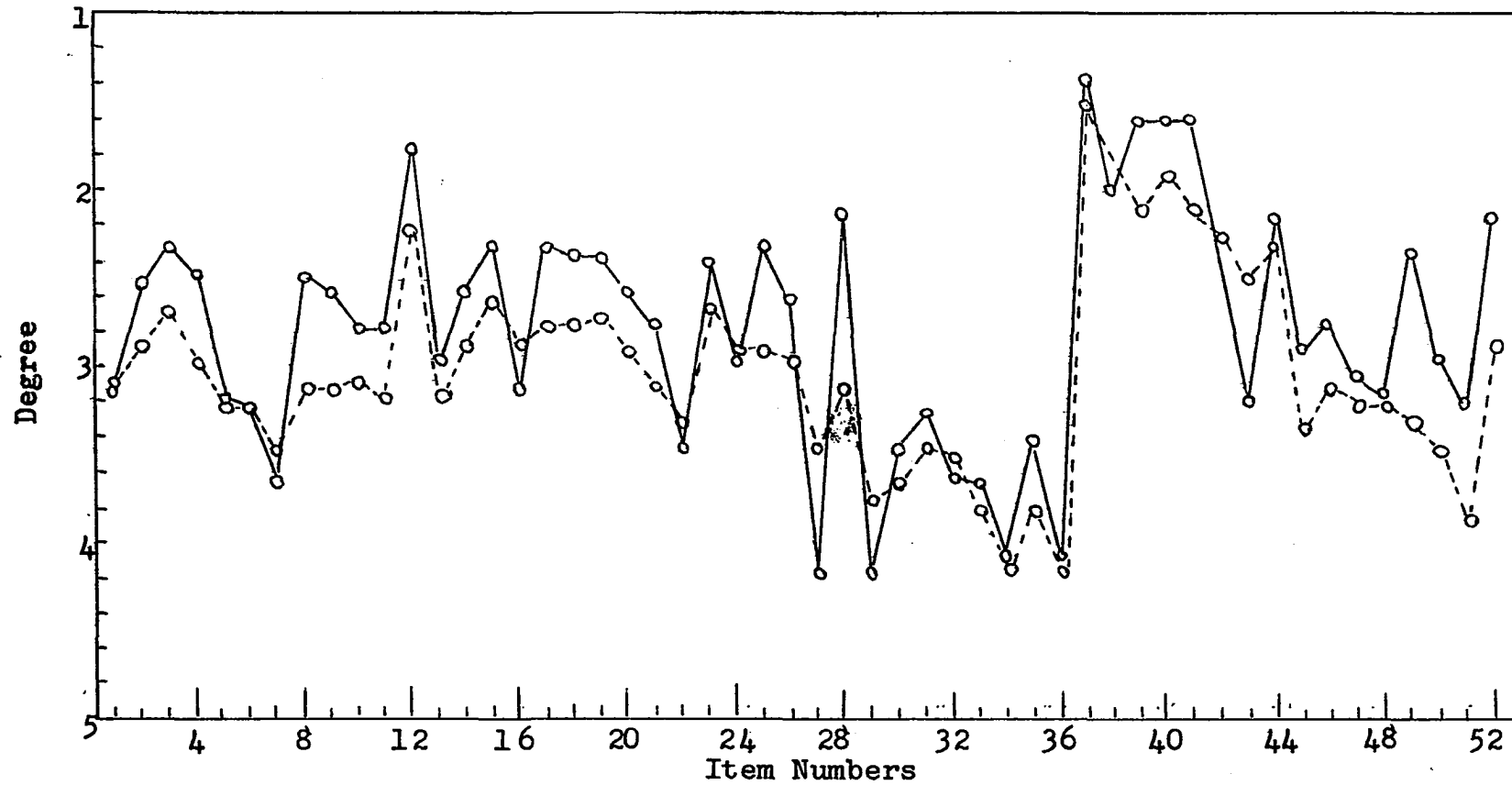
1 - Very high degree
2 - High degree
3 - Moderate degree

4 - Low degree
5 - Non-existent

————— should exist
----- does exist

FIGURE 3

WEIGHTED MEANS OF DIRECTORS' AND SUPERINTENDENTS'
PERCEPTIONS OF WHAT EXISTS (Hypothesis 3)



1 - Very high degree
2 - High degree
3 - Moderate degree

4 - Low degree
5 - Non-existent

————— directors' exists
----- superintendents' exists

FIGURE 4

WEIGHTED MEANS OF DIRECTORS' AND SUPERINTENDENTS'
PERCEPTIONS OF WHAT SHOULD EXIST (Hypothesis 4)

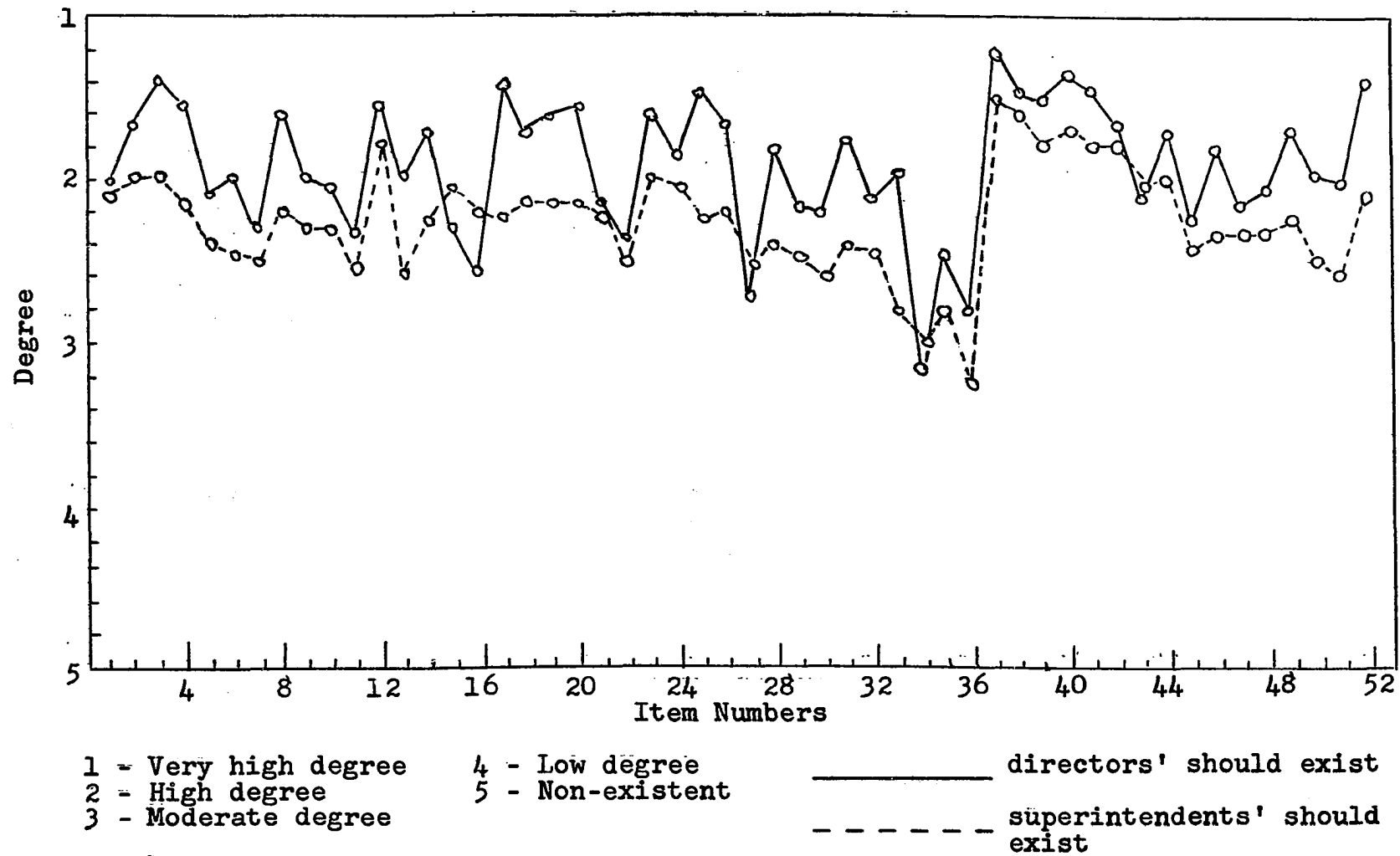


FIGURE 5

WEIGHTED MEANS OF DIRECTORS' PERCEPTIONS OF WHAT EXISTS AND SUPERINTENDENTS' PERCEPTIONS OF WHAT SHOULD EXIST (Hypothesis 5)

