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THE CURRENT LEVEL OF IMPLEMENTATION OF EIGHTEEN BASIC MIDDLE SCHOOL CHARACTERISTICS IN OKLAHOMA MIDDLE SCHOOL PROGRAMS

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE CURRENT LEVEL OF IMPLEMENTATION OF EIGHTEEN BASIC MIDDLE SCHOOL CHARACTERISTICS IN OKLAHOMA MIDDLE SCHOOL PROGRAMS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

By

MERL ALLEN JENNINGS

Norman, Oklahoma

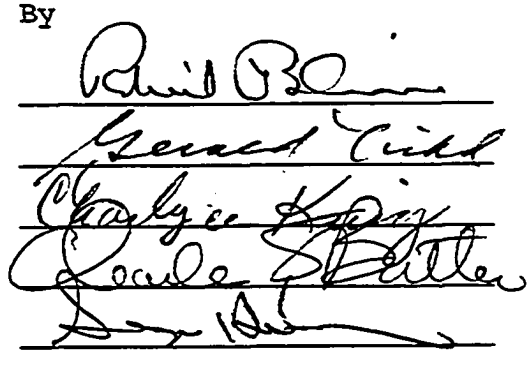
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A DISSERTATION

APPROVED FOR THE DEPARTMENT OF EDUCATION

By



This work is dedicated to the memory of my late father, Clifford Merl Jennings, and to my father-in-law, Reed Wayne Robinson, whose life has been my inspiration to complete this endeavor.

ACKNOWLEDGEMENTS

The writer wishes to express sincere appreciation to the many individuals who contributed to the completion of this study. Special thanks are expressed to Dr. Robert F. Bibens for his encouragement, patience and personal concern displayed throughout all phases of the graduate program.

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Finally, a very special word of appreciation to the writer's wife, Kay, who alone knows the real sacrifices made to complete this work; to Greg and Julie for being so patient with their father; to the writer's mother, Mae Jennings, for her limitless encouragement and assistance in research; and, to his mother-in-law, Verna Robinson, whose quiet, yet ever-present support has been evident.

ABSTRACT

The middle school came into being after six decades of junior high school organizational experience. Availability of literature pertaining to the various aspects of the middle school appeared to parallel the establishment of schools for the transescent youth. The purpose of this study was to identify basic middle school characteristics frequently expressed in the literature and to determine whether or not middle schools in Oklahoma reflect those recognized and accepted characteristics in their curricular programs and organizational structures.

A survey instrument seeking data related to the application of characteristics was sent to Oklahoma middle schools. Returned forms were recorded with raw scores converted to mean scores and a mean percentage was determined with regard to the maximum possible score for each principle. There were 72 instruments returned which was slightly more than seventy percent.

Generally, the findings and conclusions focused on the relatively low and moderate implementation of a majority of recognized and accepted middle school characteristics.

Some areas virtually have been ignored, or administrators have not been made aware of those characteristics recognized by many middle school experts as applicable to middle school operations.

Recommendations focused on the need for additional study of unique characteristics of the middle school and its students. There appears to be limited effort to provide activities and experiences specifically designed for the transescent youth . . . the middle school student.

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THE CURRENT LEVEL OF IMPLEMENTATION OF EIGHTEEN BASIC MIDDLE SCHOOL CHARACTERISTICS IN OKLAHOMA MIDDLE SCHOOL PROGRAMS

CHAPTER I

THE STUDY

Introduction

During the past two decades there have been many innovations regarding such aspects of education as curriculum, plant design, and grade arrangements. One in particular--the middle school--received much attention during the 1960's, and has continued to be recognized as the best of the self-contained concepts in elementary schools with the best features of specialization in secondary schools. While many educators have discussed the middle school organizational and curricular patterns, few have dealt with specific criteria which might serve as guidelines in the establishment of a structure other than the traditional 6-3-3- or 8-4 organizational formats. Much of the literature deals with such topics as the advantages versus disadvantages, problems or solutions, and peculiar characteristics of the ten-to-fourteen-year-old.

Although the majority of the middle school organizational

patterns fit into the grades 5-7 or 6-8, there appears to be little similarity among middle schools regarding curricular apporaches, team-teaching, individualization, discipline, and guidance programs, as well as other phases of the school programs. Chiarn and Johnson reported:

> the middle school . . . (1) Has no definite pattern of organization. In fact, a community may call any school between the elementary school and the senior high school its middle school! (2) Is being established in many communities for reasons other than developing programs which are designed to meet the needs of the student it is set up to serve. (3) Is suffering from a lack of unity of purpose and innovative programs to meet the needs of both the changing early adolescent and our changing world.[1]

If school districts considering this rearrangement, or districts which have undergone the change in recent years could share common criteria, objectives or characteristics, the middle school movement may be one of the longer lasting innovations produced during the past two decades.

Historical Introduction

The school structure consisting of eight elementary grades and four secondary grades was first criticized when Charles W. Eliot, President of Harvard University, spoke to the National Education Association. His remarks set in motion committees and commissions established to review and evaluate the traditional structure. The Committee of Ten in 1892, Committee of Fifteen in 1893 and the Committee on College

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[1]Clara Chiarn and Elizabeth Johnson, "The Middle School--Is It Doomed for Failure?", The Clearing House, XLVI, No. 5, (January, 1972), p. 289.

Entrance in 1895 were charged with the responsibility of presenting recommendations toward the appropriate restructuring of the grade arrangement common to the public schools. William Klingele wrote that "the Committee on College Entrance . . . eventually recommended a six grade elementary and a six grade secondary arrangement."[1]

The concept involving an intermediate level was introduced by the Committee on Economy of Time, which was established in 1913 by the National Education Association, and "the junior high school emerged as a result of the proposal submitted by the Committee on Reogranization of Secondary Education in 1918,"[2] according to Klingele. During these transitional years Bunker had viewed the new structure as providing the following significant possibilities:

1. The opportunity of condensing a course which many educational leaders contended contained much padding.
2. The viewing of the elementary school's function as primarily to secure literacy.
3. The strengthening of the work of the elementary school.
4. The lifting of the standards of the elementary school.
5. The removal of the older boys and girls from the younger children which "is a decided advantage to both."
6. The opportunity to hold a teacher, working under these conditions, responsible for highly satisfactory results.
7. The opportunity to provide a choice in the subjects of study at grades 7, 8, and 9.

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[1]William E. Klingele, Teaching In Middle School (Boston: Allyn and Bacon, Inc., 1979), p. 9.

[2]Ibid., p. 10.

8. The opportunity to make possible greater flexibility in methods of promotion, including progress by subjects, thus allowing each individual a chance to move as rapidly as his abilities will determine.
9. The formation of a student body organization to help develop the social consciousness of the individual.
10. The opportunity at the upper high school to make the work more intensive.
11. The effect such an arrangement could have in reducing school mortality.
12. The opportunity which the arrangement provided for modifying courses of study and making the work of each cycle distinctive in purpose and accomplished result.[1]

There were six specific recommendations for inclusion in the development of the junior high:

(1) emphasis on student aptitude and emphasis on career education.
(2) gradual introduction of departmentalism.
(3) electives to be offered.
(4) promotion by subject rather than grade.
(5) pre-vocation courses.
(6) promotion of personal responsibility.[2]

These events coupled with the de-emphasis placed on the need for a six year elementary and an intermediate experience as advocated by John Dewey, E. W. Lytle and William Harper at the turn of the century, firmly implanted the 6-3-3 concept in the minds of educators.

By 1920 the junior high was so widely accepted that Calvin Davis cited seventeen existing practices:

1. A separate organization of the seventh, eighth and ninth grades, or at least, two of these grades.

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[1]F. F. Bunker, "The Better Articulation of the Parts of the Public School System," Educational Review, 47, (1914) pp. 249-268.

[2]Nelson L. Bossing and Roscoe V. Cramer, The Junior High School (Boston: Houghton, Mifflin Co., 1965), p. 18.

2. A separate building in which to house the grades.
3. A separate staff of teachers and supervisory officers to administer the work of these grades.
4. A program of studies differing greatly from the course of study to be found in the like-numbered grades of the traditional school in America.
5. A partial or complete departmental organization of subject matter and teaching.
6. The organization of a limited number of curricula, each containing groups of constant and variable courses.
7. A definite, effective plan of educational and vocational guidance, definitely and effectively administered.
8. Certain elective studies, to be chosen by pupils under guidance.
9. Socialized recitation periods.
10. Supervised study periods.
11. Promotion by subject.
12. Methods of instruction, differing notably from the methods employed in the grades above and the grades below.
13. The organization and administration of student activities in accordance with the needs and interests of adolescent pupils, regardless of the practices prevailing in the grades above or below.
14. The organization of the school year, the school week, the school day, and school hour in such a manner as to produce a school discipline, a school spirit, and a school accomplishment that finds justification in and through the principles of psychology, physiology, sociology, and pedagogy, regardless of the bias of tradition, the demands of particularized life callings, and the requirements of the senior high school and colleges.
15. The admission of pupils to the school on the basis of what is best for each individual, without undue regard for the conventional school work he has mastered.
16. The recognition of individual differences in capacities, tastes, and purposes in the organization and conduct of
17. A new name.[1]

The decades of the 1920's and 1930's saw little significant change in the structure, purpose or organization of the

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[1]Ibid., p. 33.

junior high school, but following the Second World War the following changes were becoming apparent to proponents of the intermediate approach. Economy of time was no longer mentioned and there was no direct mention of retention. Vocational education had undergone reinterpretation to include career awareness along with a basic awareness of home economics, industrial arts and general business. Other changes included a broader interpretation of the concept of guidance, increased emphasis on individualization of instruction, provision for exploration of pupil interests and renewed emphasis on socialization.

In 1954 Lounsbury administered a questionnaire to two groups representing a cross-section of the proponents of the junior high school. The following functions were ranked highest in terms of validity by the 212 randomly selected junior high school principals and 57 educational leaders who held no direct employment relationship with any junior high school:

1. To make possible a program more suited to the nature of early adolescents.
2. To provide experiences in sharing. The acceptance of responsibility, and self-direction.
3. To discover the aptitudes, interests, and capacities of individual pupils by testing, counseling, and exploratory work.
4. To provide socialization experiences through social activities, group work, and other formal situations.
5. To enrich the program of the seventh and eighth grades by providing shops, laboratories, and other special features.
6. To continue common education and provide better for the integration of varying educational experiences.
7. To provide more adequately for guidance and counseling.
8. To make possible a gradual transition from elementary

school conditions and practices to those of the high school.[1]

It was during the two decades following the discussion and research of the 1950's that ". . . the middle school has grown from 1,101 in the middle 60's . . ."[2] to more than 6,500 in the early 80's. Considering the interest in this movement in education it is interesting to note that there have been relatively few major works dealing with the comprehensive treatment of the middle school. However, the middle school has continued to be recognized as the attempt to combine the best features of the elementary and secondary school concepts as stated by Van Til when he wrote that schools in the middle should be concerned with ". . . continuing and extending the general education program of the elementary school, including development of the basic skills," and, "providing for a transition between the organization and approach of the elementary school and that of the senior high school."[3]

A most promising aspect of the middle school is that it can provide the framework within which schools may break from many traditional junior high practices regarded as obsolete

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[1]"The Role and Status of the Junior High School," Unpublished dissertation: J. H. Lounsbury, Ph.D. (George Peabody College for Teachers, 1954), p. 24.

[2]Thomas E. Gatewood, "What Research Says About the Junior High Versus the Middle School," North Central Association Quarterly, LXVI (February, 1971), p. 265.

[3]William Van Til, et al., Developing Programs for Young Adolescents (New York: Bobbs-Merrell Co., Inc., 1954), p. 35.

or less effective than a school designed for transescent youth. Wiles stated that for the middle school to be effective the following elements are essential to the middle school program:

1. A program concerned with the total development of the learner.
2. A program focused upon the individual student.
3. A program featuring individualized learning.
4. A program planned around the needs and interests of the learner.
5. A program humane in nature and emphasizing success and personal growth.
6. A program emphasizing guidance and counseling.
7. A program oriented to the school's community.[1]

Many educators claim that "junior high schools were created to fill a need which no longer exists and they do not fit the particular needs of that strange, lovable, but exasperating character--the pre-adolescent."[2] Also, Alexander stated "that the junior high school was created some 50 years ago to provide a bridge between childhood and adolescence. Opinions differ as to whether it still performs this function."[3] Some years later he offered some characteristics of a school to bridge the gap:

> Good middle schools are flexible enough to bridge childhood and adolescence, serving learners who are at each of these stages as well as in between them. These schools provide a wide range of learning

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[1]Jon Wiles, Planning Guidelines for Middle School Education (Iowa: Kendall/Hunt Publishing Co., 1976), p. 15.

[2]William D. Boutwell, "What's Happening in Education?", The PTA Magazine, LX (December, 1965), p. 14.

[3]William M. Alexander, "What Education Plan for the In-Between-Ager?", NEA Journal, (March, 1966), p. 30.

> opportunities - flexible grouping and scheduling, varied teaching arrangements, and non-graded pupil progress systems. Each student has a home base of some sort and a teacher to help in daily program planning. He has many choices of exploratory experiences in the arts, other activities for socializing and interest developing purposes. Individualized instruction helps him to carry on independent study activities and to develop his skills and his ability to conceptualize.[1]

Although there may be questions as to the effectiveness or need for the middle school program, it would be an impossible task to abandon completely the concept that provides instruction for the "in-between-ager." It would seem that the decision to change is evidenced by the more than 3,700 middle schools established prior to the middle 1970's.

One of the most commonly advanced arguments for the middle school is that students who are most nearly alike physically, mentally and emotionally would be together. Brod and Douglass supported the contention that middle school students were not similar in maturity levels socially or emotionally to ninth graders, and Hill discovered, ". . . that grade combinations with the greatest commonality among students' selected social practices were grades six and seven, seven and eight, and nine and ten."[2] Hill's findings indicate that the differences between sixth and eighth graders

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[1]William M. Alexander, "What's the Score on Middle Schools?", Today's Education, (November, 1971), p. 67.

[2]"A Study of Selected Social Practices of Sixth Through Tenth Grade Boys and Girls in a Southern Oklahoma County," Dissertation: Darrell D. Hill, Doctor of Education (University of Oklahoma, 1970, p. 92.

were significantly less than those between seventh and ninth graders. Kohut adds to this discovery by stating that "proponents of the middle school support the rationale that children 10 to 14 years old constitute a distinct stage of development involving similar physical, emotional, and social and mental characteristics."[1]

Purpose of the Study

The study was conducted to provide information which may be of assistance to administrators in making decisions pertaining to the education of the eleven-to-fourteen year old student.

Statement of the Problem

The problem of this study was to determine the degree to which eighteen basic middle school characteristics had been implemented in the curricular programs and organizational structure of middle schools in Oklahoma. Relative to the problem were two factors that had to be considered during the initial stages of preparation for the study. They were the identification of characteristics recognized as acceptable by middle school practitioners and experts; and, the identification of sites in Oklahoma defined as middle schools by the Oklahoma State Department of Education.

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[1]Sylvester Kohut, Jr., The Middle School: A Bridge Between Elementary and Secondary Schools (Washington, D.C.: NEA, 1976), pp. 6-7.

DEFINITION OF TERMS

Although the literature abounds in terminology associated with middle school curriculum, philosophy and organization, the following terms appeared to be the most universally discussed and accepted, thus were used in this study:

1. Middle School: ". . . the school which stands, academically, between elementary and high school, is housed separately, and offers at least three years of schooling beginning with either grade five or six."[1]

2. Core Curriculum: a group of required subjects planned cooperatively or taught during a block of time.

3. Team Teaching: any situation in which two or more teachers are joined for the instruction of a common group of students.

4. Non-Graded School: an administrative arrangement in which grade levels and grade labels are eliminated in favor of multi-phase classes in each subject.

5. Intradisciplinary Team: two or more teachers from the same subject area joined for the instruction of a common group of students.

6. Interdisciplinary Team: two or more teachers from differing subject areas joined for the instruction of a common group of students.

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[1]Educational Research Services. American Association of School Administration and Research Division. "Middle Schools," Circular No. 3. (Washington, D.C.: NEA, May, 1965)

7. Exploratory Programs: experiences designed to assist the student to broaden and develop his interests, and identify his aptitudes, strengths and weaknesses.

8. Transescence: the stage of development which begins at the onset of puberty and continues through early adolescence.

9. Flexible Schedule: varying lengths of class periods and/or arrangement of classes that are not necessarily met on successive days.

10. Extra-Curricular/Co-Curricular: activities for which academic credit is not given, yet sponsored and organized by school personnel.

11. Multi-material: a wide range of curriculum materials made readily available to students.

12. Planned Gradualism: experiences that allow a progression from the self-contained elementary emphasis to the departmentalization of high school to self-dependance of adulthood.

13. Basic Skill Repair: skill laboratories staffed by personnel with subject matter competencies to provide remedial, developmental and advanced instruction.

14. Security Factor: a program that "provides each student with . . . a teacher who knows him well and with whom he relates well in a positive manner; a peer group that meets regularly and represents more than administration convenience in its use of time."[1]

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[1]Riegle, p. 44.

15. Continuous Progress: a nongraded arrangement which facilitiates individually-paced progress without consideration given to chronological age.

16. Social Experiences: activities uniquely designed for the eleven-to-fourteen year old student.

17. Physical Experiences: programs supplemental to physical education classes based on student need for physical development.

18. Guidance Services: both individual and group counseling experiences designed for middle school students.

19. Creative Experiences: programs which provide experiences in the arts, ie. drama, speech, art and music.

20. Evaluation: activities which include parent-teacher and parent-teacher-student conferences. Also included is the reporting of student progress on a regularly scheduled basis at least four times per year.

21. Community Relations: programs facilitating the involvement of middle school personnel and students with the community in which the school is located.

22. Student Services: provision for appropriate involvement of governmental agencies at the local, state and national level as they provide specialized services.

23. Auxiliary Staff: reference made to paid and non-paid support personnel who may be certified, but generally are non-certified.

Procedure

The descriptive-survey method of investigation was used in this study. Good[1] stated that this method of investigation is useful when securing information pertaining to an existing or current condition. He further stated that a descriptive study may involve the procedure of analysis and classification of data. He indicated that adequate survey data in the hands of a competent investigator can be useful for forward-looking purposes. This method of research has been evaluated as appropriate for a study which seeks to ascertain the prevailing conditions and compare them with established criteria.

For this type of study Haskey outlined the following steps: "(1) the establishment of criteria for a current practice or procedure through a composite judgment of authorities and practitioners; (2) the employment of the established criteria to analyze a given program; (3) the securing of evidence and opinions as to the attainment of each criterion in a particular situation; and (4) compilation of a summary of current attainment."[2]

The organization of this study begins with the first step which was to secure permission from Dr. Jack Riegle,

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[1]Carter V. Good, Introduction to Educational Research (New York: Appleton-Century-Crofts, Inc., 1959), p. 167.

[2]L. D. Haskey, "Preservice Preparation of Teachers," Review of Education Research, XIX (June, 1949), p. 201.

Ball State University, to use his instrument, The Questionnaire, with the necessary revisions relative to the difference in middle school arrangement. Riegle surveyed middle schools in Michigan which offered grade arrangements of three and four years including grades 5-8 as well as 6-8.

The second step was to identify the middle schools of Oklahoma as determined by the Oklahoma State Department of Education.

The third step was to mail the revised instrument to Oklahoma middle school administrators. Enclosed with the Questionnaire was a cover letter and a self-addressed, stamped envelope. A card was mailed to each administrator as a follow-up when the ititial mailing yielded less than a fifty percent return.

The fourth step was to code and verify the responses. The participants were divided into their respective groups with regard to the grade arrangement; that is, responses were reported from 7-8 and 6-8 grade school sites. Mean scores and mean percentages were calculated for each stated principle and the mathematical average was calculated of the total mean percentages. The transformation of raw data to percentages allowed a readily visible comparison of the scores.

A comparison of the statistics calculated from the responses was made with the controlled scores to indicate the degree of implementation of each of the eighteen principles

in each school group. Controlled scores were determined by calculating the maximum possible score for each item.

Organization of the Study

This study is organized into five chapters with the contents and descriptions of each as follows:

Chapter One contains a description of the study which includes the historical introduction, purpose of the study, statement of the problem, definition of terms and organization of the study.

Chapter Two is devoted to a review of pertinent research directly or indirectly related to this study and literature related to middle school characteristics.

Chapter Three contains a description of the methodology utilized in the study, an explanation of the procedure selected and implemented and a description of the formulae applied in analyzing the data.

Chapter Four contains an analysis of the data gathered by the investigator, presentation of the findings, interpretation of the data and related studies.

Chapter Five presents the summary, conclusions and recommendations resulting from the study.

CHAPTER II

REVIEW OF THE LITERATURE PERTAINING TO MIDDLE SCHOOL CHARACTERISTICS

In order to develop criteria for middle school evaluation common characteristics should be determined by recognized experts in middle school education. But, it appears that there is some difficulty in finding that elusive common agreement as stated by Daniel: "Purposes, functions, and characteristics are often referred to synonymously by writers on the subject." . . ."Other statements are so general that they can apply equally to schools and children of all ages."[1] One of the prominent leaders in the middle school movement, Alexander, offered the following criteria as common characteristics:

1. A real middle school should be designed to serve the needs of older children, preadolescents, and early adolescents.
2. A middle school organization should make a reality of long-held ideal of individualized instruction.
3. A middle school program should give high priority to the intellectual components of the curriculum.

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[1]Jerry C. Daniel, "A Study of Arkansas Middle Schools to Determine the Current Level of Implementation of Nine Basic Middle School Principles: (Ed. D. dissertation, University of Arkansas, 1973), p. 18.

4. A middle school program should place primary emphasis on skills of continued learning.
5. A middle school should provide a rich program of exploratory experiences.
6. A program of health and physical education should be designed especially for boys and girls of the middle school years.
7. An emphasis on values should underline all aspects of a middle school program.
8. The organization of a middle school would facilitate most effective use of the special competencies and interest of the teaching staff.[1]

Atkins followed closely with his proposal which was one of the first to note the distinctive nature of an intermediate concept. He listed the following characteristics:

1. Attitudinal Stance - the middle school is a matter of attitude, of expectation, of sensitivity, and of perception. Its purpose is to help students cope with change.
2. Operational Flexibility and Innovative Practice - this point of view suggests that the school is characterized organizationally by flexibility, environmentally by sensitivity to changing needs, and instructionally by individualization.
3. Supportive Instructional Strategies - the middle school should help students become independent learners through a transition from mastery to utilization of knowledge.[2]

As early as 1961 the following characteristics of the new "school in the middle" were developed by a group of educators led by Grambs:

1. The junior high school of the future must continue to recognize the development of democratic values as a central commitment.

---

[1]William Alexander, and Associates, The Emergent Middle School (New York: Holt, Rinehart, and Winston, Inc., 1968), pp. 32-34.

[2]Neil P. Atkins, "Rethinking Education in the Middle," Theory Into Practice 7 (June, 1968), pp. 118-119.