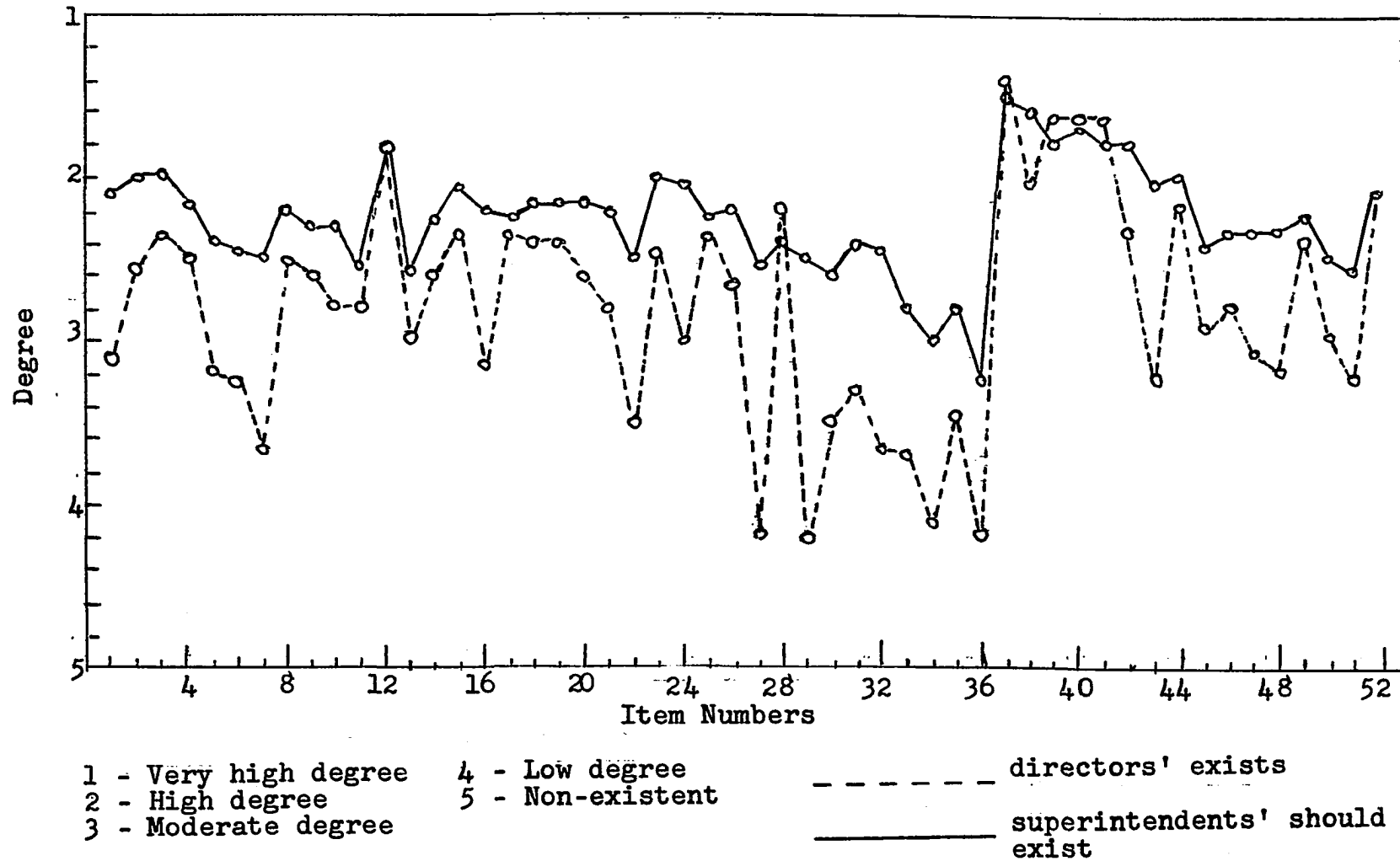
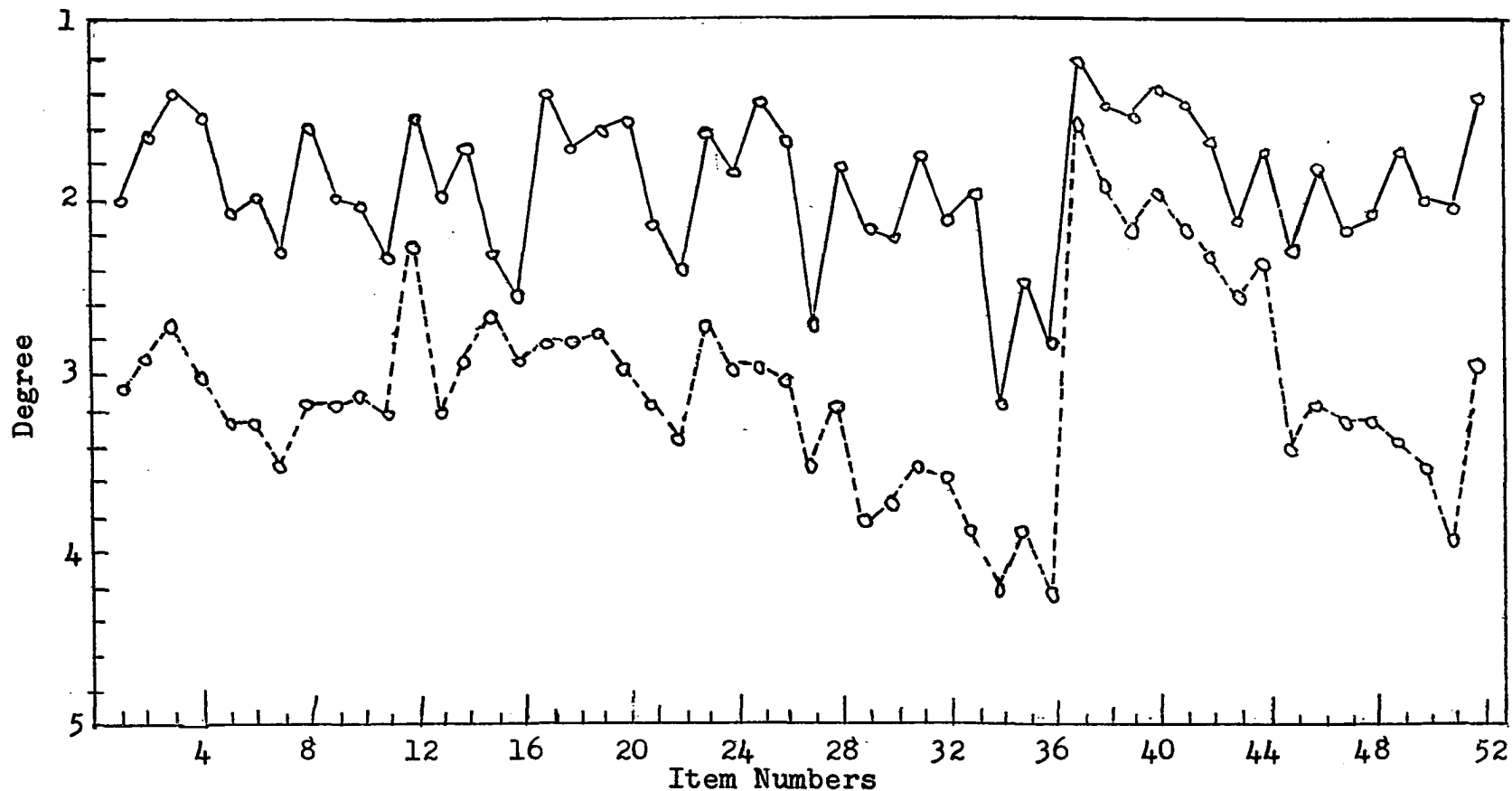


FIGURE 6

WEIGHTED MEANS OF DIRECTORS' PERCEPTIONS OF WHAT SHOULD EXIST AND SUPERINTENDENTS' PERCEPTIONS OF WHAT EXISTS (Hypothesis 6)



1 - Very high degree
2 - High degree
3 - Moderate degree

4 - Low degree
5 - Non-existent

_____ directors' should exist
----- superintendents' exists

TABLE 14

QUARTILE PLACEMENT OF PROGRAMS AND SERVICES BY CATEGORIES OF WHAT EXISTS AND WHAT SHOULD EXIST AS PERCEIVED BY DIRECTORS AND SUPERINTENDENTS*

I. General Educational Services					II. Administrative Services			
Directors			Superintendents		Directors		Superintendents	
Exists	Should Exist		Exists	Should Exist	Exists	Should Exist	Exists	Should Exist
4 t h	3	3	3	2	12	17	12	12
		4		3	15	12	15	15
					17			
3 r d	4	8	2	1	14	14	17	16
	8	2	4	4			16	14
	2		1	8			14	17
	9		10					
2 n d	1	1	9	9	13	13	13	
	5	6	8	10	16			
	10	9	11	5				
	11	10	6	6				
1 s t		5	5	7				
	6	7	7	11		15		13
	7	11				16		

*Arabic numbers represent items from questionnaire.

TABLE 14--Continued

III. Effective School Staff Development Services					IV. Special Services			
Directors			Superintendents		Directors		Superintendents	
Exists	Should Exist		Exists	Should Exist	Exists	Should Exist	Exists	Should Exist
4 t h	25	25 20	23 19 18	23	28			
3 r d	18 19 23 20	19 23 18 24	20 25 24	24 18 19 20 21	26	26 31 28	26 28	26
2 n d	21 24		21 22	25		32		28 31 32
1 s t	22	21 22		22	31 30 32 27 29	29 27 30	31 27 32 30 29	29 27 30

TABLE 14--Continued

V. Extensions of Regular School Program					VI. Media Services			
Directors		Superintendents			Directors		Superintendents	
Exists	Should Exist	Exists	Should Exist		Exists	Should Exist	Exists	Should Exist
4 t h					37	37	37	37
					39	40	38	38
					40	38	40	40
					41	41	39	39
					38	39	41	42
					44		42	41
					42		44	44
							43	43
3 r d						42 44		
2 n d		33			43	43		
1 s t	35	35	33	33				
	36	36	35	35				
	33	34	34	34				
	34		36	36				

TABLE 14--Continued

VII. Identifying New Content and Converting It for Classroom Use					VIII. Innovative Organizational Patterns and Arrangements			
Directors		Superintendents			Directors		Superintendents	
Exists	Should Exist	Exists	Should Exist		Exists	Should Exist	Exists	Should Exist
4 t h					52	52		
3 r d	46				49	49	52	52 49
2 n d	46 45 47 48	48	46 47 48	48 46 47 45	50	50 51	49	
1 s t	47 45	45			51		50 51	50 51

should exist as perceived by directors and superintendents. The further explanation of this table is included in the item by item analysis which follows.

Analysis of Findings by Items

Each item representing a program or service is analyzed in this section according to the six hypotheses in Chapter I. The difference is noted when it is significant at less than the .05 level, and the direction of difference is noted. The direction may be noted from the tabulated data (Appendix C), and/or from the graphic presentation (Figures 1-6). "Exists" means the perception of a program or service as it now is, and "should exist" means the condition that is desired.

Directors' ratings and superintendents' ratings were transformed into rank order as shown in Tables 10, 11, 12, and 13, and each program or service was placed in its proper quartile as shown in Table 14, using information secured in the ranking process. The results of these operations for each item are interpreted in the following paragraphs.

General Educational Services

Item 1. Educational research which seeks to develop new concepts of education is sponsored. (H_1) A significant difference (at the .0001 level) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant

difference (at the .00000001 level) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (at the .00001 level) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (at the .000002 level) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 34th from the top on exists, and fell in the second quartile; and 29th from the top on should exist, and fell in the second quartile. According to superintendents' ratings, this item ranked 25th from the top on exists, and fell in the third quartile; and 16th from the top on should exist, and fell in the third quartile.

Item 2. Modification and adaptation of educational research to fit regional needs are sponsored. (H_1) A significant difference (.002) was found between directors' perceptions of what exists and what should exist with "should exist"

showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.05) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) A significant difference (.03) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.008) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 21st from the top on exists, and fell in the third quartile; and 16th from the top on should exist, and fell in the third quartile. According to superintendents' ratings, this item ranked 18th from the top on exists, and fell in the third quartile; and 8th from the top on should exist, and fell in the fourth quartile.

Item 3. Innovations in educational technology are demonstrated. (H_1) A significant difference (.001) was found

between the directors' perceptions of what exists and what should exist with the "should exist" showing the higher degree. (H_2) A significant difference (.000004) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) A significant difference (.0005) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 3rd from the top on exists, and fell in the fourth quartile; and 11th from the top on should exist, and fell in the fourth quartile. According to superintendents' ratings, this item ranked 9th from the top on exists, and fell in the fourth quartile; and 11th highest from the top on should exist, and fell in the fourth quartile.

Item 4. New approaches to meet educational needs of metropolitan areas and/or rural communities are demonstrated in pilot schools. (H_1) A significant difference (.0004) was

found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.02) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) A significant difference (.0008) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.02) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 19th from the top on exists, and fell in the third quartile; and 10th from the top on should exist, and fell in the fourth quartile. According to superintendents' ratings, this item ranked 24th from the top on exists, and fell in the third quartile; and 17th from the top on should exist, and fell in the third quartile.

Item 5. Assistance is provided in coordinating available community resources. (H_1) A significant difference (.0003) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) A significant difference (.05) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.000005) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 37th from the top on exists, and fell in the first quartile; and 36 from the top on should exist, and fell in the second quartile. According to superintendents' ratings, this item ranked 36th from the top on exists, and fell in the second quartile; and 34th from the top on should exist, and fell in the second quartile.

Item 6. Cooperative educational services too large and complex for a single school district are provided. (H_1) A significant difference (.0005) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) A significant difference (.008) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.002) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 39th from the top on exists, and fell in the second quartile; and 39th from the top on should exist, and fell in the second quartile. According to superintendents ratings, this item ranked 34th from the top on exists, and fell in the second quartile; and 37th from the top on should exist, and fell in the second quartile.

Item 7. Ways to enrich cultural life of the pupil in greater scope and depth are demonstrated in pilot schools.

(H₁) A significant difference (.0002) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H₂) A significant difference (.00000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H₃) No significant difference was found between directors' and superintendents' perceptions of what exists. (H₄) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H₅) A significant difference (.000004) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H₆) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 46th from the top on exists, and fell in the first quartile; and 44th from the top on should exist, and fell in the first quartile. According to superintendents' ratings, this item ranked 41st from the top on exists, and fell in the first quartile; and 40th from the top on should exist, and fell in the first quartile.

Item 8. All pilot and operational activities are systematically evaluated. (H_1) A significant difference (.0007) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.002) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) A significant difference (.001) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.05) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 20th from the top on exists, and fell in the third quartile; and 13th from the top on should exist, and fell in the fourth quartile. According to superintendents' ratings, this item ranked 31st from the top on exists, and fell in the second

quartile; and 23rd from the top on should exist, and fell in the third quartile.

Item 9. Effective two-way communication between the ESC and local school districts is maintained. (H_1) A significant difference (.001) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.003) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) A significant difference (.008) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.02) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 22nd from the top on exists, and fell in the third quartile; and 31st from the top on should exist, and fell in the second

quartile. According to superintendents' ratings, this item ranked 28th from the top on exists, and fell in the second quartile; and 29th from the top on should exist, and fell in the second quartile.