2. The junior high school of the future should rely upon a basic policy of experimental development of the instructional program.
3. The junior high school of the future should seek continually to improve time arrangements for learning and teaching.
4. The instructional process should be planned explicitly.
5. The junior high school of the future should incorporate routines and patterns that encourage civility in living.
6. The junior high school of the future should be an ungraded institution.
7. Varying instructional procedures will be used to accomplish the purpose of junior high school education in the future.
8. The junior high school of the future should provide many means for the student to see himself as significant.
9. The school year should be extended to provide a richer and more effective educational program.
10. Aesthetic and creative opportunities and experiences should be abundant in the junior high school of the future.
11. The junior high school of tomorrow should provide extended guidance for all pupils.
12. The staff in the junior high school of the future should be given differentiated assignments.
13. New developments in technology and in materials of instruction should be utilized in the junior high school of tomorrow.
14. Administrative responsibilities will be more clearly defined in the junior high school of tomorrow.
15. Gaining knowledge, skill and understanding are fair goals for junior high school pupils.[1]

Compton then added the following ten elements that he felt should be shared by middle schools:

1. Articulation with the elementary school to ensure easy transition for youngsters.
2. Team teaching by subject matter specialists in areas of general knowledge which are closely related.

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[1]Jean D. Grambs, Clarence G. Noyce, Franklin Patterson and John Robertson, The Junior High School We Need (Washington: Association for Supervision and Curriculum Development, 1961), pp. 65-67.

3. Skill laboratories staffed by technologists with subject matter competencies to provide remedial, developmental, and advanced instruction in such skills as reading, listening, writing, mathematics, science, foreign language, art, music, and physical education.
4. Independent study for all students, commensurate with the topic selected for study and the student's needs, interests, and abilities.
5. A home-base group assigned to a teacher with special training in guidance and counseling, as well as the time and the opportunity to aid children with personal and academic problems on a regularly scheduled basis.
6. A program of activities in which each student will be able to participate - based on the personal development of students rather than on enhnacement of the school's prestige or the entertainment of the public.
7. A plan of vertical school organization providing for continuous progress of students.
8. Evaluative techniques in light of individual progress, rather than the prevalent punitive system of assigning grades in terms of some elusive "average" for a particular chronological age group.
9. A program tailored to the needs of each student, with individualized student schedules.
10. An instructional and administrative staff with an understanding of the in-between-agers, competence in teaching at least one subject area, and a genuine desire to provide the best possible program for these youngsters.[1]

A study in 1970 by Carpenter, validated by an extensive survey of middle schools, produced the following ten characteristics:

1. A six through eighth or five through eighth grade organization.
2. A new or remodeled building, designed especially for an innovative middle school.
3. Cooperative or team teaching.
4. Non-gradedness.
5. Student evaluation in light of individual progress.

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[1]Mary Compton, "The Middle School: Alternative to Status Quo," Theory Into Practice 7 (June, 1968): pp. 108-110.

6. Counselors and teacher aides.
7. Innovative secondary teachers or innovative elementary teachers with special interests and training in working with pre-adolescents.
8. Varied curriculum.
9. Provision for individualization.
10. Provision for articulation.[1]

From this somewhat limited supply of research dealing with middle school characteristics Riegle gleaned the following principles in preparation for an instrument to be used in his doctoral dissertation. (Riegle's definitions for these terms are found on pages 34-36 of this study.)

Continuous Progress
Multi-material Approach
Flexible Schedules
Social Experiences
Physical Experiences
Intramural Activities
Team Teaching
Planned Gradualism
Exploratory and Enrichment Studies
Guidance Services
Independent Study
Basic Skill Repair and Extension
Creative Experiences
Security Factor
Evaluation
Community Relations
Student Services
Auxiliary Staffing[2]

Daniel introduced nine basic characteristics based on his study of Riegle's dissertation and its application to a survey of middle schools:

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[1]Joann Richardson Carpenter, "A Proposed Model of the Middle School" (Ed. D. dissertation, University of Arkansas, 1970), pp. 54-56.

[2]Jack D. Riegle, "A Study of Middle School Programs to Determine the Current Level of Implementation of Eighteen Basic Middle School Principles" (Ph.D. dissertation, Michigan State University, 1970), p. 52.

1. The middle school should include grades six and seven and none below five or above eight.
2. There should be a pregression toward departmentalization throughout the middle school years, to effect the change from elementary to high school.
3. Flexible approaches to instruction should be utilized in order to individualize the program and to help children learn how to learn.
4. Facilities should have been designed or modified to meet the specific needs of the middle school.
5. The curriculum should include elective courses designed to meet special needs and interests of pupils in an exploratory age.
6. The guidance program should be geared to the needs of the pre and early adolescent. Testing and record keeping is one phase. Another phase is to assure that every student has at least one faculty member that he can relate to on a personal basis.
7. The faculty should be trained for teaching in a middle school. This being impossible, there should be teachers with both elementary and secondary certificates or at least some of each type.
8. Intramural activities should be available to students who desire to participate. Interscholastic sports should be on a scale substantially limited from that commonly found in the traditional junior high.
9. Provisions for articulation should be made, facilitating the smooth transition from the elementary and on to the high school.[1]

The Arkansas State Department of Education developed its own set of middle school characteristics resulting from a statewide evaluation of their programs:

1. The middle school helps the pupils understand themselves as unique human individuals with personal needs and shared social responsibilities.
2. The middle school should assure every pupil a degree of success in understanding the underlying principles and the ways of knowing in the areas of organized learning.
3. The middle school should promote maximum individual growth in the basic learning skills.
4. The middle school should foster independent learning on the part of every pupil.

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[1]Daniel, pp. 34-35.

5. The middle school should permit wide exploration of personal interests.[1]

Gibson's study in 1969 involved a sample of 154 middle schools representing all regions of the United States. Resulting from his work are these characteristics:

1. A span of at least three grades to allow for a gradual transition from elementary to high school practices.
2. Emerging departmental structure in each high grade level to effect gradual transition from self-contrained to departmentalized situations.
3. Flexible approaches to instruction, team teaching, flexible scheduling, individualization of instruction, independent study, and tutorial programs.
4. Required special courses taught in departmentalized form and frequently with an interdisciplinary or multidisciplinary approach.
5. A guidance program as a distinct entity to fill the special needs of this age group.
6. A faculty with both elementary and secondary certification.
7. A limited attention to interscholastic sports and social activities.[2]

Middle school literature written during the 70's produced many lists of essential characteristics, and in general there was increasing unanimity as to the characteristics. The Montebello, California, Unified School District outlined the desirable program characteristics of their "intermediate school":

1. Team Teaching
2. Non-Gradedness

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[1]Arkansas State Department of Education, 1981. Arkansas Education Directory. State Department of Education, Little Rock, Arkansas.

[2]John T. Gibson, "The Middle School Concept: An Albatross?" Journal of Teacher Education 5 (September-October, 1978), pp. 18-19.

3. Flexible Scheduling
4. Transition Pattern (from single disciplines to interdisciplinary approaches)
5. School Structure (school within a school possibility)
6. Measureable Objectives
7. Instructional Learning Center (Student)
8. Instructional Learning Center (Teacher)
9. Individualized Instruction
10. Exploration
11. Pupil Personnel Services Center
12. Innovation
13. Administration Team
14. Auxiliary Personnel.[1]

In 1973 Georgiady and Romano proposed these characteristics of the middle school stated as criteria for determining whether or not you might have a middle school:

1. Is Continuous Progress Provided For?
2. Is a Multimaterial Approach Used?
3. Are Class Schedules Flexible?
4. Are Appropriate Social Experiences Provided For?
5. Is There an Appropriate Program of Physical Experiences and Intramural Activities?
6. Is Team Teaching Used?
7. Is Planned Gradualism Provided For?
8. Are Exploratory and Enrichment Studies Provided For?
9. Are There Adequate and Appropriate Guidance Services?
10. Is There Provision for Independent Study?
11. Is There Provision for Basic Skill Repair and Extension?
12. Are There Activities for Creative Experiences?
13. Is There Full Provision for Evaluation?
14. Does the Program Emphasize Community Relations?
15. Are There Adequate Provisions for Student Services?
16. Is There Sufficient Attention to Auxiliary Staffing?[2]

Because there seemed to be developing a consensus by the

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[1]Montebello Unified School District, The Golden Age (Montebello, California, 1969), p. 14.

[2]Nicholas P. Georgiady and Louis G. Romano. "Do You Have a Middle School?" Educational Leadership, 31 (December, 1973), pp. 238-241.

mid 1970's among an ASCD working group on the Emergent Adolescent Learner, they proposed that the middle school should have the following characteristics:

1. A unique program adapted to the needs of the pre- and early adolescent learner.
2. The widest possible range of intellectual, social and physical experiences.
3. Opportunities for exploration and development of fundamental skills needed all while making allowances for individual learning patterns. It should maintain an atmosphere of basic respect for individual differences.
4. A climate that enables students to develop abilities, find facts, weigh evidence, draw conclusions, determine values, and that keeps their minds open to the new facts.
5. Staff members who recognize and understand the student's needs, interests, backgrounds, motivations, goals, as well as stresses, strains, frustrations, and fears.
6. A smooth educational transition between the elementary school and the high school while allowing for the physical and emotional changes taking place due transescence.
7. An environment where the child, not the program, is most important and where the opportunity to succeed is ensured for all students.
8. Guidance in the development of mental processes and attitudes needed for constructive citizenship and the development of lifelong competencies and appreciations needed for effective use of leisure.
9. Competent instructional personnel who will strive to understand the students whom they serve and develop porfessional competencies which are both unique and applicable to the transescent student.
10. Facilities and time which allow students and teachers an opportunity to achieve the goals of the program to their fullest capabilities.[1]

Alexander and George reviewed numerous lists and sets of characteristics compiling what they considered to be a rather

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[1]Thomas E. Gatewood and Charles E. Dilg, "The Middle School We Need." A Report from the ASCD Working Group on the Emerging Adolescent. (Washington, D.C.: Association for Supervision and Curriculum Development, 1975), p. 10.

comprehensive list that alluded to the most frequently mentioned items. They offered twelve essential characteristics or elements of exemplary middle schools while devoting a chapter in their work to each characteristic.

1. A statement of philosophy and school goals that is based on knowledge of the educational needs of boys and girls of middle school age and is used in school program planning and evaluation.
2. A system for school planning and evaluation which is specifically designed for the middle school level and which involves all concerned in the school community.
3. A curriculum plan for the middle school population that provides for their continuous progress, basic learning skills, use of organized knowledge, personal development activities, and other curriculum goals as locally determined.
4. A program of guidance which assures the availability of help for each student from a faculty member well-known to the student.
5. An interdisciplinary teacher organization which provides for team planning, teaching, and evaluation, and for appropriate interdisciplinary units.
6. Use of methods of student groupings for instruction which facilitate multi-age and other instructional arrangements to maximize continuous progress.
7. Block scheduling and other time arrangements to facilitate flexible and efficient use of time.
8. Planning and use of physical facilities to provide the flexible and varied program required for middle schoolers.
9. Instruction which utilizes a balanced variety of effective strategies and techniques to achieve continuous progress of each learner toward appropriate instructional objectives.
10. Appropriate roles for the various individuals and groups required for continued and dynamic leadership in the middle school, with a continuing program of staff development and renewal focused on the unique problems of middle school personnel.
11. A plan for evaluation of student progress and of the school itself to ensure the achievement of the goals of the school.
12. Participation with other schools and with the community groups in the continuing study of the middle school population and of society as a way to be

responsive to changing needs and conditions of the future.[1]

A group of writers spearheaded by Kindred produced a practitioner's handbook which included the following middle school characteristics which described what they felt would be a transitional school that would harmonize with the developmental stage of the middle school student:

> THE UNIFIED CURRICULUM. Everything that is known today about human development emphasizes the fact that it is a continuous, unbroken process moving from one stage to the next. A predictable pattern can be found in physical, mental, and social development. Just as human development is a continuous process, the school curriculum should reflect a continuous unity. This is what is meant by vertical articulation. The middle school can best reflect this by emphasizing the continuation of basic education in the fundamentals while, at the same time, beginning to pave the way for entrance into the senior high school. Concurrently, it can retard the growing up process by removing its students from the influence of the traditional upper grades of the senior high.
>
> EMPHASIS ON SELF-ACTUALIZATION. The middle school must provide its pupils with opportunities to explore some of their own interests and ideas, encourage them to work independently, and assist them in discovering that learning within the formalized structure of a school can be exciting.
>
> DEVELOPMENT OF SELF-DIRECTION. In order to achieve self-actualization, the individual child must be helped through education to establish his values and to use them in determining how he will spend his energies. To accomplish this, he must have a knowledge of himself and the ability to assess his needs and his powers. This assessment becomes the basis from which he works toward the optimum development of his capacities.
>
> The child of middle school age has reached a stage in his development where it is possible to teach him to recognize and understand his needs, the reasons for his attitudes and behavior, and why one direction in which he

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[1] William M. Alexander and Paul S. George, The Exemplary Middle School (New York: Holt, Rinehart and Winston, 1981), pp. 18-19.

might go is preferable to another. He can begin to make intelligent decisions about himself and his future. The middle school must provide him with opportunities to act independently and to do creative work, and, at the same time, ensure that he has the time to read, to discover the world about him, and, finally, to discover himself.

USE OF INNOVATIVE TECHNIQUES. Old approaches to the teaching-learning situation will no longer be tolerated. So many new developments in teaching methods are appearing that one cannot help but become aware that exciting things are happening in education. Professional literature abounds with phrases such as computer-assisted instruction, individually prescribed instruction, large-group and small-group instruction, simulation games, modular scheduling, and instructional media centers, all of which are becoming common, everyday terms in some school districts.

Major goals of the middle school should focus on the personal development of the learner with the provision for his transitional nature and should include exploration of a wide variety of educational experiences, including work, leisure, and socializing. The program must focus on increasing the self-identity of each individual and on providing him with the skills needed for continuous learning. Absolutely essential for accomplishing these goals is a program that utilizes commercial and quasi-commercial instructional systems such as the SRA materials, Individually Prescribed Instruction, or LAPs (Learning Activity Packages) can help provide the motivating atmosphere that must be characteristic of the middle school.

Because the middle school is a comparatively new organizational unit, it provides a perfect opportunity for introducing some of these innovations. Its students are entering a new stage in their development and are becoming more receptive not only to more independent work, but also to teaching methods that stimulate their motivation through inquiry and learning by doing. The middle school must provide a long-awaited, fundamentally new and different setting for education. The uniqueness of the revised framework should encourage the development of a variety of unique educational concepts.

CULTIVATION OF INDIVIDUAL AND SOCIAL SKILLS. It is obvious that two areas of focus are necessary in the development of skills: the development of individualized skills and the development of social skills. One must not overshadow the other; both are important. It is the burden of education to help children prepare for their roles in the society of tomorrow while developing their own abilities to the fullest extent. The two goals are not opposed to one another; they are actually complementary.

> In order for society to continue, it must be in a constant state of change. A static society cannot last. A healthy educational system and its curriculum must be ready to change to help its students prepare to live in a changing society. The society will continue to be pluralistic, impersonal, and affluent with large-scale organizations, business, military, unions, and so on. Action will become increasingly collective and effective group membership will be an absolute requirement. Yet the school must continue to develop each student's attitudes and abilities in a way and to a degree that will preserve his individuality.
>
> Today's students will be living in a world that will provide an unknown wealth of goods and services. They will need education as consumers to choose, buy, and use wisely. They will have a stake in an economy that must function well. Wise social policies will become increasingly important in the distribution of income and provision of social services. They will need to understand science and technology and their place in civilization. Their votes will be important in determining the direction of government; they must be prepared to understand the political process, how to reach decisions regarding their votes, and the ramifications of their votes.
>
> There is increasing need for intercultural and intergroup education concerning the nature of prejudice and how to remove it from our society. The increasing importance of international relations points out the need to study ways of living in other countries, a subject that has never before been included in many school curricula. Above all, the student will need to be educated in how to think through and develop his own values. The school's function is to help him grow to maturity mentally, socially, and emotionally and to release his potential to the fullest. The particular characteristics of the early adolescent make the middle school a most appropriate vehicle for concentrating on the accomplishment of these goals.[1]

A study conducted by Morrison during his 1975-1976 sabbatical leave project involved visitations to forty-two schools and yielded thirty-three demonstrable characteristics.

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[1]Leslie W. Kindred, et al., The Middle School Curriculum: A Practitioner's Handbook (Boston: Allyn and Bacon, Inc., 1976), pp. 13-16.

He noted that not all schools reflected all of them, but the schools considered as the better sites reflected more of the characteristics. The following five characteristics were the most commonly observed:

1. Are individually unique.
   Rather than fitting into a common mold, they reflect to a major degree the values and personality of the principal.
2. Exist for the benefit of the students.
   What's "good for kids" gets priority over such concerns as administrative and teacher convenience, curriculum, and traditional practices.
3. Make extensive use of the findings of research concerning the nature and needs of the students.
   Programs are designed to try to meet those needs.
4. Practice what they preach.
   There is an obvious correlation between what is stated in the handbook and what is actually happening in the class.
5. Are oriented toward people.
   How students and adults feel about themselves is important. Trust and respect are in evidence, and individuality is encouraged.[1]

Brown submitted twenty-one characteristics gleaned from the literature to a panel of fifteen middle school supporters in an eight state area for their validation as acceptable characteristics:

1. Grade Organization - at least three grades
2. Team Teaching
3. Instructional Planning
4. Student Groupings
5. Flexible Scheduling
6. Continuous Progress
7. Individualized Instruction
8. Independent Study

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[1]William Morrison, "Good Schools for Middle Grade Youngsters: Characteristics, Practices and Recommendations," A report from the National Middle School Association. Columbus, Ohio: 1978. p. 1.

9. Instructional Materials
10. Basic Skills
11. The Exploratory Strand
12. Reading Skill Development
13. Creative Experience
14. Social Development.
15. Intramural Sports
16. Focus on Growth and Development
17. Individualized Guidance Services
18. Home Base Program
19. Value Clarification
20. Student Evaluation
21. Transition from Elementary to High School.[1]

A more localized effort was conducted by Ferguson in Newark, Delaware. He attributed these to the development of middle schools:

1. Every student receives instruction and help with basic skills, and emphasis placed on reading.
2. Each student is able to explore a wide variety of learning area and activities. Special emphasis is placed upon the child's exploration in expressive arts and in career education through all the curriculum. Children are encouraged to explore all areas of human activity.
3. The curriculum emphasizes the tremendous changes taking place in the world and how the young adolescent, in transition, copes with changes.
4. Every area of the curriculum helps students to further study, learn how to study, appraise their own interests and talents.
5. Democratic ideals and principles are stressed and practiced by students, teachers, and administrators.
6. Students are allowed considerable initiative and reasonable choices in what they do and how they do it.
7. Homework is utilized for two purposes:
   (a) To provide necessary practices for reinforcing basic skills.
   (b) To develop students' responsibility for their own learning.
8. Every student is well known in all respects by at least one teacher.

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[1]William Tim Brown, "The Making of the Middle School: 21 Key Ingredients," Principal 60 (January, 1980): pp. 18-19.

9. Guidance and special resource teams are important integral parts of the student learning program. Personal guidance and responsibility rather than uniformly applied standards are guidelines to effective growth by children.
10. Time for exploration activities is provided with the daily class schedule.
11. Emphasis is on intramural sports.
12. The progress of each pupil is measured in relation to his/her own past achievement.
13. The single-letter multi-purpose mark is supplemented by parent-teacher contacts and a variety of written reports.
14. Opportunities for cooperative teacher planning are provided.
15. The principal gives highest priority to the improvement of instruction.[1]

Another study conducted during the early 1980's by Wiles and Bondi resulted in their development of twenty characteristics along with their rationale, functions and identity of the "essential middle school":

1. A philosophy and objectives cooperatively developed by community and staff that are based on the uniqueness of the middle school student and which express their convictions on the purposes of the school, how students learn, the content and methods of instruction, desirable types of student activities, and the outcomes to be attained.
2. Staff members, including administrators, teachers, and non-certified personnel, who recognize and understand the uniqueness of the middle school student - their emotional, physical, and social problems and their fears and frustrations in trying to cope with all the changes facing them.
3. Auxiliary staffing: teacher aides, clerical aides, student and parent volunteers, community helpers.
4. An environment that assures opportunities for all students to succeed.
5. A curriculum that offers a general education with major emphasis placed on learning how to learn, with provisions for developing social and intellectual

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[1]Hugh D. Ferguson, "The Principal as Instructional Leader," Contemporary Education 52 (Spring, 1981): pp. 162-165.

skills, and with opportunities for an extension of basic skills.

6. Learning experiences that assure articulation from elementary to high school by avoiding repetition and by providing for continuous progress that allows each individual to progress at his/her individual rate of learning.
7. Cooperative teaching that might include team teaching, team planning, interdisciplinary team planning and teaching.
8. An open climate that encourages students to develop abilities in problem solving, to determine values, and to be receptive to new facts that might alter their conclusions.
9. A broad exploratory or personal interest program that supplements the art, music, home economics and industrial arts programs. Many electives should be open to transescent students to help them discover more about themselves, their interests, and the world around them.
10. Provisions for independent study with an available teacher who acts as a resource person and who assists the student in planning.
11. Opportunities for the expression of creative talents: music and dramatic programs, student newspapers, art, and other means of student expression in which students do most of the planning and carrying out of activities.
12. A multimaterial approach as an integral part of all classes. If the needs and interests of the individuals within a class are met, a wide range of instructional materials are needed to care for the difference in progress. A single textbook does not recognize the wide physiological and intellectual range of middle school age students.
13. An attractive media center that not only offers a wide range of materials and guidance in using these materials, but provides opportunities for students to learn how to produce media for their own use in their classes.
14. Flexible class schedules that are based on the instructional needs of students for the various activities provided.
15. A strong intramural program that replaces the traditional highly competitive athletic programs that are inappropriate for transescent students. Stress should be placed on helping students understand and use their bodies.
16. Appropriate social experiences that provide for the unique needs of this age group and act as an extension of the formal curriculum - small and large

group activities, clubs, "mixer" type dancing, and other such activities.

17. Appropriate guidance services that include teacher-pupil counseling and counseling from trained guidance counselors. Group counseling, as well as individual counseling is highly effective and very important to a guidance program in the middle school.
18. Facilities that allow for a diversity of grouping patterns and for student activities related to art, health and physical education, music, drama, and occupational exploration.
19. Continuous inservice education that stresses the unique personality development of the transescent student and the implications implied for learning.
20. A planned program of community relations that not only provides information about school program and activities, but constantly involves parents and other community leaders in the decision-making process.[1]

The final study to be cited refers to the criteria Lipsitz established as a framework for examining middle schools. She offered the following as a basis for the identification of successful middle school sites:

1. they measure up to set of "threshold" criteria related to safety, comportment, and achievement;
2. they respond appropriately to the developmental levels of students;
3. they pursue competence in learning;
4. they have won acceptance within the context of the local community and its expectations;
5. they function well in response to or despite unresolved national policy issues.[2]

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[1]Jon Wiles and Joseph Bondi, The Essential Middle School (Columbus: Charles E. Merrill Publishing Company, 1981), pp. 319-320.

[2]Joan Lipsitz, Successful Schools for Young Adolescents (London: Transaction Books, 1984), p. 11.

A Review of Selected Dissertations Related to Riegle's Study of Middle School Characteristics

Dr. Jack Riegle's dissertation, "A Study of Middle School Programs to Determine the Current Level of Implementation of Eighteen Middle School Characteristics," submitted in 1971, has been replicated with minor modifications on at least twelve occasions as reported by Riegle in correspondance prior to the submission of this study. Those works available through ERIC, inter-library loan and other means will be reviewed briefly in the following pages. In each instance the eighteen characteristics have been accepted and applied without additional examination or evaluation regarding validity by middle school personnel. The selection process pertaining to school sites and states has been the variation from the original study with the characteristics remaining intact.