Item 10. ESC serves as coordinating agency between institutions of higher education and local education agencies.

(H₁) A significant difference (.0003) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H₂) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H₃) A significant difference (.03) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H₄) A significant difference (.02) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H₅) A significant difference (.0001) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H₆) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 26th from the top on exists, and fell in the third quartile; and 34th from the top on should exist, and fell in the second quartile. According to superintendents' ratings, this item ranked 26th from the top on exists, and fell in the third quartile; and 30th from the top on should exist, and fell in the second quartile.

Item 11. ESC serves as coordinating agency between the Texas Education Agency and the LEA. (H_1) A significant difference (.05) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.003) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (.04) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 27th from the top on exists, and fell in the second quartile; and 46th from the top on should exist, and fell in the first quartile. According to superintendents' ratings, this item ranked 32nd from the top on exists, and fell in the second quartile; and 44th from the top on should exist, and fell in the first quartile.

Administrative Services

Item 12. Aid is given in securing and coordinating state education programs. (H_1) No significant difference was found between directors' perceptions of what exists and what should exist. (H_2) No significant difference was found between superintendents' perceptions of what exists and what should exist. (H_3) A significant difference (.05) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) A significant difference (.002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 5th from the top on exists, and fell in the fourth quartile; and

11th from the top on should exist, and fell in the fourth quartile. According to superintendents' ratings, this item ranked 6th from the top on exists, and fell in the fourth quartile; and 5th from the top on should exist, and fell in the fourth quartile.

Item 13. Aid is given in local educational and financial planning. (H_1) A significant difference (.0007) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) A significant difference (.008) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.03) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 31st from the top on exists, and fell in the second quartile;

and 32nd from the top on should exist, and fell in the second quartile. According to superintendents' ratings, this item ranked 33rd from the top on exists, and fell in the second quartile; and 46th from the top on should exist, and fell in the first quartile.

Item 14. Aid is given in long range planning and programming to local school districts. (H_1) A significant difference (.005) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) A significant difference (.007) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.04) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 23rd from the top on exists, and fell in the third quartile; and 19th from the top on should exist, and fell in the third quartile. According to superintendents' ratings, this item ranked 19th from the top on exists, and fell in the third quartile; and 24th from the top on should exist, and fell in the third quartile.

Item 15. Aid is given the local education agency in making application for federal programs. (H_1) No significant difference was found between directors' perceptions of what exists and what should exist. (H_2) A significant difference (.001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) No significant difference was found between directors' perceptions of what should exist and superintendents' perceptions of what exists.

According to directors' ratings, this item ranked 12th from the top on exists, and fell in the fourth quartile; and 45th from the top on should exist, and fell in the first quartile. According to superintendents' ratings, this item

ranked 10th from the top on exists, and fell in the fourth quartile; and 13th from the top on should exist, and fell in the fourth quartile.

Item 16. Aid is given the local education agency in administering, reporting, and evaluating federal programs.

(H₁) A significant difference (.02) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H₂) A significant difference (.00009) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H₃) No significant difference was found between directors' and superintendents' perceptions of what exists. (H₄) A significant difference (.02) was found between directors' and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H₅) A significant difference (.000005) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H₆) No significant difference was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 36th from the top on exists, and fell in the second quartile; and 49th from the top on should exist, and fell in the first

quartile. According to superintendents' ratings, this item ranked 16th from the top on exists, and fell in the third quartile; and 22nd from the top on should exist, and fell in the third quartile.

Item 17. Electronic data processing as needed by the local school is coordinated through the ESC. (H_1) A significant difference (.002) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) No significant difference was found between superintendents' perceptions of what exists and what should exist. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) A significant difference (.0001) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) A significant difference (.0000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 13th from the top on exists, and fell in the fourth quartile; and 4th from the top on should exist, and fell in the fourth quartile. According to superintendents' ratings, this item

ranked 15th from the top on exists, and fell in the third quartile; and 27th from the top on should exist, and fell in the second quartile.

Effective School Staff Development Services

Item 18. Activities and services to develop attitudes, understandings, and practices on the part of administrators and/or supervisors are provided. (H_1) A significant difference (.001) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.000002) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.05) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) A significant difference (.005) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) A significant difference (.0000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 15th from the top on exists, and fell in the third quartile; and 20th from the top on should exist, and fell in the third quartile. According to superintendents' ratings, this item ranked 14th from the top on exists, and fell in the third quartile; and 18th from the top on should exist, and fell in the third quartile.

Item 19. Activities and services to develop attitudes, understandings, and practices on the part of classroom teachers are provided. (H_1) A significant difference (.002) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.05) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) A significant difference (.005) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) A significant difference (.0000002) was found between directors' perceptions of what

should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 16th from the top on exists, and fell in the third quartile; and 14th from the top on should exist, and fell in the third quartile. According to superintendents' ratings, this item ranked 13th from the top on exists, and fell in the fourth quartile; and 19th from the top on should exist, and fell in the third quartile.

Item 20. Intensive training of selected ESC staff members as a leadership corps to facilitate educational change is provided. (H_1) A significant difference (.0004) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) A significant difference (.002) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.03) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0000001)

was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 24th from the top on exists, and fell in the third quartile; and 12th from the top on should exist, and fell in the fourth quartile. According to superintendents' ratings, this item ranked 20th from the top on exists, and fell in the third quartile; and 20th from the top on should exist, and fell in the third quartile.

Item 21. ESC staff participation in demonstrations of innovative practices, such as team teaching, etc., is conducted. (H_1) A significant difference (.02) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.05) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (.008) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher

degree. (H_6) A significant difference (.000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 28th from the top on exists, and fell in the second quartile; and 39th from the top on should exist, and fell in the second quartile. According to superintendents' ratings, this item ranked 30th from the top on exists, and fell in the second quartile; and 25th from the top on should exist, and fell in the third quartile.

Item 22. Opportunities to observe and use especially designed space and instructional resource centers are provided to classroom teachers. (H_1) A significant difference (.0008) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (.000005) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should

exist" showing the higher degree. (H_6) A significant difference (.000009) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 44th from the top on exists, and fell in the first quartile; and 47th from the top on should exist, and fell in the first quartile. According to superintendents' ratings, this item ranked 38th from the top on exists, and fell in the second quartile; and 41st from the top on should exist, and fell in the first quartile.

Item 23. New approaches to the adaptation and utilization of available instructional materials and/or to the design and development of new instructional materials are provided. (H_1) A significant difference (.0007) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) A significant difference (.006) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant

difference (.009) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 18th from the top on exists, and fell in the third quartile; and 15th from the top on should exist, and fell in the third quartile. According to superintendents' ratings, this item ranked 12th from the top on exists, and fell in the fourth quartile; and 11th from the top on should exist, and fell in the fourth quartile.

Item 24. Special subject matter consultants provide in-depth assistance to teachers. (H_1) A significant difference (.0003) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (.0001) was found between

directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.000003) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 32nd from the top on exists, and fell in the second quartile; and 26th from the top on should exist, and fell in the third quartile. According to superintendents' ratings, this item ranked 22nd from the top on exists, and fell in the third quartile; and 14th from the top on should exist, and fell in the third quartile.

Item 25. ESC participates in a meaningful manner in teacher education programs. (H_1) A significant difference (.0007) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.00001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.02) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) A significant difference (.0001) was found between directors' and superintendents' perceptions of what should exist with

directors' "should exist" showing the higher degree.

(H₅) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions

of what should exist. (H₆) A significant difference

(.0000001) was found between directors' perceptions of what

should exist and superintendents' perceptions of what exists

with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 14th from the top on exists, and fell in the third quartile; and 6th from the top on should exist, and fell in the fourth quartile. According to superintendents' ratings, this item ranked 21st from the top on exists, and fell in the third quartile; and 28th from the top on should exist, and fell in the second quartile.

Special Services

Item 26. Diagnosis of special learning problems of atypical pupils is provided. (H₁) A significant difference

(.004) was found between directors' perceptions of what

exists and what should exist with "should exist" showing the

higher degree. (H₂) A significant difference (.0000001) was

found between superintendents' perceptions of what exists and

what should exist with "should exist" showing the higher de-

gree. (H₃) No significant difference was found between

directors' and superintendents' perceptions of what exists.

(H₄) A significant difference (.004) was found between direc-

tors' and superintendents' perceptions of what should exist

with directors' "should exist" showing the higher degree.

(H₅) A significant difference (.02) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H₆) A significant difference (.0000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 25th from the top on exists, and fell in the third quartile; and 17th from the top on should exist, and fell in the third quartile. According to superintendents' ratings, this item ranked 23rd from the top on exists, and fell in the third quartile; and 21st from the top on should exist, and fell in the third quartile.

Item 27. Coordination of educational and vocational guidance and placement services in the region and state is provided. (H₁) A significant difference (.0003) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H₂) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H₃) A significant difference (.005) was found between directors' and superintendents' perceptions of what exists with superintendents

"exists" showing the higher degree. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (.0000001) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0003) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 50th from the top on exists, and fell in the first quartile; and 40th from the top on should exist, and fell in the first quartile. According to superintendents' ratings, this item ranked 43rd from the top on exists, and fell in the first quartile; and 45th from the top on should exist, and fell in the first quartile.

Item 28. Exemplary programs in special education are conducted under the sponsorship of the ESC. (H_1) No significant difference was found between directors' perceptions of what exists and what should exist. (H_2) A significant difference (.0004) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.0001) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher

degree. (H_4) A significant difference (.002) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) A significant difference (.000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 7th from the top on exists, and fell in the fourth quartile; and 24th from the top on should exist, and fell in the third quartile. According to superintendents' ratings, this item ranked 27th from the top on exists, and fell in the second quartile; and 35th from the top on should exist, and fell in the second quartile.

Item 29. Exemplary programs for gifted and talented pupils are conducted under sponsorship of the ESC. (H_1) A significant difference (.0001) was found between directors' perceptions of what exists and what should exist with "should exist" showing the greater degree. (H_2) A significant difference (.00000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the greater degree. (H_3) A significant difference (.01) was found between directors' and superintendents'

perceptions of what exists with superintendents' "exist" showing the higher degree. (H_4) A significant difference (.002) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) A significant difference (.000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 51st from the top on exists, and fell in the first quartile; and 40th from the top on should exist, and fell in the first quartile. According to superintendents' ratings, this item ranked 47th from the top on exists, and fell in the first quartile; and 43rd from the top on should exist, and fell in the first quartile.

Item 30. Exemplary programs for pupils who have learning handicaps, but not included in special education under State regulations, are conducted under sponsorship of the ESC. (H_1) A significant difference (.0009) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between

superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree.

(H₃) No significant difference was found between directors' and superintendents' perceptions of what exists. (H₄) A significant difference (.03) was found between directors' and superintendents' perceptions of what should exist with "should exist" of directors showing the higher degree. (H₅) A significant difference (.0002) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H₆) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 45th from the top on exists, and fell in the first quartile; and 42nd from the top on should exist, and fell in the first quartile. According to superintendents' ratings, this item ranked 46th from the top on exists, and fell in the first quartile; and 47th from the top on should exist, and fell in the first quartile.

Item 31. Innovative methods of working with pupils, such as independent learning, motivation developing, and limited background broadening are demonstrated in pilot schools. (H₁) A significant difference (.0001) was found between directors' perceptions of what exists and what should

exist with "should exist" showing the higher degree. (H_2) A significant difference (.00000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) A significant difference (.0006) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.0001) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.00000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 42nd from the top on exists, and fell in the first quartile; and 23rd from the top on should exist, and fell in the third quartile. According to superintendents' ratings, this item ranked 42nd from the top on exists, and fell in the first quartile; and 36th from the top on should exist, and fell in the second quartile.