Riegle's characteristics (principles) as he presented them in his dissertation were as follows:

Principle A
Continuous progress: The middle school program should feature a nongraded organization that allows students to progress at their own individual rate regardless of chronological age.

Principle B
Multi-material approach: The middle school program should offer to students a wide range of easily accessible instructional materials. Classroom activities should be planned around multi-material approach rather than a basic textbook organization.

Principle C
Flexible schedule: The middle school should provide a schedule that encourages the investment of time based on educational needs rather than standardized time periods. The schedule should be employed as a teaching aid rather than a control device.

Principle D

Social experiences: The middle school program should provide social experiences appropirate for the transescent youth and should not emulate the social experiences of the senior high school.

Principle E

Physical experiences: The middle school curricular and co-curricular programs should provide physical activities based solely upon the needs of the students. A broad range of intramural experiences that provide physical activity for all students should be provided to supplement the physical education classes, which should center their activity upon helping students understand and use their own bodies.

Principle F

Intramural activities: The middle school should feature intramural activities rather than interscholastic activities.

Principle G

Team Teaching: The middle school program should be organized in part around team teaching patterns that allow students to interact with a variety of teachers in a wide range of subject areas.

Principle H

Planned gradualism: The middle school should provide experiences that assist early adolescents in making the transition from childhood dependence to adult independence, thereby helping them to bridge the gap between elementary school and senior high school.

Principle I

Exploratory and enrichment studies: The middle school program should be broad enough to meet the individual interests of the students for which it was designed. It should widen the range of educational training a student experiences rather than specialize his training. Elective courses should be a part of the program of every student during his years in the middle school.

Principle J

Guidance services: The middle school program should include both group and individual guidance services for all students.

Principle K

Independent study: The middle school program should provide an opportunity for students to spend time studying individual interests or needs that do not appear in the organized curricular offerings.

Principle L

Basic skill repair and extension: The middle school program should provide opportunities for students to receive clinical help in basic learning skills. The basic education program fostered in the elementary school should be extended in the middle school.

Principle M

Creative experiences: The middle school program should include opportunities for students to express themselves in creative manners. Students newspapers, student dramatic creations, student oratorical creations, musical program, and other student-centered, student-directed, student-developed activities should be encouraged.

Principle N

Security factor: The middle school program should provide every student with a security group: a teacher who knows him well and whom he relates to in a positive manner; a peer group that meets regularly and represents more than administrative convenience in its use of time.

Principle O

Evaluation: The middle school program should provide an evaluation of a student's work that is personal, positive in nature, nonthreatening, and strictly individualized. Parent-teacher-student conferences on a scheduled and unscheduled basis should be the basic reporting method. Competitive letter grade evaluation forms should be replaced with open and honest pupil-teacher-parent communication.

Principle P

Community relations: The middle school should develop and maintain a varied program of community relations. Programs to inform, to entertain, to educate, and to understand the community as well as other activities should be a part of the basic operation of the school.

Principle Q

Student services: The middle school should provide a broad spectrum of specialized services for students. Community, county, and state agencies should be utilized to expand the range of specialists to its broadest possible extent.

Principle R

Auxiliary staffing: The middle school should utilize a highly diversified array of personnel such as volunteer parents, teacher aides, clerical aides, student volunteers, and other similar types of support staffing that help to facilitate the teaching staff.[1]

Raymer, in 1974, applied Riegle's characteristics to his study as stated in his problem statement:

The problem presented in this thesis is to identify middle

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[1]Riegle, pp. 43-45.

> schools in the United States and then determine the current level of implementation of the eighteen basic middle school characteristics in these schools. Furthermore, the degree of implementation of the eighteen basic middle school characteristics by Michigan middle schools will be compared with the degree of implementation of the eighteen basic middle school characteristics by middle schools in the remaining 49 states."[1]

Nesper submitted a survey instrument to 250 randomly selected administrators of three four year middle schools, as well as to 15 randomly selected representatives of middle schools at a National Middle School Association Annual Convention. His study was ". . . designed to determine if schools in a national sample are applying these [Riegle's] principles at a rate comparable to the rates of implementation found in states where the study had been replicated."[2] Also, he felt that "A need existed to determine the level at which middle schools in the United States had implemented the basic principles, or empirical attributes, of middle school education."[3] He also sought to determine if there was a significant difference in the acceptance and implementation of these characteristics by elementary certified, secondary certified and those who had obtained both certifications. Jordan's

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[1]Joe Tate Raymer, "A Study to Identify Middle Schools and to Determine the Current Level of Implementation of Eighteen Basic Middle School Characteristics in Selected United States and Michigan Schools" (Ph.D. dissertation, Michigan State University, 1974), p. 2.

[2]David Nesper, "A Study to Determine the Current Level of Implementation of Eighteen Selected Critical Attributes of Middle Schools in the United States: (Ed. D. dissertation, Ball State University, 1981), p. 3.

[3]Ibid., p. 4.

concepts included planned gradualism, non-graded-continuous progress, variety of teaching methods and materials, flexible scheduling, social experiences and activities, instructional organizational patterns, unified arts, guidance and counseling, student input, independent study, athletics-physical education, needs of the transescent, and exploratory-creative experiences.[1]

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[1]Ibid., p. 18-22.

CHAPTER III

ORGANIZATION AND DESIGN OF THE STUDY

Introduction

The purpose of the study was to determine the current level of implementation of eighteen basic middle school principles, or characteristics, in the middle schools located in Oklahoma. The study was conducted to provide information which may be of assistance to administrators in making decisions pertaining to the education of the eleven-to-fourteen year old student. It is similar to the work by Dr. Jack Riegle, who surveyed middle schools in Indiana and four exemplary middle schools located in surrounding states to determine the level of implementation of the eighteen principles. He then calculated and reported the comparisons between the three and four year middle schools in Michigan with the four selected sites.

Source of the Data

A list of Oklahoma middle schools was obtained from the Oklahoma State Department of Education through their publication, The Oklahoma Educational Directory. There were 109

schools listed in the Directory and located across the state with concentration in the central and northeast areas. Cover letters, questionnaires and subsequent follow-up information was directed to the principal of each school. All data reported in this work was collected from the questionnaire developed for Riegle's study and the information form attached to the front of the instrument.

Selection and Validation of the Basic Middle School Principles

The original eighteen principles devised by Riegle in 1970 were compiled through an extensive review of the literature and were submitted to a committee of middle school personnel considered to be experts in the field. They were requested to carefully critique the items and return them to Dr. Riegle with suggestions and/or criticism. Those contacted and responding to his request were Dr. Marie Elie, Dr. Nicholas Georgiady, Dr. Ann Grooms, Dr. Louis Romano and Dr. Emmett Williams. After modification in accordance with suggested revisions from the panel, an instrument was constructed, reviewed by a research consultant and validated for the purpose of his study. The resulting eighteen principles were unanimously agreed upon by the panel and the instrument containing them was assumed to have face or content validity. Continued application of these principles in subsequent studies fashioned after Riegle's work have yielded no discussion that would cast doubt as to the validity and reliability of the instrument. The literature continues to refer to these

principles as desirable characteristics of middle schools.

The Questionnaire

The instrument contained sixty-two items developed to survey the level of implementation of eighteen characteristics in Oklahoma middle schools. Minor modifications to the instrument were required relative to the four year schools, which are not included in the definition as stated in this work. The questions were arranged in three sections with regard to the type of response solicited. The first section contained multiple choice questions with mutually exclusive and exhaustive responses for which there was a single answer sought. Multiple choice questions seeking multiple responses constituted the second section and the third section contained check forms designed to make a comparison of two variables.

Riegle reported in the original study that his questionnaire was reviewed and revised by staff consultants in the Michigan State University Department of Research Services. He also indicated that Dr. Louis Romano and research consultants reviewed the numerical values given to each question on the questionnaire. Together they developed the instrument with values weighted to provide a positive correlation between large scores and a high degree of application of the principle being measured. No information pertaining to the value of responses was provided to participating administrators.

Procedures

On October 23, 1984, a total of 109 questionnaires were mailed with a subsequent response considerably less than anticipated. Therefore, a second mailing was conducted in early January, 1985, and the responses continued to be returned slowly throughout the remainder of the month. It was determined by the early days of February that the statistical procedure would be applied to the seventy-two responses.

As the questionnaires were returned responses were recorded on tally forms. Raw scores were converted to mean scores and a mean percentage was determined with regard to the maximum possible score for each principle. Table 1 reflects the number of schools contacted and the number of responses received. The percentage of responses was calculated and also included. The asterisks denoted the lack of

TABLE 1

DATA RELATING TO THE NUMBER OF SCHOOLS CONTACTED AND THE NUMBER OF RESPONSES RECEIVED FOR EACH GRADE ARRANGEMENT. THE PERCENTAGE OF THE RESPONSES ALSO WILL BE REFLECTED.

Name of Sample Group	No. of Schools Contacted	No. of Responses Received	Percentage of Total Returned
Three year grade arrangement	*	63	57.79%
Two year grade arrangement	*	9	12.50%
Totals	109	72	70.29%

distinction made between grade arrangements in the Oklahoma State Department of Education Bulletin, Educational Directory.

Table 2 reflects the statistical formulae applied to the data with an accompanying legend. Mathematical computations were perfomed on a calculator equipped with the necessary functions. Mean percentages were summed and the necessary algebraic formula was applied.

TABLE 2

FORMULAS USED TO CALCULATE THE RESULTS OF THE SURVEY.

$$\text{Mean} = \frac{x}{n}$$

x = sum of the scores for each survey instrument item for each characteristic being reported.

n = number of scores reported for each characteristic.

$$\text{Mean Percentage} = \frac{\frac{x}{n}}{/n/}$$

x = sum of the means for the characteristic being reported.

n = number of means being summed.

/x/ = absolute maximum score possible for each characteristic being reported.

Summary

A thorough examination of the literature, both historical and current, revealed that the principles cited by Riegle continue to be valid areas of concern for middle school

personnel. The data from the seventy-two questionnaires returned indicated that the principles cited were being implemented, though the variations were great in some areas.

The raw scores were summed across schools and a mean score was calculated for each principle. Means were converted to mean percentages of maximum possible scores yielded by the instrument and were used for comparison with other studies to provide a readily visible indication of the degree of implementation of the principles.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Presentation

Results of the calculations as they were applied to the data received from the seventy-two Oklahoma middle schools are displayed in this chapter. The questionnaire was designed to solicit responses relative to the implementation of eighteen characteristics recognized as applicable to middle school operations. Table 3 reflects the means and mean percentages related to the degree of implementation, as well as the possible maximum and minimum scores attributed to each characteristic. Mean percentages were rounded to the nearest one hundredth and a composite mean percentage was calculated by a simple mathematical average of the results.

Table 4 was developed to abbreviate subsequent tables, as well as references to specific characteristics, through the assignment of key words as descriptors of each characteristic. Alternative methods of reference such as letters or numbers appeared to be cumbersome and would have necessitated frequent referrals to the quote from Riegle found on pages 35-37 of this work.