Item 32. ESC promotes and assists in developing appropriate vocational programs. (H_1) A significant difference (.0002) was found between directors' perceptions of what

exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.00000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) A significant difference (.04) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.000004) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 47th from the top on exists, and fell in the first quartile; and 37th from the top on should exist, and fell in the second quartile. According to superintendents' ratings, this item ranked 45th from the top on exists, and fell in the first quartile; and 38th from the top on should exist, and fell in the second quartile.

Extensions of Regular School Program

Item 33. Exemplary programs for pre-school children and their parents are conducted under the sponsorship of the ESC. (H_1) A significant difference (.0006) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exist. (H_4) A significant difference (.0004) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.0007) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 48th from the top on exists, and fell in the first quartile; and 27th from the top on should exist, and fell in the second quartile. According to superintendents' ratings, this item

ranked 48th from the top on exists, and fell in the first quartile; and 49th from the top on should exist, and fell in the first quartile.

Item 34. Exemplary adult education programs are conducted under sponsorship of the ESC. (H_1) No significant difference was found between directors' perceptions of what exists and what should exist. (H_2) A significant difference (.00000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (.0005) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0007) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 49th from the top on exists, and fell in the first quartile; and 52nd from the top on should exist, and fell in the first quartile. According to superintendents' ratings, this item ranked 51st from the top on exists, and fell in the first

quartile; and 51st from the top on should exist, and fell in the first quartile.

Item 35. Utilization of community resources such as public libraries, museums, health and guidance centers, television and radio services, industry, and colleges and universities is demonstrated under sponsorship of the ESC.

(H₁) A significant difference (.001) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H₂) A significant difference (.00000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H₃) No significant difference was found between directors' and superintendents' perceptions of what exists. (H₄) A significant difference (.04) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H₅) A significant difference (.005) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H₆) A significant difference (.000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 43rd from the top on exists, and fell in the first quartile;

and 48th from the top on should exist, and fell in the first quartile. According to superintendents' ratings, this item ranked 49th from the top on exists, and fell in the first quartile; and 50th from the top on should exist, and fell in the first quartile.

Item 36. Exemplary programs of extending the school day and school year are conducted under the sponsorship of the ESC. (H_1) A significant difference (.0002) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (.0001) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 52nd from the top on exists, and fell in the first quartile;

and 51st from the top on should exist, and fell in the first quartile. According to superintendents' ratings, this item ranked 52nd from the top on exists, and fell in the first quartile; and 52nd from the top on should exist, and fell in the first quartile. Please note that this item ranked last on three out of the four measures, and next to last on the other.

Media Services

Item 37. A materials lending library of films, and other instructional materials is maintained. (H_1) No significant difference was found between directors' perceptions of what exists and what should exist. (H_2) No significant difference was found between superintendents' perceptions of what exists and what should exist. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) A significant difference (.04) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) A significant difference (.03) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to both directors' and superintendents' ratings, this item ranked 1st on all measures, and therefore fell in the fourth quartile on all measures.

Item 38. Visual duplication services to reproduce transparencies, slides, filmstrips, and charts, etc., are maintained. (H_1) No significant difference was found between directors' perceptions of what exists and what should exist. (H_2) No significant difference was found between superintendents' perceptions of what exists and what should exist. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (.02) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.03) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 6th from the top on exists, and fell in the fourth quartile; and 7th from the top on should exist, and fell in the fourth quartile. According to superintendents' ratings, this item ranked 2nd from the top on exists, and fell in the fourth quartile; and 2nd from the top on should exist, and fell in the fourth quartile.

Item 39. A magnetic tape duplicating service for audio and video tape is maintained. (H_1) No significant difference was found between directors' perceptions of what exists and what should exist. (H_2) No significant difference was found between superintendents' perceptions of what exists and what should exist. (H_3) A significant difference (.02) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) A significant difference (.02) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 2nd from the top on exists, and fell in the fourth quartile; and 7th from the top on should exist, and fell in the fourth quartile. According to superintendents' ratings, this item ranked 4th from the top on exists, and fell in the fourth quartile; and 4th from the top on should exist, and fell in the fourth quartile.

Item 40. A delivery and dissemination system for materials and services is in operation. (H_1) No significant

difference was found between directors' perceptions of what exists and what should exist. (H_2) No significant difference was found between superintendents' perceptions of what exists and what should exist. (H_3) A significant difference (.05) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) A significant difference (.03) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) A significant difference (.005) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 3rd from the top on exists, and fell in the fourth quartile; and 2nd from the top on should exist, and fell in the fourth quartile. According to superintendents' ratings, this item ranked 3rd from the top on exists, and fell in the fourth quartile; and 3rd from the top on should exist, and fell in the fourth quartile.

Item 41. Professional leadership training services to the district in the utilization of media are in operation.
(H_1) No significant difference was found between directors'

perceptions of what exists and what should exist. (H_2) No significant difference was found between superintendents' perceptions of what exists and what should exist. (H_3) A significant difference (.01) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) A significant difference (.02) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) A significant difference (.0007) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 4th from the top on exists, and fell in the fourth quartile; and 8th from the top on should exist, and fell in the fourth quartile. According to superintendents' ratings, this item ranked 5th from the top on exists, and fell in the fourth quartile; and 7th from the top on should exist, and fell in the fourth quartile.

Item 42. Up-to-date acquisition and utilization of materials for the enrichment of the curriculum are in operation. (H_1) A significant difference (.001) was found between directors' perceptions of what exists and what should exist

with "should exist" showing the higher degree. (H_2) A significant difference (.03) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (.009) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0008) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 10th from the top on exists, and fell in the fourth quartile; and 18th from the top on should exist, and fell in the third quartile. According to superintendents' ratings, this item ranked 7th from the top on exists, and fell in the fourth quartile; and 6th from the top on should exist, and fell in the fourth quartile.

Item 43. A graphics staff to produce media and render services is available and operating. (H_1) A significant difference (.001) was found between directors' perceptions of what exists and what should exist with "should exist"

showing the higher degree. (H_2) No significant difference was found between superintendents' perceptions of what exists and what should exist. (H_3) A significant difference (.01) was found between directors' and superintendents' perceptions of what exists with superintendents' "exists" showing the higher degree. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (.000005) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) No significant difference was found between directors' perceptions of what should exist and superintendents' perceptions of what exists.

According to directors' ratings, this item ranked 40th from the top on exists, and fell in the first quartile; and 38th from the top on should exist, and fell in the second quartile. According to superintendents' ratings, this item ranked 9th on exists, and fell in the fourth quartile; and 12th from the top on should exist, and fell in the fourth quartile.

Item 44. Professional consultative assistance for local instructional media center directors is provided.

(H_1) A significant difference (.009) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) No significant

difference was found between superintendents' perceptions of what exists and what should exist. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) A significant difference (.005) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 8th from the top on exists, and fell in the fourth quartile; and 21st from the top on should exist, and fell in the third quartile. According to superintendents' ratings, this item ranked 8th from the top on exists, and fell in the fourth quartile; and 10th from the top on should exist, and fell in the fourth quartile.

Identifying New Content and Converting It for Classroom Use

Item 45. New information from industry, government agencies, educational and research institutions, foundations and other sources is identified by ESC. (H_1) A significant difference (.02) was found between directors' perceptions of what exists and what should exist with "should exist" showing

the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.03) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (.009) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 30th from the top on exists, and fell in the second quartile; and 43rd from the top on should exist, and fell in the second quartile. According to superintendents' ratings, this item ranked 40th from the top on exists, and fell in the first quartile; and 39th from the top on should exist, and fell in the second quartile.

Item 46. Pilot programs incorporating new methods and content are conducted under sponsorship of the ESC.

(H_1) A significant difference (.001) was found between directors' perceptions of what exists and what should exist with

"should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) A significant difference (.005) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.04) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 29th from the top on exists, and fell in the second quartile; and 25th from the top on should exist, and fell in the third quartile. According to superintendents' ratings, this item ranked 29th from the top on exists, and fell in the second quartile; and 32nd from the top on should exist, and fell in the second quartile.

Item 47. New information is adapted to the instructional program by the ESC. (H_1) A significant difference (.0007) was found between directors' perceptions of what

exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (.0007) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 35th from the top on exists, and fell in the second quartile; and 41st from the top on should exist, and fell in the first quartile. According to superintendents' ratings, this item ranked 35th from the top on exists, and fell in the second quartile; and 33rd from the top on should exist, and fell in the second quartile.

Item 48. Guidance for the teacher in the application of new information is provided. (H_1) A significant difference (.0008) was found between directors' perceptions of what

exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) No significant difference was found between directors' and superintendents' perceptions of what exists. (H_4) No significant difference was found between directors' and superintendents' perceptions of what should exist. (H_5) A significant difference (.0001) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0000002) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 38th from the top on exists, and fell in the second quartile; and 35th from the top on should exist, and fell in the second quartile. According to superintendents' ratings, this item ranked 37th from the top on exists, and fell in the second quartile; and 31st from the top on should exist, and fell in the second quartile.

Innovative Organizational Patterns and Arrangements

Item 49. Innovative methods of individualizing instruction, i.e., team teaching, modular scheduling, independent

study, etc., are demonstrated under sponsorship of the ESC.

(H₁) A significant difference (.002) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H₂) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H₃) A significant difference (.0001) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H₄) A significant difference (.005) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H₅) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H₆) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 17th from the top on exists, and fell in the third quartile; and 22nd from the top on should exist, and fell in the third quartile. According to superintendents' ratings, this item ranked 39th from the top on exists, and fell in the second quartile; and 26th from the top on should exist, and fell in the third quartile.

Item 50. Innovative designs for the use of in-school time are demonstrated under sponsorship of the ESC. (H_1) A significant difference (.0007) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.02) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) A significant difference (.008) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.03) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 33rd from the top on exists, and fell in the second quartile; and 28th from the top on should exist, and fell in the second quartile. According to superintendents' ratings, this item ranked 44th from the top on exists, and fell in the first

quartile; and 42nd from the top on should exist, and fell in the first quartile.

Item 51. Models of classroom organization and management of teacher time are in operation under sponsorship of the ESC. (H_1) A significant difference (.0001) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.00000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.005) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) A significant difference (.007) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) A significant difference (.005) was found between directors' perceptions of what exists and superintendents' perceptions of what should exist with superintendents' "should exist" showing the higher degree. (H_6) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 41st from the top on exists, and fell in the first quartile; and 33rd from the top on should exist, and fell in the second

quartile. According to superintendents' ratings, this item ranked 50th from the top on exists, and fell in the first quartile; and 48th from the top on should exist, and fell in the first quartile.

Item 52. Cooperative arrangements between or among school districts are coordinated by the ESC. (H_1) A significant difference (.001) was found between directors' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_2) A significant difference (.0000001) was found between superintendents' perceptions of what exists and what should exist with "should exist" showing the higher degree. (H_3) A significant difference (.005) was found between directors' and superintendents' perceptions of what exists with directors' "exists" showing the higher degree. (H_4) A significant difference (.0001) was found between directors' and superintendents' perceptions of what should exist with directors' "should exist" showing the higher degree. (H_5) No significant difference was found between directors' perceptions of what exists and superintendents' perceptions of what should exist. (H_6) A significant difference (.0000001) was found between directors' perceptions of what should exist and superintendents' perceptions of what exists with directors' "should exist" showing the higher degree.

According to directors' ratings, this item ranked 9th from the top on exists, and fell in the fourth quartile;

and 5th from the top on should exist, and fell in the fourth quartile. According to superintendents' ratings, this item ranked 17th from the top on exists, and fell in the third quartile; and 15th from the top on should exist, and fell in the third quartile.

Quartile Percentage Presentation of Individual Programs and Services

Table 15 presents a percentage interpretation of the quartile placements shown in Table 14. The percentages given in each column represent the percentage of items in each category that fell in each of the quartiles according to the ranking process. These percentages are based on the number of items in each category. For example, the General Educational Services category had 11 items of programs and services, and according to directors' perceptions of what exists, 9.0% of these fell in the fourth (top) quartile, 36.4% in the third quartile, 36.4% in the second quartile, and 18.2% in the first quartile.

Ranking of Categories

Table 16 shows the rankings of the transformed ratings of the directors and superintendents by categories. These have been arrived at by using the weighted means procedure described in Chapter I. This table shows rankings for both directors' and superintendents' perceptions of what exists and what should exist.

TABLE 15

QUARTILE PLACEMENT OF PROGRAMS AND SERVICES AS PERCEIVED BY DIRECTORS AND
SUPERINTENDENTS OF WHAT EXISTS AND WHAT SHOULD EXIST, SHOWING PER-
CENTAGES OF ITEMS IN EACH QUARTILE, ARRANGED BY CATEGORIES

Categories		Directors				Superintendents			
		Quartiles				Quartiles			
		4th	3rd	2nd	1st	4th	3rd	2nd	1st
I. General Educational Services	Exists	9.0	36.4	36.4	18.2	9.1	36.4	45.4	9.1
	Should exist	18.2	18.2	45.4	18.2	18.2	27.3	45.4	9.1
II. Administrative Services	Exists	50.0	16.7	33.3	0.0	33.3	50.0	16.7	0.0
	Should exist	33.3	16.7	16.7	33.3	33.3	50.0	0.0	16.7
III. Effective School Staff Development Services	Exists	12.5	50.0	25.0	12.5	37.5	37.5	25.0	0.0
	Should exist	25.0	50.0	0.0	25.0	12.5	62.5	12.5	12.5
IV. Special Services	Exists	14.3	14.3	0.0	71.4	0.0	28.6	0.0	71.4
	Should exist	0.0	42.8	14.3	42.8	0.0	14.3	42.8	42.8
V. Extensions of Regular School Program	Exists	0.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0
	Should exist	0.0	0.0	25.0	75.0	0.0	0.0	0.0	100.0
VI. Media Services	Exists	87.5	0.0	12.5	0.0	100.0	0.0	0.0	0.0
	Should exist	62.5	25.0	12.5	0.0	100.0	0.0	0.0	0.0
VII. Identifying New Content and Converting It for Classroom Use	Exists	0.0	0.0	100.0	0.0	0.0	0.0	75.0	25.0
	Should exist	0.0	25.0	25.0	50.0	0.0	0.0	100.0	0.0
VIII. Innovative Organizational Patterns and Arrangements	Exists	25.0	25.0	25.0	25.0	0.0	25.0	25.0	50.0
	Should exist	25.0	25.0	50.0	0.0	0.0	50.0	0.0	50.0

TABLE 16

DIRECTORS' AND SUPERINTENDENTS' RATINGS OF WHAT EXISTS
AND WHAT SHOULD EXIST BY CATEGORIES TRANSFORMED
TO RANK ORDER

Category	Rank			
	Exists		Should Exist	
	Dir.	Supt.	Dir.	Supt.
I. General Educational Services	4	4	5	4
II. Administrative Services	5	2	4	2
III. Effective School Staff Development Services	2	3	2	3
IV. Special Services	7	7	6	7
V. Extensions of Regular School Program	8	8	8	8
VI. Media Services	1	1	1	1
VII. Identifying New Content and Converting It for Classroom Use	6	5	7	5
VIII. Innovative Organizational Patterns and Arrangements	3	6	3	6

Analysis of Findings by Categories

Each category, made up of a group of related programs and services, is analyzed in this section, based on information shown in Table 15, which gives percentages of individual programs and services in each quartile; and Table 16, which shows rankings of categories.

General Educational Services

According to directors' perceptions of what exists, this category ranked 4th from the top among the categories.

In other words, according to the directors' perceptions of what exists, the items included in the General Educational Services category existed to a higher degree than the items in four of the categories, and to a lower degree than the items in three of the categories. Nine percent of its programs and services fell in the fourth quartile, 36.4% in the third quartile, 36.4% in the second quartile, and 18.2% in the first quartile. According to directors' perceptions of what should exist, this category ranked 5th from the top among the categories. Eighteen and two-tenths percent of its programs and services fell in the fourth quartile, 18.2% in the third quartile, 45.4% in the second quartile, and 18.2% in the first quartile. According to superintendents' perceptions of what exists, this category ranked 4th from the top among the categories. Nine and one-tenth percent of its programs and services fell in the fourth quartile, 36.4% in the third quartile, 45.4% in the second quartile, and 9.1% in the first quartile. According to superintendents' perceptions of what should exist, this category ranked 4th from the top among the categories. Eighteen and two-tenths percent of its programs and services fell in the fourth quartile, 27.3% in the third quartile, 45.4% in the second quartile, and 9.1% in the first quartile.

Administrative Services

According to directors' perceptions of what exists, this category ranked 5th from the top among the categories.

Fifty percent of its programs and services fell in the fourth quartile, 16.7% in the third quartile, 33.3% in the second quartile, and 0.0% in the first quartile. According to directors' perceptions of what should exist, this category ranked 4th from the top among the categories. Thirty-three and three-tenths percent of its programs and services fell in the fourth quartile, 16.7% in the third quartile, 16.7% in the second quartile, and 33.3% in the first quartile. According to superintendents' perceptions of what exists, this category ranked 2nd from the top among the categories. Thirty-three and three-tenths percent of its programs and services fell in the fourth quartile, 50.0% in the third quartile, 16.7% in the second quartile, and 0.0% in the first quartile. According to superintendents' perceptions of what should exist, this category ranked 2nd from the top among the categories. Thirty-three and three-tenths percent of its programs and services fell in the fourth quartile, 50.0% in the third quartile, 0.0% in the second quartile, and 16.7% in the first quartile.

Effective School Staff Development Services

According to directors' perceptions of what exists, this category ranked 2nd from the top among the categories. Twelve and five-tenths percent of its programs and services fell in the fourth quartile, 50.0% in the third quartile, 25.0% in the second quartile, and 12.5% in the first quartile.

According to directors' perceptions of what should exist, this category ranked 2nd from the top among the categories. Twenty-five percent of its programs and services fell in the fourth quartile, 50.0% in the third quartile, 0.0% in the second quartile, and 25.0% in the first quartile. According to superintendents' perceptions of what exists, this category ranked 3rd from the top among the categories. Thirty-seven and five-tenths percent of its programs and services fell in the fourth quartile, 37.5% in the third quartile, 25.0% in the second quartile, and 0.0% in the first quartile. According to superintendents' perceptions of what should exist, this category ranked 3rd from the top among the categories. Twelve and five-tenths percent of its programs and services fell in the fourth quartile, 62.5% in the third quartile, 12.5% in the second quartile, and 12.5% in the first quartile.

Special Services

According to directors' perceptions of what exists, this category ranked 7th from the top among the categories. Fourteen and three-tenths percent of its programs and services fell in the fourth quartile, 14.3% in the third quartile, 0.0% in the second quartile, and 71.4% in the first quartile. According to directors' perceptions of what should exist, this category ranked 6th from the top among the categories. Zero percent of its programs and services fell in the fourth quartile, 42.8% in the third quartile, 14.3% in the second

quartile, and 42.8% in the first quartile. According to superintendents' perceptions of what exists, this category ranked 7th from the top among the categories. Zero percent of its programs and services fell in the fourth quartile, 28.6% in the third quartile, 0.0% in the second quartile, and 71.4% in the first quartile. According to superintendents' perceptions of what should exist, this category ranked 7th from the top among the categories. Zero percent of its programs and services fell in the fourth quartile, 14.3% in the third quartile, 42.8% in the second quartile, and 42.8% in the first quartile.

Extensions of Regular School Program

According to directors' perceptions of what exists, this category ranked 8th from the top (last) among the categories. One hundred percent of its programs and services fell in the first quartile. According to directors' perceptions of what should exist, this category ranked 8th from the top among the categories. Zero percent of its programs and services fell in the fourth quartile, 0.0% in the third quartile, 25.0% in the second quartile, and 75.0% in the first quartile. According to superintendents' perceptions of what exists, this category ranked 8th from the top among the categories. One hundred percent of its programs and services fell in the first quartile. According to superintendents' perceptions of what should exist, this category ranked 8th

from the top among the categories. One hundred percent of its programs and services fell in the first quartile.

Media Services

According to directors' perceptions of what exists, this category ranked at the top among the categories. Eighty-seven and five-tenths percent of its programs and services fell in the fourth quartile, 0.0% in the third quartile, 12.5% in the second quartile, and 0.0% in the first quartile. According to directors' perceptions of what should exist, this category ranked at the top among the categories. Sixty-two and five-tenths percent of its programs and services fell in the fourth quartile, 25.0% in the third quartile, 12.5% in the second quartile, and 0.0% in the first quartile. According to superintendents' perceptions of what exists, this category ranked at the top among the categories. One hundred percent of its programs and services fell in the fourth quartile. According to superintendents' perceptions of what should exist, this category ranked at the top among the categories. One hundred percent of its programs and services fell in the fourth quartile.

Identifying New Content and Converting It for Classroom Use

According to directors' perceptions of what exists, this category ranked 6th from the top among the categories. One hundred percent of its programs and services fell in the

second quartile. According to directors' perceptions of what should exist, this category ranked 7th from the top among the categories. Zero percent of its programs and services fell in the fourth quartile, 25.0% in the third quartile, 25.0% in the second quartile, and 50.0% in the first quartile. According to superintendents' perceptions of what exists, this category ranked 5th from the top among the categories. Zero percent of its programs and services fell in the fourth quartile, 0.0% in the third quartile, 75.0% in the second quartile, and 25.0% in the first quartile. According to superintendents' perceptions of what should exist, this category ranked 5th from the top among the categories. One hundred percent of its programs and services fell in the second quartile.

Innovative Organizational Patterns and Arrangements

According to directors' perceptions of what exists, this category ranked 3rd from the top among the categories. Twenty-five percent of its programs and services fell in the fourth quartile, 25.0% in the third quartile, 25.0% in the second quartile, and 25.0% in the first quartile. According to directors' perceptions of what should exist, this category ranked 3rd from the top among the categories. Twenty-five percent of its programs and services fell in the fourth quartile, 25.0% in the third quartile, 50.0% in the second quartile, and 0.0% in the first quartile. According to

superintendents' perceptions of what exists, this category ranked 6th from the top among the categories. Zero percent of its programs and services fell in the fourth quartile, 25.0% in the third quartile, 25.0% in the second quartile, and 50.0% in the first quartile. According to superintendents' perceptions of what should exist, this category ranked 6th from the top among the categories. Zero percent of its programs and services fell in the fourth quartile, 50.0% in the third quartile, 0.0% in the second quartile, and 50.0% in the first quartile.

Summary

In order to test the general hypothesis of whether or not differences of perceptions of programs and services existed between ESC directors and LEA superintendents, six specific hypotheses were formulated and tested. Fifty-two selected programs and services were used in testing the six hypotheses. An instrument was developed and administered to gather the needed data.

In summary, H_1 was accepted for 43 of the 52 individual programs and services; H_2 was accepted for 43 of the 52 individual programs and services; H_3 was accepted for 23 of the 52 individual programs and services; H_4 was accepted for 33 of the 52 individual programs and services; H_5 was accepted for 37 of the 52 individual programs and services; H_6 was accepted for 49 of the 52 individual programs and services.

Programs and services were ranked and placed in quartiles according to their rank by categories. Quartile placements were also shown as percentages of the items in each category, a weighted mean was obtained for each category, and the categories were ranked according to these means.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The major purpose of this study was to determine programs and services presently being provided by the ESC of Texas as perceived by the ESC directors and the LEA superintendents, and to compare these programs and services with what should be provided in the opinion of directors and superintendents. A further purpose was to determine if there were differences in the perceptions of directors and superintendents concerning the programs and services provided and those which should be provided by the ESC.

Two sample groups were established with six comparisons being made. The two groups were: (1) the executive directors of the twenty Regional Education Service Centers of Texas, and (2) 200 superintendents of selected school districts served by the twenty Regional Education Service Centers of Texas.