TABLE 3

MAXIMUM SCORES YIELDED BY THE INSTRUMENT, MINIMUM SCORES YIELDED BY THE INSTRUMENT, MEAN SCORES (M) AND MEAN PERCENTAGES (M%) FOR EACH CHARACTERISTIC/PRINCIPLE

Characteristics/ Principles	Maximum Score	Minimum Score	M	M%
Continuous Progress	7	1	3.43	49.00
Multi-materials	33	2	22.03	66.75
Flexible Schedule	12	0	3.03	25.31
Social Experiences	20	0	10.84	54.24
Physical Experiences	31	0	17.42	56.19
Intramural Activity	23	1	6.20	26.95
Team Teaching	16	0	3.03	18.93
Planned Gradualism	3	0	0.34	11.33
Exploratory/Enrichment	25	1	10.73	42.92
Guidance Services	23	1	14.74	64.08
Independent Study	16	0	5.15	32.18
Basic Learning Skills	25	1	13.61	54.44
Creative Experiences	21	1	8.08	38.47
Student Security	8	0	4.47	55.87
Evaluation	16	2	7.04	44.00
Community Relations	16	1	5.83	36.43
Student Services	9	1	5.75	63.88
Auxiliary Staff	8	1	2.83	35.37
				42.28

TABLE 4

EIGHTEEN CHARACTERISTICS/PRINCIPLES WITH KEY WORDS USED TO IDENTIFY EACH CHARACTERISTIC IN SUBSEQUENT TABLES

	Characteristics/Principles	Key Words
1.	Non-graded organization which allows students to progress at their own rate regardless of age.	Continuous progress
2.	Wide range of instructional material used in place of a text book.	Multi-materials
3.	Schedules which are based on educational need rather than standard time periods.	Flexible schedule
4.	Social experiences appropriate for transescent youth.	Social experiences
5.	Physical experiences based solely on needs of youngsters	Physical experiences
6.	Intramural instead of interscholastic athletic activities	Intramural activity
7.	Team teaching patterns which allow students to interact with a variety of teachers in a wide subject range.	Team teaching
8.	Assistance in making the transition from childhood dependence to adult independence, bridging the gap between elementary and secondary schools.	Planned gradualism
9.	Widening educational experiences for children instead of specializing. Providing for individual differences and interests of students.	Exploratory/ Enrichment
10.	Group and individual guidance for all students.	Guidance services
11.	Availability of time for independent study of individual interest areas.	Independent study

TABLE 4-Continued

	Characteristics/Principles	Key Words
12.	Extension of the Basic elementary educational base and opportunities for clinical help in basic learning skills.	Basic learning skills
13.	Opportunities for students to express themselves creatively.	Creative experiences
14.	Providing a security group containing a teacher and peer group to which students may relate.	Student security
15.	Personal, positive, non-threatening individualized system of evaluation of student progress.	Evaluation
16.	Programs to inform, entertain, educate and understand the community.	Community relations
17.	Broad specialized services for students including community, county and state agencies.	Student services
18.	Diversified array of personnel to help facilitate the teaching staff.[1]	Auxilliary staff

SOURCE: Nesper, pp. 75-76.

TABLE 5

EIGHTEEN CHARACTERISTICS/PRINCIPLES WITH CORRESPONDING NUMBERS RELATED TO THE SURVEY INSTRUMENT

	Characteristics/Principles	Questionnaire Numbers
1.	Continuous progress	1, 2
2.	Multi-materials	3, 4, 5, 6, 38, 39
3.	Flexible schedule	7, 8, 40
4.	Social experiences	9, 10, 41, 42, 56
5.	Physical experiences	11, 57, 58
6.	Intramural activity	12, 13, 43, 59
7.	Team teaching	14, 15, 16, 17
8.	Planned gradualism	18
9.	Exploratory/Enrichment	19, 20, 21, 44, 45
10.	Guidance services	22, 23, 24, 60
11.	Independent study	46, 47, 61
12.	Basic learning skills	25, 26, 48, 62
13.	Creative experiences	27, 28, 29, 30, 31, 49
14.	Student security	32, 33
15.	Evaluation	34, 35, 50
16.	Community relations	36, 37, 51, 52
17.	Student services	53
18.	Auxiliary staff	54, 55

SOURCE: Riegle, p. 51.

Analysis

In the following section characteristics were treated individually regarding the degree to which they are being implemented in Oklahoma middle schools, and were discussed in percentages to remain consistent with Table 3. The Appendix includes a copy of the questionnaire with itemized individual responses reflecting the percentage of schools responding. From this data analyses were formulated and offered as they related to each characteristic.

Continuous Progress. Inherent in the definition of this term is the concept that multiple grades would be involved; therefore, the nearly one-third who responded to implementation at only one grade level were considered to be reflecting a characteristic more closely akin to continuous progress. Item 1-A revealed that slightly more than fifty percent offer continuous progress to some or all of the students during their tenure in the middle school, but it also indicated that almost one-fourth of the schools did not use this characteristic.

Multi-materials. One of the more prominent features of current Oklahoma middle schools was the availability and use multiple textbooks and media center materials. Questionnaire items related to this characteristic reflected less than ten percent of the schools reported non-use of the multi-textbook approach and less than six percent reported that there was no certified librarian available in their schools.

Items 6-B, 38-B and 39-B demonstrated the abundance of audio-visual materials housed in the buildings and rather extensive use of the materials by staff personnel.

Flexible Schedule. This characteristic virtually is non-existent as reported by middle school administrators. The definition of a flexible schedule indicates that time segments are determined by educational needs of the student, rather than the application of standard times which ordinarily reflects forty-five to sixty minutes. Item 7-C revealed that slightly more than ninety-six percent of the schools reported traditional time modules and more than seventy-five percent indicated a traditional schedule as revealed in item 8-C. This item also reflected less than two percent of the schools allowing teachers and students to control the establishment of time segments and slightly more than nine percent offered flexibility within general time limits.

Social Experiences. Although the implementation level of this characteristic was reported to be greater than fifty percent, particular responses appeared to be rather low in implementation. Slightly more than thirteen percent reported seventy-five percent or more of the student body involved in club activities and almost fifty percent revealed that twenty-five percent or less of their students were involved in club activities as shown in item 10-D. Remuneration for sponsoring activities shown in item 9-D and the availability of clubs or all grades in item 42-D balanced the rather low level of

implementation as revealed in item 41-D, which is related to the provision of dances for each of the grades, and item 56-D, which reflects the times social functions are offered.

Physical Experiences. The level of implementation of this characteristic was reported to be greater than fifty-six percent, and could easily have been greater with more emphasis on individualizing the program as demonstrated in item 11-D. The remaining two items related to physical experiences revealed that these programs provide for considerably less than fifty percent of the students and that the competitive aspect receives a high degree of emphasis in almost forty percent of the schools. These two factors contributed heavily toward holding the degree of implementation to less than what was assumed during the initial gathering of data for item 58-E, which is related to developmental aspects of the physical education program.

Intramural Activity. Because item 59-F revealed that approximately one-third of the schools offered no intramurals, and item 12-F revealed that almost seventy percent of the schools offer inter-scholastic competition in several sports, this characteristic was expected to be implemented sparingly. More than twenty percent indicated that intramural activities must reschedule in the event of conflicts, thus continuing the erosion of the development of intramural activities.

Team Teaching. Less than ten percent of the schools reported team teaching for all or nearly all students in

item 14-G, less than six percent of the schools indicated sixty percent or more of the teaching staff was involved in team teaching. As shown in items 14-G and 15-G eighty-one percent of the schools made available this characteristic for none or few of the students. Another factor which contributed to the low degree of implementation was the near forty-seven percent who offered less than forty minutes per day for sixth grade students and more than sixty-two percent offering less than forty minutes per day to seventh and eighth grades, as reflected in items 16-G and 17-G.

Planned Gradualism. This characteristic yielded little more than eleven percent, but was not surprising in view of the response pattern in item 18-H. Less than ten percent of the schools reported to move from a primarily self-contained situation to departmentalization and there were no schools that indicated a move to a partially departmentalized setting from self-containment. The more than eighteen percent that employ a modified block time or core program were responsible for causing the degree of implementation to rise above ten percent.

Exploratory/Enrichment. The degree of implementation appeared to be restricted somewhat by the failure of schools to require art and music, as shown in items 19-I and 20-I. They revealed that almost sixty-eight and sixty-one percent, respectively, do not requre these experiences. Item 21-I revealed that slightly more than forty-seven percent of the

schools increase electives with each successive grade and item 44-I reflected more than ninety percent offering electives in grades seven and eight. Item 45-I also offered support to the near fifty percent implementation of this characteristic resulting from the rather extensive numbers of electives made available in middle schools.

Guidance Services. More than seventy-five percent of the schools reflect the availability of guidance services for all students every day and over ninety-seven percent report close involvement with teachers. Consideration of this characteristic in light of these scores resulted in the expectation of a level of implementation considerably higher than other factors. However, as viewed in item 60-J only slightly more than an average of forty percent of the combination of all grades offer regular sessions in group guidance, thereby reducing the level of implementation sharply. Almost nine and one-half percent of the schools indicated no group guidance services were offered and over eleven percent, as shown in item 24-J, did not expect counselors to assist teachers in building their guidance skills.

Independent Study. A relatively low level of implementation was reflected in the responses on item 61-K as a result of the less than two percent of schools reporting time scheduled for all students for independent study and almost nineteen percent who indicated no students were scheduled outside regular class time. Another factor that contributed

to the low level was the response in item 47-K which reflected that more than thirteen percent have no such programs.

Basic Learning Skills. Although the level of implementation was calculated to be slightly above fifty-four percent, the low score in item 26-L related to individualism vs. consistent time segments in each grade could have caused the level to be considerably higher if individualized programs were offered in more than thirteen percent of the schools. More than seventy-seven percent of the schools held to a constant time segment without regard for grade level or individual need. Item 48-L demonstrated a relatively broad base of subjects in which students could receive special attention, and items 62-L demonstrated an average of one-third of the schools offering daily instruction in developmental reading for all students.

Creative Experiences. This characteristic reveals an implementation level somewhat below the average as reported in Table 3 resulting from the the responses that programs dealing with school newspapers, dramatical activities, talent shows and oratorical activities are not included in the school programs. Four of the items that dealt with creative experience reflected more than forty percent of the schools failed to include these experiences. Because the remaining schools offer creative experiences in various methods, the level of implementation was held to a moderately low level rather than being included with characteristics implemented near a level

of twenty-five percent, or less. Specifically, item 28-M afforded schools the opportunity to gain in the scoring of this characteristic by posing an either/or question rather than degrees of involvement.

Student Security. The mean percentage reported in Table 3 is reflected in two segments of item 33-N. More than thirty-seven percent of the schools reported no formal provisions made for teachers to provide guidance services and slightly more than forty-three percent revealed tha teachers are expected to provide such services for all of their students. As demonstrated in other characteristics, the level of implementation was restricted by a notable percentage of schools, approximately one-fourth in this particular item, that neglected the emphasis of the characteristic or virtually ignored the characteristic.

Evaluation. The initial item, 34-O, seemed to indicate a high level of implementation, but items 35-O and 50-O, which related directly to parent-teacher conferences, revealed a severely limited program of personal conferences. Less than six percent of the schools reported parent conferences as many as three or four times per year and barely over forty-three percent indicated formal evaluation involved parent-teacher conferences. More than eighty-eight percent reported the use of standard report cards with letter grades while another seven and one-half percent relied on standard report cards using number grades. The other factor which attributed

to the moderate level of implementation was found in item 35-O, in which it was reported that over fifty-two percent of he schools ignore conferences or schedule only once per year.

Community Relations. The relatively low level of implementation was revealed in the response patterns regarding the more than fifty-two percent of schools without parent's organizations (item 37-P) and the limited exposure to informational programs through announcements only at open house (item 52-P). Other factors which contributed to the low percentage were the more than forty-two percent who relied on commercial newspapers in item 51-P and the occasional community service projects carried out for special purposes in item 36-P. Also, item 52-P revealed only slightly more that eleven percent of the schools indicated regularly scheduled seminar meetings with parents for information purposes.

Student Services. Item 53-Q contained responses related to special education and developmental services, but allowed schools to respond positively if services were available whether or not they were housed in the same building. Guidance counselors, speech therapists and special education programs were reported to be available in more than eighty percent of the schools. Services for the emotionally disturbed and special reading teachers were found to be provided in more than sixty percent and seventy-seven percent, respectively, in the same item. Of the services identified only the visiting teacher was reported to be limited in availability.