The Education Service Center Services Scale, the instrument used to collect data for the study was developed after surveying the related literature and objectives of operating education service centers. The instrument was designed to

elicit responses in terms of degree, from very high to non-existent, on 52 programs and services grouped into eight general categories. Judges were utilized in the development and validation of the items to be included on the instrument.

The following hypotheses were formed to test the major hypothesis of this study:

1. ESC directors' perceptions of what exists in their ESC's, as measured by the Education Service Center Services Scale (ESCSS), differ significantly from ESC directors' perceptions of what should exist in these centers.
2. LEA superintendents' perceptions of what exists in ESC's, as measured by the ESCSS, differ significantly from LEA superintendents' perceptions of what should exist in these centers.
3. ESC directors' perceptions of what exists in their ESC's, as measured by the ESCSS, differ significantly from LEA superintendents' perceptions of what exists in these centers.
4. ESC directors' perceptions of what should exist in their ESC's, as measured by the ESCSS, differ significantly from LEA superintendents' perceptions of what should exist in these centers.
5. ESC directors' perceptions of what exists in their ESC's, as measured by the ESCSS, differ significantly from LEA superintendents' perceptions of what should exist in these centers.

6. ESC directors' perceptions of what should exist in their ESC's, as measured by the ESCSS, differ significantly from LEA superintendents' perceptions of what exists in these centers.

The Wilcoxon Matched-pairs Signed-ranks test, which is for correlated data, was used to test the significance of difference for H_1 and H_2 . The Mann-Whitney U test, which is for uncorrelated data, was applied to H_3 through H_6 . A two-tailed test was used throughout the analysis at the 0.05 level of significance.

Findings

An analysis of the data collected for the study produced the following findings which seemed to be most significant:

1. All programs and services should exist to a higher degree than they do exist according to perceptions of directors. A significant difference was found between these perceptions on 43 of 52 programs and services.

2. All programs and services should exist to a higher degree than they do exist according to perceptions of superintendents. A significant difference was found between these perceptions on 43 of 52 programs and services.

3. ESC directors' perceptions of what exists were higher than LEA superintendents' perceptions of what exists on 42 of 52 programs and services; however, a significant

difference was found between only 23 of 52, with 20 of these showing directors' "exists" significantly higher, and three showing superintendents' "exists" significantly higher.

4. ESC directors' perceptions of what should exist were higher than LEA superintendents' perceptions of what should exist on 47 of 52 programs and services; however, a significant difference was found between only 33 of 52, with 32 of these showing directors' "should exist" significantly higher, and one showing superintendents' "should exist" significantly higher.

5. LEA superintendents' perceptions of what should exist were higher than ESC directors' perceptions of what exists on 46 of 52 programs and services, with one even; however, a significant difference was found between only 37 of 52, with all 37 showing superintendents' "should exist" significantly higher.

6. ESC directors' perceptions of what should exist were higher than LEA superintendents' perceptions of what exists on all programs and services; however, a significant difference was found between only 49 of 52, with all 49 showing directors' "should exist" significantly higher.

7. The Media Services category ranked highest according to directors' perceptions of what exists and what should exist, and also according to superintendents' perceptions of what exists and what should exist.

8. The Extensions of Regular School Programs category ranked lowest according to directors' perceptions of what exists and what should exist, and also according to superintendents' perceptions of what exists and what should exist.

9. The General Educational Services category ranked 4th from the top according to directors' perceptions of what exists and 5th from the top on what should exist, and ranked 4th from the top on both what exists and what should exist according to superintendents' perceptions.

10. The Administrative Services category ranked 5th from the top according to directors' perceptions of what exists and 4th from the top on what should exist, and ranked 2nd from the top on both what exists and what should exist according to superintendents' perceptions.

11. The Effective School Staff Development Services category ranked 2nd from the top according to directors' perceptions of what exists and 2nd from the top on what should exist, and ranked 3rd from the top on both what exists and what should exist according to superintendents' perceptions.

12. The Special Services category ranked 7th from the top according to directors' perceptions of what exists; also, it ranked 7th from the top on both what exists and what should exist according to superintendents' perceptions.

13. The identifying New Content and Converting It for Classroom Use category ranked 6th from the top according to

directors' perceptions of what exists, and 7th from the top on what should exist; it ranked 5th from the top on both what exists and what should exist according to superintendents' perceptions.

14. The Innovative Organizational Patterns and Arrangements category ranked 3rd from the top according to directors' perceptions of what exists, and 3rd from the top on what should exist; it ranked 6th from the top on both what exists and what should exist according to superintendents' perceptions.

15. Parallel agreement between ESC directors' and LEA superintendents' perceptions of what exists and what should exist was found for most programs and services. LEA superintendents perceive administrative services as being more important than do ESC directors; however, ESC directors perceive innovative organizational patterns and arrangements as being more important than do LEA superintendents.

Conclusions

1. The ESC in Texas is a well established intermediate unit, operating on a sound basis with well developed operational objectives, performing services considered important by the local education agencies in the state.

2. Directors' and superintendents' perceptions of what exists and what should exist, although differing in certain respects, tended to parallel one another.

3. Both directors and superintendents felt that performance of the ESC in Texas was not measuring up to its fullest potential.

4. Directors tended to believe that the identified programs and services existed to a higher degree than did superintendents; likewise, directors tended to believe that the identified programs and services should exist to a higher degree than did superintendents.

5. There appeared to be weaknesses in communications between the ESC and LEA regarding programs and services of the ESC, and also regarding needs of the LEA that could be met by the ESC.

6. Evaluation of the ESC was considered important by both directors and superintendents. This conclusion is supported by the level of participation in this study.

7. The ESC in Texas is service oriented. Control and regulation are receiving increasingly less emphasis.

8. LEA's in Texas are making increasing use of ESC programs and services.

9. This study identifies the ESC as a viable intermediate educational unit in Texas, and gives support to the prediction that it will play an increasingly important role in public education in the State in the years ahead.

Recommendations

The following recommendations are made as a result of the study:

1. An improved communication system should be established to keep LEA's informed about programs and services of the ESC. This responsibility should be specifically assigned to assure that it will be carried out on a systematic basis.

2. The LEA's in Texas should make known to the ESC, on a regular basis, the needs of the LEA's which can be served by the ESC. Procedures for accomplishing this should be developed and implemented by the ESC.

3. A program of evaluation of programs and services of the ESC's should be established on a continuing basis involving ESC's, LEA's, T.E.A., and outside agencies.

4. Continued emphasis should be placed on services rendered to local schools by ESC's. Regulation and control should be minimized. This recommendation is supported by this and other research.

5. The office of county superintendent of schools should be phased out as an operating intermediate unit in Texas at the earliest feasible date.

6. Recommendations for further study include the following:

a. Since this study was statewide, it is recommended that similar future research be conducted for each Regional Education Service Center in Texas and the schools which it serves.

b. Since this study was designed to appraise programs and services of the ESC, it is recommended that

future research be designed and conducted to appraise structure and effectiveness of the ESC's in Texas.

c. It is recommended that a similar study be made which includes education service centers on a national scale.

d. It is recommended that a study be conducted of communications between levels of school administration including state education agency, ESC, and LEA, regarding the programs and services of the ESC.

e. It is recommended that the instrument (ESCSS) be improved by getting input from respondents regarding programs and services of the ESC.

f. It is recommended that this or a similar study be conducted after a period of time to measure extent and direction of change in the operation of the ESC's in Texas.

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APPENDIX A

CORRESPONDENCE RELATED TO THE STUDY

Item One: Introductory Letter to Assistant Commissioner
for Regional Educational Services

Norman, Oklahoma
September 13, 1969

Dear _____:

Dr. B. E. Reeves and Mr. Huelyn Laycock have already discussed with you a study that I am interested in doing concerning the Education Service Center in Texas. As I now envision the study, it will be designed to measure the service center directors' perceptions of what exists and what should exist as compared with the local school superintendents' perceptions of what exists and what should exist as far as the service center is concerned and what happens in the local district.

The study will provide data for a doctor's dissertation in connection with work that I am now doing at Oklahoma University. It is hoped that the study will provide information that will be valuable to the service centers and public schools of Texas and other states.

I would like to involve the 20 service center directors and a sampling of superintendents from each region in the study. They would be asked to answer a questionnaire requiring approximately 45 minutes of their time. If the State of Texas and its service centers could benefit from this, I would be very happy to do the work and share the results.

I would very much like to begin the study during the spring, starting February, 1970. I would like to schedule an appointment to further discuss this with you. I feel that this can be useful in the work of the service center.

Please give me your reaction to these ideas.

Sincerely,

Easton Wall

Item Two: Reply of Assistant Commissioner

October 3, 1969

Dear Mr. Wall:

I am presenting your letter to education service center directors at their meeting on October 13 and 14. I will inform you of their action.

I appreciate your interest in the development of the regional service center concept in Texas and will be pleased to supply you with any published information that we have on service centers.

Under separate cover I am sending you two of our most recent publications.

Yours truly,

M. L. Brockett, Assistant Commissioner
for Regional Education Services

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Item Three: Follow up letter to Asst. Comm.

October 9, 1969

M. L. Brockette, Assistant Commissioner
for Regional Education Services
Texas Education Agency
Austin, Texas 78711

Dear Mr. Brockette:

I received your letter stating that my letter would be presented to the directors of the service centers. Thank you for the time and effort required for this. I truly appreciate the assistance that you are giving me.

I am very interested in the service center concept after working as a school administrator and seeing some of the potential of this type organization.

Thanks also for the other information.

I am looking forward to working more with you on this.

Sincerely,

Easton Wall
Norman, Oklahoma 73069
1112 Canterbury Ave.

Item Four: Follow up to Asst. Comm.

November 3, 1969

Mr. M. L. Brockette,
Assistant Commissioner for Regional Services
Texas Education Agency
Austin, Texas 78711

Dear Mr. Brockette:

Since receiving your letter of October 3, 1969, I have not heard from you concerning my doing the study on the Education Service Centers in Texas during the spring semester. Could you please let me know what the decision of the directors was concerning this action.

I have a prospectus written with tentative approval pending the action of the respondents.

Thank you for taking care of this for me.

Sincerely,

Easton Wall
1112 Canterbury
Norman, Oklahoma 73069

Item Five: Approval Letter from
Asst. Comm.

November 5, 1969

Mr. Easton Wall
1112 Canterbury
Norman, Oklahoma 73069

Dear Mr. Wall:

Your communication requesting participation by regional service center directors and selected superintendents of school districts in a study of regional service centers was presented to the Texas Elementary and Secondary School Planning Council on October 13, 1969.

Members of the Planning Council approved participation by regional service center directors and requested an opportunity to provide input for this study and to read the abstract.

Please accept my apology for the delay in providing you with the above information.

Yours truly,

M. L. Brockette, Assistant Commissioner
for Regional Education Services

vl

Item Six: Letter Encouraging Study
from Regional Director

January 20, 1970

Mr. Easton Wall
1112 Canterbury
Norman, Oklahoma

Dear Mr. Wall:

An appraisal of the services now being provided by the education service center will greatly aid in doing the job of the center. The center can better serve the local school districts in its region if it has a better understanding of how the services are perceived.

The study proposed will provide this type of information and will further aid the service center to do its job.

Since the education service center is a relatively new operation in Texas, studies and appraisals can serve to assist in improvement of services.

Sincerely,

Huelyn W. Laycock
Executive Director

HWL:jt

Item Seven: Letter to Judges

February 3, 1970

Dear Sir:

Education service centers, like all other educational enterprises, need evaluation to be and remain effective.

I am doing an evaluative study of education service centers of Texas. A panel of nine educators who are skilled in educational services is being selected and asked to assist in validating the instrument to be used.

My purpose in writing to you is to ask you if you would be so kind as to serve as a member of the panel. You have been selected as one of the more knowledgeable persons concerning services needed by a local school district which may be supplied by the education service center. This will require some of your valuable time and effort, but not an excessive amount.

If you agree to serve, the instrument, along with instructions will be sent to you. A card is enclosed on which you may indicate your decision.

The study will provide data for a dissertation concerning the education service center in Texas.

Thank you for your interest in education.

Respectfully,

Easton Wall

enc: 1

Item Eight: Procedure Letter to Judges

February 14, 1970

Dear _____:

Thank you for agreeing to assist in the validation of the instrument for my study concerning education service centers in Texas.

Enclosed is a copy of all statements that have been included on the instrument which is designed to evaluate the education service center in Texas. The instrument will be administered to all executive directors, and to a stratified sample of approximately 250 superintendents throughout all parts of Texas. It is designed to measure their perceptions of what now exists and what should exist in the service center regarding services to local schools. These statements of services were developed from the objectives as stated in the State plan for development of education service centers and from a review of related literature. When fully developed, this instrument could serve as an evaluation instrument for education service centers elsewhere.

Your assistance is sincerely appreciated and will add greatly to the validity of the study.

Please return the instrument to me in the enclosed, stamped, self-addressed envelope. Thank you.

Sincerely,

Easton Wall

enc: 2

Item Nine: Letter to Superintendents

March 10, 1970

Dear Educator:

Your help is needed. I would like to ask for some of your valuable time to help complete a study that can be of value to both of us. The study, under the supervision of Dr. O. D. Johns, University of Oklahoma, concerns the Education Service Center of Texas. You will be interested to know that the study has been discussed with the state director as well as with all regional directors, and bears their approval.

Research has not revealed a similar study. It is believed that the results of this study will have practical value to local schools and education service centers. The study involves all twenty regional executive directors and superintendents throughout Texas. It will provide data for a doctoral dissertation.

You have been selected because of the location and size of your school. Your participation is vital since you have been selected as a representative school, representing a number of schools of like size in your region, and part of a stratified sample.

It would be appreciated if you would complete the enclosed instrument which was developed from a study of the related literature. Instructions for completion are included with the instrument.

As a former Texas superintendent and now a graduate student, I am aware of the demands on your time. This is why the instrument has been developed so that responses can be made with a minimum of time and effort. Also, the study is not aimed at an attempt to compare schools or service centers with others.

Please return the instrument in the stamped, self-addressed envelope as promptly as possible. Deep appreciation and thanks in advance for your assistance are extended to you. Results of the study will be made available to you through your education service center if desired. Thank you.

Sincerely,

Easton Wall

Encl: 2

Item Ten: Letter to Executive Directors

March 10, 1970

Dear Educator:

Your help is needed. I would like to ask for some of your valuable time to help complete a study that can be of value to both of us. The study, under the direction and supervision of Dr. O. D. Johns, University of Oklahoma, concerns the education service center. This is the study that was discussed with you by the state director in your meeting of October 13, 1969, in which participation was approved. You will be furnished an abstract of the completed study if desired. The study also involves a stratified sample of district superintendents throughout the state.

Research has not revealed a similar study. It is believed that the results of this study might have practical value to education service centers and local schools. The data will be used in writing a doctoral dissertation. Your participation is vital since a response is needed from each region.

My interest in the education service center was sharpened as a result of working with Mr. Hueelyn Laycock, one of your directors.

It would be appreciated if you would complete the enclosed instrument which was developed from a study of the related literature. Instructions for completion are included with the instrument.

As an educator, I am aware of the demands on your time. This is why the instrument has been developed so that responses can be made with a minimum of time and effort. Also, the study is not aimed at an attempt to compare service centers or schools with others.

Please return the completed instrument in the stamped, self-addressed, envelope as promptly as possible. Deep appreciation and thanks in advance for your assistance are extended to you.

Sincerely,

Easton Wall

encl: 2

Item Eleven: Follow up Letter to Superintendents

March 27, 1970

Dear Educator:

It is sincerely hoped that you will find time in your busy schedule to complete the questionnaire sent to you on March 14, 1970, concerning the education service center in Texas. Your reply is needed to lend strength to the study.

You will be interested to know that more than 70% of the educators in the study have already responded. Up to this time I have not received the completed instrument from you. If it has already been mailed, thank you for your cooperation.

Your reply as soon as possible would be of great assistance. Your help is deeply appreciated.

Best Wishes for a successful year.

Sincerely,

Easton Wall

APPENDIX B

DATA COLLECTING INSTRUMENT AND PANEL OF JUDGES

Item One: Data Collecting Instrument
EDUCATION SERVICE CENTER SERVICES SCALE

Please supply the information requested below.

Education Service Center Region Number ____.

Position held by respondent.

☐ Education Service Center Director

☐ Superintendent of Schools

Total Years Administrative Experience

☐ More than 20

☐ 15 to 20

☐ 10 to 15

☐ 5 to 10

☐ Less than 5

Total School District Enrollment (Superintendents only)

☐ More than 15,000

☐ 10,000 to 15,000

☐ 5,000 to 10,000

☐ 2,500 to 5,000

☐ 1,000 to 2,500

☐ 500 to 1,000

☐ Less than 500

Education Service Center Services Scale

Instructions to respondents:

Please read each statement carefully, keeping in mind that process evaluation is what is being sought. You are being asked to rate each of the services on two rating scales. The scale on the left is for giving your idea of the degree to which the services are being provided. The scale on the right is for giving your idea of the importance of the services, or to what degree they should exist, in enabling the service center to meet its objectives. Please keep in mind both the quality and quantity of services indicated. Circle the number corresponding to the degree that best fits your perceptions of the services. It is important that you mark both sides.

<p>Exists to a:</p> <ol style="list-style-type: none"> 1. Very high degree 2. High degree 3. Moderate degree 4. Low degree 5. Does not exist

<p>Should exist to a:</p> <ol style="list-style-type: none"> 1. Very high degree 2. High degree 3. Moderate degree 4. Low degree 5. Should not exist

I. GENERAL EDUCATIONAL SERVICES

(Circle one)

- | | |
|-----------|---|
| 1 2 3 4 5 | 1. Educational research which seeks to develop new concepts of education is sponsored. |
| 1 2 3 4 5 | 2. Modification and adaptation of educational research findings to fit regional needs are sponsored. |
| 1 2 3 4 5 | 3. Innovations in educational technology are demonstrated. |
| 1 2 3 4 5 | 4. New approaches to meet educational needs of metropolitan areas and/or rural communities are demonstrated in pilot schools. |

(Circle one)

- | |
|-----------|
| 1 2 3 4 5 |
| 1 2 3 4 5 |
| 1 2 3 4 5 |
| 1 2 3 4 5 |

Exists to a:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. Does not exist

Should exist to a:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. Should not exist

- | | | |
|-----------|--|-----------|
| 1 2 3 4 5 | 5. Assistance is provided in coordinating available community resources. | 1 2 3 4 5 |
| 1 2 3 4 5 | 6. Cooperative educational services too large and complex for a single school district are provided. | 1 2 3 4 5 |
| 1 2 3 4 5 | 7. Ways to enrich cultural life of the pupil in greater scope and depth are demonstrated in pilot schools. | 1 2 3 4 5 |
| 1 2 3 4 5 | 8. All pilot and operational activities are systematically evaluated. | 1 2 3 4 5 |
| 1 2 3 4 5 | 9. Effective two-way communication between the ESC and local school districts is maintained. | 1 2 3 4 5 |
| 1 2 3 4 5 | 10. ESC serves as coordinating agency between institutions of higher education and local education agencies. | 1 2 3 4 5 |
| 1 2 3 4 5 | 11. ESC serves as coordinating agency between the Texas Education Agency and the LEA. | 1 2 3 4 5 |

II. ADMINISTRATIVE SERVICES

- | | | |
|-----------|--|-----------|
| 1 2 3 4 5 | 12. Aid is given in securing and coordinating state education programs. | 1 2 3 4 5 |
| 1 2 3 4 5 | 13. Aid is given in local educational and financial planning. | 1 2 3 4 5 |
| 1 2 3 4 5 | 14. Aid is given in long range planning and programming to local school districts. | 1 2 3 4 5 |

Exists to a:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. Does not exist

Should exist to a:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. Should not exist

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 15. Aid is given the local education agency in making application for federal programs. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 16. Aid is given the local education agency in administering, reporting, and evaluating federal programs. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 17. Electronic data processing as needed by the local school is coordinated through the ESC. | 1 | 2 | 3 | 4 | 5 |

III. EFFECTIVE SCHOOL STAFF DEVELOPMENT SERVICES

- | | | | | | | | | | | |
|---|---|---|---|---|--|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 18. Activities and services to develop attitudes, understandings, and practices on the part of administrators and/or supervisors are provided. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 19. Activities and services to develop attitudes, understandings, and practices on the part of classroom teachers are provided. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 20. Intensive training of selected ESC staff members as a leadership corps to facilitate educational change is provided. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 21. ESC Staff participation in demonstrations of innovative practices, such as team teaching, etc., is conducted. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 22. Opportunities to observe and use especially designed space and instructional resource centers are provided to classroom teachers. | 1 | 2 | 3 | 4 | 5 |

Exists to a:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. Does not exist

Should exist to a:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. Should not exist

1 2 3 4 5 23. New approaches to the adaptation and utilization of available instructional materials and/or to the design and development of new instructional materials are provided. 1 2 3 4 5

1 2 3 4 5 24. Special subject matter consultants provide in-depth assistance to teachers. 1 2 3 4 5

1 2 3 4 5 25. ESC participates in a meaningful manner in teacher education programs. 1 2 3 4 5

IV. SPECIAL SERVICES

1 2 3 4 5 26. Diagnosis of special learning problems of atypical pupils is provided. 1 2 3 4 5

1 2 3 4 5 27. Coordination of educational and vocational guidance and placement services in the region and state is provided. 1 2 3 4 5

1 2 3 4 5 28. Exemplary programs in special education are conducted under the sponsorship of the ESC. 1 2 3 4 5

1 2 3 4 5 29. Exemplary programs for gifted and talented pupils are conducted under sponsorship of the ESC.

1 2 3 4 5 30. Exemplary programs for pupils who have learning handicaps, but not included in special education under State regulations, are conducted under sponsorship of the ESC. 1 2 3 4 5

1 2 3 4 5 31. Innovative methods of working with pupils, such as independent learning, motivation developing, and limited background broadening are demonstrated in pilot schools. 1 2 3 4 5

Exists to a:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. Does not exist

Should exist to a:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. Should not exist

1 2 3 4 5 32. ESC promotes and assists in developing appropriate vocational programs.

1 2 3 4 5

V. EXTENSIONS OF REGULAR SCHOOL PROGRAM

1 2 3 4 5 33. Exemplary programs for pre-school children and their parents are conducted under the sponsorship of the ESC.

1 2 3 4 5

1 2 3 4 5 34. Exemplary adult education programs are conducted under sponsorship of the ESC.

1 2 3 4 5

1 2 3 4 5 35. Utilization of community resources such as public libraries, museums, health and guidance centers, television and radio services, industry, and colleges and universities is demonstrated under sponsorship of the ESC.

1 2 3 4 5

1 2 3 4 5 36. Exemplary programs of extending the school day and school year are conducted under the sponsorship of the ESC.

1 2 3 4 5

VI. MEDIA SERVICES

1 2 3 4 5 37. A materials lending library of films, and other instructional materials is maintained.

1 2 3 4 5

1 2 3 4 5 38. Visual duplication services to reproduce transparencies, slides, filmstrips, and charts, etc., are maintained.

1 2 3 4 5

1 2 3 4 5 39. A magnetic tape duplicating service for audio and video tape is maintained.