The following summary statements were prepared from the information gathered on the data sheets which accompanied the questionnaire, but was limited to the seventy-three percent who completed the form. Appendix H displays the data sheet as it was submitted to administrators with responses calculated and shown as percentages.

1. Scores ranged from 77 to 225, which yielded a mean score of 145.66. The total possible score attainable on the questionnaire was 312. Two year schools, which comprised approximately eleven percent of the number of respondants, fell into a range of 90 to 160 with a mean score of 131.57.

2. Seven and one-half percent of the schools reported enrollments in excess of 1,000. The highest score (225) was recorded by a school with a student population of near 1,300 and the remaining schools in this category fell into a range of 137 to 187.

3. Eleven percent of the schools located in cities/towns of less than 10,000 population scored above the mean of 145.66, while almost all of those located in cities of more than 75,000 scored above the mean.

4. Fifty-three percent of the schools were located in towns with less than 10,000 population. Nearly twenty-five percent were located in cities greater than 35,000 population. The remaining twenty-two percent were reported to be distributed rather evenly in the two categories, rural and 10,000 to 20,000 population.

5. Nearly sixty percent of the schools identified the geographical location as central or northeast, which included greater Oklahoma City area and Tulsa.

6. Approximately one-third of the administrators were serving as the administrators in the middle school during the beginning year. Slightly more than fifty percent of this same group reported to have had five years or less experience prior to assuming the responsibility of the middle school. Nearly eighty percent indicated they had ten years or less experience prior to middle school administration.

Interpretation

From the mean percentages shown in Table 3 and the preceding analysis of data, three rather loosely defined groups were formed. Those implemented at a low level fell below thirty percent, moderately implemented characteristics were contained in the thirty-one to sixty percent and the high level of implementation referred to the characteristics above a sixty percent level. Table 6 was designed to display the characteristics/principles in their respective groups and were arranged in order of implementation level beginning with the highest.

Characteristics implemented at a low level:

Flexible schedule. A noticeable majority of schools revealed the use of traditional methods and organizational patterns in the development of schedules. Responses generally were an indication that the schedules would be applicable to the tra-

TABLE 6

THE EIGHTEEN CHARACTERISTICS/PRINCIPLES DISPLAYED IN LEVELS OF IMPLEMENTATION

Characteristics/ Principles	Low (0%-30%)	Moderate (31%-60%)	High (61%-100%)
Multi-materials			66.75
Guidance Services			64.00
Student Services			63.88
Physical Experiences		56.19	
Student Security		55.87	
Basic Learning Skills		54.44	
Social Experiences		54.24	
Continuous Progress		49.00	
Evaluation		44.00	
Exploratory/Enrichment		42.92	
Creative Experiences		38.47	
Community Relations		36.43	
Auxiliary Staff		35.37	
Independent Study		32.18	
Intramural Activity	26.95		
Flexible Schedule	25.31		
Team Teaching	18.93		
Planned Gradualism	11.33		

ditional junior high school. There appeared to be a dramatic void in the construction of schedules that could accommodate the inconsistencies found in the transescent student of the middle school. Changes in class schedules reportedly could take place almost exclusively during the planning stages for the year beyond the current setting.

Intramural activity. The response from Oklahoma middle schools was quite clear regarding the intramural/interscholastic athletic program. Facilities as well as planning focus with greater intensity on the development of the inter-scholastic athletics at all grade levels in several sports. Although this characteristic appeared as frequently as any in the literature as significant to the development of the middle school program, it continued to be relegated to one of the lowest implemented of the eighteen characteristics. A noticeable majority of the school reported the absence of intramurals in favor of interscholastic athletic programs.

Team teaching. From the mean percentage reported for the implementation level of this characteristic it would appear that it virtually is non-existent. The percentage of schools offering team teaching programs translated to raw data would calculate to approximately five middle schools, considering the response that it would include nearly all students. If consideration was given only to the schools reporting team teaching for all students, it would apply only to one Oklahoma middle school.

Planned gradualism. There was only one item given to this characteristic, yet it revealed dramatically the complete neglect of a program in which students move from largely self-contained to partially departmentalized. There were no responses to support this segment of the item and only thirteen middle schools offered core or block-time programs designed for a gradual transition from the typically elementary setting to the traditional secondary school organization.

Characteristics implemented at a moderate level: Continuous progress. Because the questionnaire was constructed prohibiting a zero percentage response, and approximately one-third of the schools report the use of continuous programs for all students throughout their middle school programs, this characteristic scored above the average of the mean percentages. However, there were some serious questions raised by the level of implementation of continuous progress when compared with related programs such as planned gradualism and flexible schedules.

Social experiences. Middle school administrators responded in such a manner that virtually all segments of the items were represented. Remuneration for sponsors and club activities for all grades in a noticeable majority of schools resulted in the level of implementation being found in the upper limits of the moderately implemented characteristics. There was no attention given to the time during which clubs

held meetings or engaged in activities. Therefore, the lack of participation could have been attributed to many factors, such as distance from school, personal activities, work, family demands or countless other reasons for non-participation. Offering social functions sponsored by school-related groups during the evening hours restricted the level of implementation and could have made it one of the characteristics implemented at a high level.

Physical experiences. Provision for the developmental aspect in physical education programs caused this characteristic to be located in the upper limits of the moderately implemented group. It appeared that Oklahoma middle schools have continued to involve students at all grades in the physical education program, but the importance given to the competitive aspects of the program also has continued to restrict the level of implementation. Every Oklahoma middle school indicated the use of physical education in the curriculum, but approximately fifteen reported that there was no individualized instruction.

Exploratory/Enrichment. This characteristic was reported to be implemented at a level almost equal to the average of the mean percentages. The responses were balanced between an emphasis in the elective program and the neglect of required studies in the fine arts. Electives were given the attention generally found in the traditional secondary school with considerably less exploration available to sixth grades

compared with seventh and eighth. One factor which restricted this characteristic to the moderate level of implementation was the extremely low percentage of schools requiring art and music only one year or not at all.

Independent study. Barely into the moderate level of implementation, this characteristic appeared to gather responses similar to those in which flexibility and individualization are inherent in the organization of the program. Adminstrators indicated a noticeable neglect in the development of an individualized study program designed to be an integral part of the curriculum. It appeared that the primary reason for this characteristic even being found in the moderate level was the delegation of independent study supervision at the discretion of the teacher and student.

Basic learning skills. This characteristic fell into the upper range of this level of implementation as a result of the emphasis placed on the individual assistance offered to students with specific problems in the basic skill development. A considerable majority of schools reported the availability of personnel for all students, but the responses continued to be less in relation to the individualization of the assistance. Developmental reading appeared to become a rather selective program for eighth grade students focusing on the poor readers to the virtual exclusion of other students.

Creative experiences. Initially it appeared that this related to several areas, but the majority of items dealt with drama-related activities. The level of implementation fell below the average of the mean percentages, thus identifying it with the lower moderate level of implementation. Incidental responses related to other items, such as school newspapers, oratorical activities and talent shows were responsible for retaining this characteristic in the moderate, rather than low, level. The responses reflected a nearly even division between schools offering opportunities and those failing to offer any opportunities for dramatical/acting experiences.

Student security. As in other characteristics related to pupil-teacher relationships, this characteristic received sufficient indication to warrant placing it in the upper area of the moderately implemented. Although student security obviously is one of the areas supported to a greater degree, as revealed in the mean percentage average, administrators continue to delegate the responsibility to the individual teacher-pupil relationship without making it an integral part of the organization of the middle school. They demonstrate strong support for the concept, but, as in other similar activities, they have failed to incorportate this activity into the formal structure.

Evaluation. The traditional approach was quite obvious in the responses to this characteristic. A formal report on the academic progress of students was indicated to follow

the traditional quarterly system and personal conferences with parents received only moderate support. Other traditional methods reported were the continued use of standard report cards with letter grades, teacher comments written on a report form and teacher-parent conferences held only once per year. Considering these comments it was not surprising to find the level of implementation to be quite near the average of the mean percentages.

Community relations. An obvious indication that this characteristic would not be implemented at a higher level was the response that more than one-half of the schools had no parent organization. The schools appeared to take the initiative in this area only on special occasions or when specifically requested to participate in community affairs. Another obvious factor in the low level of implementation of this characteristic was the neglect of a regularly scheduled newsletter/bulletin submitted to local news media and parents. School personnel reportedly informed parents of programs related to the school's functions at open house programs, at the one or two parent meetings held each year or when requested by parents.

Auxiliary staff. Administrators reported the severly limited use of paid auxiliary personnel for use in teaching teams, but indicated by more than a majority the use of paid paraprofessionals in the building offices. The level of implementation was reported to be greater in each segment of the item

dealing with auxiliary staff in the building than was reported in the mean percentage. This was a result of the dramatically low scores shown in the item dealing with auxiliary staff in teaching teams. Another factor that limited the implementation level was the opportunity for schools to register points in the use of student teachers in the building, but not when assigned to teaching teams.

Characteristics implemented at a high level:

Multi-materials. Although this characteristic was implemented at a higher level than any of the eighteen characteristics, responses indicated that there was a limited use of the multi-textbook approach to learning in a majority of schools. Those areas related to materials in the media center, a certified librarian and the number of volumes housed in the building were sufficient to create a high level of implementation. Administrators responded to items pertaining to types of materials in instructional materials centers in the eighty and ninety percent level of selected materials. Another factor which restricted the level of implementation was the somewhat limited use of audio-visual materials other than motion pictures.

Guidance services. The high level of implementation in guidance was evident in the expectation that teachers will be given assistance in the development of guidance skills and the availability of guidance personnel to all students every

day. The level appeared to be limited by the neglect of formalizing the development of teachers in guidance through encouragement and actual involvement in the guidance process. The obvious weakness was revealed in responses of administrators to group guidance sessions, which reflected regular sessions several times per year in far less than one-half of the schools.

Student services. Of the characteristics in the higher level of implementation this item appeared to be the most consistent in meeting the needs of middle school students. It easily would have reflected a higher level if a greater percentage of schools offered the services of visiting teachers and diagnosticians. Other personnel such as school nurses, psychologists and teachers for the emotionally disturbed were reported to be available in nearly sixty percent of the schools. The responses appeared to demonstrate a strong commitment to providing for students with special problems.

Summary of Findings

There were some generalizations developed from Table 6 and the preceding interpretation of the data regarding the three levels of implementation:

1. The three levels of implementation were selected as a result of the apparent natural break in the continuity of percentages.

2. A balance in the level of implementation was not reached as the high level characteristics fell in the sixty

percent range, while the entire group of low level characteristics were below a thirty percentage figure.

3. The characteristics were evenly divided above and below the average mean percentage.

4. The moderately implemented characteristics were near an even division, but the upper limits were greater distance from the average of the mean percentages.

Related Studies

A comparison of related studies to the current study in Oklahoma was not included in the original design, nor was it intended to become an integral part of the study. But, an extensive search of the literature revealed pertinent data related to the implementation of the same characteristics as they were implemented in other states. Since the level of implementation in many characteristics appeared to be similar to the current level of implementation in Oklahoma middle schools, and the average of the mean percentages also was similar, Table 7 was prepared to display a comparison of the five studies with the total average of the means.

The original study was conducted by Riegle in Michigan in 1970[1] with three others replicating his work with some

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[1]Riegle, pp. 45-53.