1 2 3 4 5

Exists to a:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. Does not exist

Should exist to a:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. Should not exist

- | | | | | | | | | | | |
|---|---|---|---|---|--|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 40. A delivery and dissemination system for materials and services is in operation. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 41. Professional leadership training services to the districts in the utilization of media are in operation. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 42. Up-to-date acquisition and utilization of materials for the enrichment of the curriculum are in operation. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 43. A graphics staff to produce media and render services is available and operating. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 44. Professional consultative assistance for local instructional media center directors is provided. | 1 | 2 | 3 | 4 | 5 |

VII. IDENTIFYING NEW CONTENT AND CONVERTING IT
FOR CLASSROOM USE

- | | | | | | | | | | | |
|---|---|---|---|---|--|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 45. New information from industry, government agencies, educational and research institutions, foundations and other sources is identified by ESC. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 46. Pilot programs incorporating new methods and content are conducted under sponsorship of the ESC. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 47. New information is adapted to the instructional program by the ESC. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 48. Guidance for the teacher in the application of new information is provided. | 1 | 2 | 3 | 4 | 5 |

Exists to a:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. Does not exist

Should exist to a:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. Should not exist

VIII. INNOVATIVE ORGANIZATIONAL PATTERNS
AND ARRANGEMENTS

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 49. Innovative methods of individualizing instruction, i.e., team teaching, modular scheduling, independent study, etc., are demonstrated under sponsorship of the ESC. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 50. Innovative designs for the use of in-school time are demonstrated under sponsorship of the ESC. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 51. Models of classroom organization and management of teacher time are in operation under sponsorship of the ESC. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 52. Cooperative arrangements between or among school districts are coordinated by the ESC. | 1 | 2 | 3 | 4 | 5 |

Item Two: Panel of Experts for Validation
of Instrument

Dr. B. E. Reeves, Director
Teacher Education and Certification
Texas Education Agency

Mr. Crandall Young, Coordinator of Data Processing
Region X Education Service Center
Richardson, Texas

Mr. Roy Hartman, Superintendent
Hereford Independent School District
Hereford, Texas

Mr. James F. Cherry, Director for Planning
Region I Education Service Center
Edinburg, Texas

Mr. Joe B. Scrivner, Superintendent
Taylor Independent School District
Taylor, Texas

Mr. David Cole, Assistant Director
Region XVI Education Service Center
Amarillo, Texas

Mr. M. P. Bateman, Superintendent
Dalhart Independent School District
Dalhart, Texas

Dr. Glenn Harrison, Superintendent
Plainview Independent School District
Plainview, Texas

Mr. Gerald Rogers, Director of Media and Technology
Region XVII Education Service Center
Lubbock, Texas

APPENDIX C

FREQUENCY DISTRIBUTIONS OF DIRECTORS' AND SUPERINTENDENTS'
RATINGS OF WHAT EXISTS AND WHAT SHOULD EXIST, AND WEIGHTED
MEANS BY ITEMS OF PROGRAMS AND SERVICES

FREQUENCY DISTRIBUTION OF DIRECTORS' RATINGS OF WHAT EXISTS
AND WEIGHTED MEANS BY ITEMS OF PROGRAMS AND SERVICES

Item	Degree					Weighted Mean	Item	Degree					Weighted Mean
	Very High 1	High 2	Mod- erate 3	Low 4	Non- exist 5			Very High 1	High 2	Mod- erate 3	Low 4	Non- exist 5	
1	1	4	9	4	2	62	27	0	1	3	8	8	83
*2	3	7	7	2	1	51	28	5	9	5	0	1	43
3	5	6	7	1	1	47	29	1	1	2	5	11	84
4	4	3	12	1	0	50	30	2	3	3	7	5	70
5	0	2	12	6	0	64	31	1	2	9	6	2	66
6	2	4	*5	5	4	65	32	1	3	3	8	5	73
7	1	2	4	9	4	73	33	2	2	4	4	8	74
8	4	2	10	2	0	50	34	2	3	0	1	14	82
9	1	7	11	1	0	52	35	2	3	4	6	5	69
10	0	4	16	0	0	56	36	0	2	2	6	10	84
11	0	4	16	0	0	56	37	13	6	1	0	0	28
12	8	9	2	1	0	36	38	7	7	4	2	0	41
13	1	5	8	5	1	60	39	13	4	1	1	1	33
14	3	6	8	2	1	52	40	12	6	0	1	1	33
15	6	5	6	2	1	47	41	10	7	3	0	0	33
16	1	2	*11	5	1	63	42	5	6	7	1	1	47
17	6	5	5	4	0	47	43	2	4	5	5	4	65
18	2	9	8	1	0	48	44	6	8	3	2	1	44
19	2	10	6	2	0	48	45	2	4	8	5	1	59
20	4	5	6	5	0	52	46	2	6	8	2	2	56
21	2	6	7	4	1	56	47	3	2	6	8	1	62
22	0	4	5	8	3	70	48	2	3	5	9	1	64
23	3	7	8	2	0	49	49	3	8	7	2	0	48
24	4	1	7	7	1	60	50	2	6	5	4	3	60
25	5	6	6	3	0	47	51	1	5	4	8	2	65
26	5	3	6	6	0	53	52	5	8	5	2	0	44

N = 20

FREQUENCY DISTRIBUTION OF DIRECTORS' RATINGS OF WHAT SHOULD EXIST
AND WEIGHTED MEANS BY ITEMS OF PROGRAMS AND SERVICES

Item	Degree					Weighted Mean	Item	Degree					Weighted Mean
	Very high 1	High 2	Mod- erate 3	Low 4	Non- exist 5			Very high 1	High 2	Mod- erate 3	Low 4	Non- exist 5	
1	5	12	1	2	0	40	27	0	10	8	0	2	54
2	9	9	2	0	0	33	28	8	10	1	0	1	36
3	12	8	0	0	0	28	29	4	11	4	0	1	43
4	10	9	1	0	0	31	30	5	9	4	1	1	44
5	2	14	4	0	0	42	31	9	7	4	0	0	35
6	7	9	2	1	1	40	32	2	14	4	0	0	42
7	2	10	8	0	0	46	33	7	8	4	0	1	40
8	8	10	8	2	0	32	34	3	4	6	1	6	63
9	1	18	1	0	0	40	35	4	7	6	2	1	49
10	1	17	2	0	0	41	36	4	2	10	2	2	56
11	1	11	8	0	0	47	37	16	4	0	0	0	24
12	10	9	1	0	0	31	38	12	7	1	0	0	29
13	5	11	3	1	0	40	39	12	6	2	0	0	30
14	9	9	1	1	0	34	40	14	5	1	0	0	27
15	4	8	6	2	0	46	41	13	5	2	0	0	29
16	2	7	9	2	0	51	42	11	7	1	0	1	33
17	13	6	1	0	0	28	43	4	12	2	2	0	42
18	7	12	1	0	0	34	44	8	10	2	0	0	34
19	9	10	1	0	0	32	45	5	7	7	0	1	45
20	11	7	2	0	0	31	46	6	12	2	0	0	36
21	2	13	5	0	0	43	47	4	11	4	0	1	43
22	1	12	6	0	1	48	48	4	12	3	1	0	41
23	9	10	1	0	0	32	49	8	10	2	0	0	34
24	7	9	4	0	0	37	50	6	9	5	0	0	39
25	13	5	2	0	0	29	51	6	9	4	1	0	40
26	10	7	3	0	0	33	52	12	8	0	0	0	28

N = 20

FREQUENCY DISTRIBUTION OF SUPERINTENDENTS' RATINGS OF WHAT EXISTS
AND WEIGHTED MEANS BY ITEMS OF PROGRAMS AND SERVICES

Item	Degree					Weighted Mean	Item	Degree					Weighted Mean
	Very high 1	High 2	Mod- erate 3	Low 4	Non- exist 5			Very high 1	High 2	Mod- erate 3	Low 4	Non- exist 5	
1	3	49	94	46	8	60.7	27	6	29	60	66	39	70.3
2	11	49	95	39	6	58.0	28	18	39	67	51	25	62.6
3	18	73	67	37	5	53.8	29	3	14	57	71	55	76.1
4	9	44	94	41	12	60.3	30	4	17	68	62	49	73.5
5	13	35	64	64	24	65.1	31	1	33	67	64	35	69.9
6	11	37	71	54	27	64.9	32	4	20	78	58	40	71.0
7	4	23	74	71	28	69.6	33	7	15	50	59	69	76.8
8	14	36	73	57	20	63.3	34	1	11	30	66	92	83.7
9	2	43	85	63	7	63.0	35	1	17	48	75	59	77.4
10	0	39	102	56	3	62.3	36	1	15	27	60	97	83.7
11	0	26	110	60	4	64.2	37	124	51	20	4	1	30.7
12	58	73	48	16	5	43.7	38	92	54	36	15	3	38.3
13	13	44	60	52	31	64.4	39	83	54	30	17	16	42.9
14	21	52	66	43	18	58.5	40	87	61	36	11	5	38.6
15	32	67	51	37	13	53.2	41	59	76	43	19	3	43.1
16	26	49	63	45	17	57.8	42	53	64	58	23	2	45.7
17	35	49	59	33	24	56.2	43	51	51	47	37	14	51.2
18	22	53	84	30	11	55.5	44	52	60	62	19	7	46.9
19	22	56	80	32	10	55.2	45	5	20	85	68	22	68.2
20	17	42	90	39	12	58.7	46	11	40	81	44	24	63.0
21	9	41	70	69	11	63.2	47	7	34	82	56	21	65.0
22	6	31	77	60	26	66.9	48	8	34	79	55	24	65.3
23	23	61	78	29	9	54.0	49	10	25	70	71	24	67.4
24	18	44	77	48	13	59.4	50	5	25	63	72	35	70.7
25	22	46	74	39	19	58.7	51	1	16	45	79	59	77.9
26	14	57	64	43	22	60.2	52	31	40	63	51	15	57.9

N = 200

FREQUENCY DISTRIBUTION OF SUPERINTENDENTS' RATINGS OF WHAT SHOULD
EXIST AND WEIGHTED MEANS BY ITEMS OF PROGRAMS AND SERVICES

Item	Degree					Weighted Mean	Item	Degree					Weighted Mean
	Very high 1	High 2	Mod- erate 3	Low 4	Non- exist 5			Very high 1	High 2	Mod- erate 3	Low 4	Non- exist 5	
1	48	87	61	3	1	42.2	27	20	75	87	9	9	51.2
2	56	94	46	4	0	39.8	28	40	68	73	9	10	48.1
3	58	87	50	5	0	40.2	29	28	79	71	11	11	49.8
4	44	94	54	5	3	42.9	30	22	77	75	15	11	51.6
5	29	84	72	12	3	47.6	31	28	84	71	13	4	48.1
6	32	74	72	15	7	49.1	32	27	81	70	17	5	49.2
7	29	70	82	15	4	49.5	33	23	57	78	24	18	55.7
8	49	78	62	6	5	44.0	34	14	45	91	26	24	60.1
9	12	121	61	6	0	46.1	35	11	65	86	27	11	56.2
10	11	118	67	4	0	46.4	36	12	39	73	44	32	64.5
11	10	77	105	8	0	51.1	37	125	54	17	2	2	30.2
12	88	72	34	5	1	35.9	38	105	70	20	4	1	32.6
13	31	71	64	20	14	51.5	39	87	79	27	3	4	35.8
14	46	89	47	14	4	44.1	40	101	67	28	2	2	33.7
15	63	73	54	8	2	41.3	41	84	77	35	3	1	36.0
16	51	81	51	12	5	43.9	42	89	68	39	3	1	35.9
17	52	73	54	13	8	45.2	43	66	75	48	9	2	40.6
18	52	75	63	9	1	43.2	44	65	80	47	4	4	40.2
19	53	78	57	8	4	43.2	45	28	70	87	12	3	49.2
20	57	69	61	11	2	43.2	46	35	80	66	15	4	47.3
21	42	84	65	9	0	44.1	47	28	89	67	13	3	47.4
22	24	82	74	15	5	49.5	48	35	83	65	14	3	46.7
23	53	99	41	6	1	40.3	49	44	85	53	14	4	44.9
24	54	91	46	5	4	41.4	50	26	83	67	16	8	49.7
25	51	68	63	11	7	45.5	51	28	69	71	20	12	51.9
26	43	97	48	8	4	43.3	52	56	79	57	5	3	42.0

N = 200