TABLE 7

COMPARISON OF THE MEAN PERCENTAGES WITH SELECTED STUDIES BASED ON RIEGLE'S ORIGINAL STUDY

Characteristic/ Principle	1985 OK	1978 MO	1977 OH	1974 MI	1970 MI
Continuous Progress	49.0	33.1	33.0	52.2	24.4
Multi-materials	66.7	65.8	67.3	75.4	62.5
Flexible Schedule	25.3	21.1	29.8	30.2	28.9
Social Experiences	54.2	63.9	51.6	72.2	52.7
Physical Experiences	56.1	76.4	77.2	64.8	69.7
Intramural Activity	26.9	60.6	54.9	56.1	47.4
Team Teaching	18.9	22.1	27.7	33.3	22.2
Planned Gradualism	11.3	42.7	45.8	48.3	46.7
Exploratory/Enrichment	42.9	53.0	28.0	57.6	41.1
Guidance Services	64.0	58.9	42.9	73.3	41.7
Independent Study	32.1	38.9	42.0	51.1	33.5
Basic Learning Skills	54.4	59.8	55.6	52.7	50.3
Creative Experiences	38.4	51.0	40.6	37.6	42.9
Student Security	55.8	70.8	52.2	61.1	60.4
Evaluation	44.0	47.4	48.5	51.1	37.2
Community Relations	36.4	41.4	44.7	42.8	41.1
Student Services	63.8	68.8	70.6	70.9	78.7
Auxiliary Staff	35.3	46.8	37.3	35.4	37.9
Total	42.2	54.4	50.5	55.0	46.9

modifications. The other studies were conducted by Beckman in 1978,[1] Bohlinger in 1977[2] and Raymer in 1974.[3]

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[1]Beckman, "A Study to Determine the Current Level of Implementation of Eighteen Basic Middle School Principles in the State of Missouri" (Paper presented to the Convention of the National Middle School Association, Pittsburgh, Pennsylvania, November 1978), pp. 5-6.

[2]Bohlinger, "The Current Status Of Ohio Middle Schools; Implementation of Eighteen Middle School Characteristics" (Paper presented to the Convention of the National Middle School Association Convention, Pittsburgh, Pennsylvania, November 1978), p.9

[3]Raymer, p. 57

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The middle school began to gain prominance during the sixties following a six decade reign of the junior high school. As educators observed the development of the junior high to become a 'little high school', they were increasingly alarmed about the trauma associated with the movement from elementary to secondary without a period of transition. Dissatisfaction with the junior high was not based on the grade arrangement, for there had been other grade arrangements during the six decades, rather the advocates of the middle school sought a development of a school designed for the transescent which has been described as the eleven-to-fourteen year old. The growth of middle schools has waned during the past ten years but school districts continue to re-evaluate the educational programs for the middle youth in light of the middle school characteristics discussed in the literature.

Key issues in the development of middle schools have been changes in maturation levels for adolescents, demands of

a modern urbanized society, the effects of a high tech society and the weakening of the basic family structure. Since many felt that the junior high no longer addressed these issues, they became more vocal in their desires to see the development of an educational setting that would focus on the key issues in the lives of the student in the middle grades. Riegle conducted an extensive search of the literature of the 1960's and developed a set of eighteen characteristics validated by a panel of middle school authorities. These have become the basis for several subsequent studies regarding the implementation in middle schools, and even more importantly, they have continued to appear in many current publications as significant items to consider when discussing middle school programs.

Continuous progress programs
Multi-media use
Flexible scheduling
Social experiences
Physical experiences
Intramural activities
Team teaching
Planned gradulaism
Exploratory/Enrichment experiences
Guidance services
Independent study
Basic learning skills
Creative experiences
Student security factors
Evaluation practices
Community relations
Student services
Auxiliary staffing[1]

The purpose of the study was to determine the level of implementation of Riegle's eighteen characteristics in the

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[1]Riegle, p. 61.

middle schools of Oklahoma. Because there have been several other studies based on his original study in 1970 it was apparent that the findings in the current study should be compared with the results of selected studies which applied the same instrument and similar statistics.

Riegle's survey instrument was modified slightly to accommodate the differences in grade arrangements from his original three and four year middle schools to Oklahoma's middle schools. Those identified in the Oklahoma State Department of Education's Educational Directory served as the research population and the survey with a data sheet was mailed to the administrator of each school. They were contacted by two general mailings and some were contacted individually a third time, but the 72-of-109 returns appeared to be the only returns.

Mean scores and mean percentages of the maximum possible score yielded by the instrument were calculated on each basic principle.

Data reported in Chapter Four revealed that the current level of implementation of Oklahoma middle schools as compared with selected studies from other states since 1970 was shown to be far behind in flexible scheduling and planned gradualism, but a leader in guidance services. The physical and intramural experiences were obvious weaknesses in the comparison with other studies and they appeared to be developing into traditional junior high school organizations.

Conclusions

The characteristics cited in this study apparently were accepted as valid principles in the development and operation of the middle schools as each item was acknowledged by at least a majority of the administrators. The purpose was not to determine their acceptance or rejection of the eighteen characteristics, but to determine the degree to which these characteristics have been implemented in the curricular and organizational structure of Oklahoma middle schools. With these comments as guidelines the following conclusions were developed:

1. Administrators reflected strong tendencies to adhere to the traditional practices in reporting student progress, development of schedules, athletics and methods of classroom instruction.

2. Programs demanding individualization appear to receive little support from Oklahoma middle school personnel.

3. Characteristics found in the low level of implementation generally were attributable directly to the administrative functions of the building. Therefore, the areas reported to be implemented least require direct involvement of the administrator through organization of the curriculum, personnel or activities.

4. Areas in which teachers function with limited direct involvement from administrators, such as guidance services, student services and basic learning skills, gen-

erally scored in the upper moderate or high level of implementation.

5. Characteristics related to transition from elementary to secondary consistently appeared in the low level of implementation. Oklahoma middle schools appeared to be developing patterns in the curriculum, activities and other areas that appear in the traditional junior high school.

6. Involvement with the community through students or information programs appeared to be restricted as evidenced in the lack of parent organizations and informational bulletins.

7. Within the characteristics implemented at high levels there are specific weaknesses that could be addressed which would ultimately raise the level of implementation noticeably.

8. Although Oklahoma middle schools have achieved the implementation of accepted characteristics comparably with middle schools from other states, little growth has been evidenced since the rise of middle schools in Oklahoma.

9. There appeared to be discrepancies in definitions of characteristics as they were related to practices. Specifically, guidance and counseling scored high in Oklahoma middle schools, yet when the definitions are applied to practices discrepancies are found. This was most noticeable in the areas of group guidance programs and formalization of teacher involvement.

10. Finally, Oklahoma middle school administrators have demonstrated only nominal adherence to accepted middle school characteristics/principles; therefore, a reasonable conclusion could be drawn that Oklahoma middle schools generally are functioning more 'in name' than in fact.

Recommendations

The discrepancy between middle school concepts and practices should be cause for concern in the educational community, particularly with those interested in the trans-escent, transitional youth. A critical need for additional research exists in the need to determine reasons for the extremely low level of implementation in some areas of middle school education.

Although the basic characteristics continue to be involved in many published works, a continuation of efforts in the validation of pertinent characteristics should be maintained with constant referral to authorities in middle school education and organizational patterns.

Isolating the participant schools that scored as low as twenty to thirty-five percent for an in-depth study of their programs and activities could prove to be an intriguing study. The researcher would need to conduct surveys to study other facets of the middle school besides the characteristics currently being studied.

The literature, as well as middle school proponents, emphasize social and physical growth patterns as unique to

the transescent. A study designed to determine the more clearly these can be defined would be valuable to middle school personnel.

Areas such as interscholastic athletics and social activities that emulate high school functions could be analyzed relative to the justifications offered by middle school administrators who continue to offer them. It appears that as long as these persist the middle school will continue to be more like the traditional junior high school that the transitional school.

A similar study conducted on a national scale, coordinated by a College of Education, would prove to be invaluable. It could advance the preparation of educational programs designed to prepare teachers to be effective in dealing with the middle school student.

Finally, the responses from some participants in the current study coupled with readings in the literature regarding middle school organizational structures in other states, prompts the strong recommendation that the Oklahoma State Department of Education prepare a definition of middle school that would reflect the current grade arrangements. Guidelines should be developed for those districts planning for middle school organizational patterns to insure a greater adherence to the accepted characteristics/principles of the middle school.

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APPENDIX A

Letter submitted to Dr. Jack D. Riegle seeking permission to use his Questionnaire in a replication of his study.

Merl A. Jennings
Rt. 4, Box 216 AB
Norman, OK 73071

February 27, 1984

Dr. Jack D. Riegle
Department of Education
Michigan State University
East Lansing, Michigan 48824

Dear Dr. Riegle:

An exhaustive search of materials related to middle schools yielded your dissertation, "A Study of Middle School Programs To Determine the Current Level of Implementation of Eighteen Basic Middle School Principles". The instrument you developed and problem addressed is nearly identical to the proposed topic I have discussed during the last few years with my chairman, Dr. Robert F. Bibens, University of Oklahoma. Since my background includes involvement in the origin of three middle schools in Oklahoma as teacher, assistant principal and principal, there has been a continued interest since my first in 1970-71 to determine the compliance with criteria accepted as middle school characteristics.

The use of your instrument as shown on pages 82-95 would be greatly appreciated. We would like to "duplicate" your study with appropriate modifications, ie. grade arrangements and corresponding terminology, in Oklahoma with a comparison of your findings in Michigan. I am aware of the works by Raymer and Nesper, but feel that there exists a legitimate need for the study in Oklahoma.

I would be interested in purchasing a copy of your dissertation, and/or offering a copy of my completed work upon completion, which is projected to be Spring, 1985. Your consideration in this matter certainly will be appreciated.

Sincerely,

Merl A. Jennings

APPENDIX B

Dr. Jack D. Riegle's response to the letter seeking permission to use his Questionnaire.

BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

TEACHERS COLLEGE
Department of Educational
Administration & Supervision

April 2, 1984

Merl Jennings
Route #4, Box 216 AB
Norman, Oklahoma 73071

Dear Merl:

You certainly have my permission to use my instrument. It has been utilized some twelve times so it should be a valid document by this time.

Concerning my dissertation, you will need to purchase that document from University Microfilms. Everything you need to replicate the study is in Chapter 3 and the appendices.

I would greatly appreciate an unbound copy of your completed study. I know that it is costly so if you can't do it I certainly understand.

Good luck to you and let me say as a caution: check those responses that utilize negative numbers. We could not avoid that format and it made that set of questions rather tricky to score.

Respectfully,

Jack D. Riegle, Chairman
Dept. of Educational Administration
and Supervision

cdw

Ball State University is an equal opportunity employer

APPENDIX C

Riegle's principles as he presented them on pages 43-45 of his dissertation.

Riegles's eighteen characteristics/ principles as presented on pages 43-45 of his dissertation:

Principle A

Continuous Progress: The middle school program should feature a nongraded organization that allows students to progress at their own individual rate regardless of chronological age.

Principle B

Multi-material approach: The middle school program should offer to students a wide range of easily accessible instructional materials. Classroom activities should be planned around multi-material approach rather tha a basic textbook organization.

Principle C

Flexible schedule: The middle school should provide a shedule that encourages the investment of the time based on educational needs rather than standardized time periods. The schedule should be employed as a teaching aid rather than a control device.

Principle D

Social experiences: The middle school program should provide social experiences appropriate for the transescent youth and should not emulate the social experiences of the senior high school.

Principle E

Physical experiences: The middle school curricular and co-curricular programs should provide physical activities based solely upon the needs of the students. A broad range of intramural experiences that provide physical activity for all students should be provided to supplement the physical education classes, which should center their activity upon helping students understand and use their own bodies.

Principle F

Intramural activities: The middle school should feature intramural activities rather than interscholastic activities.

Principle G

Team teaching: The middle school program should be organizaed in part around team teaching patterns that allow students to interact with a variety of teachers in a wide range of subject areas.

Principle H

Planned gradualism: The middle school should provide experiences that assist early adolescents in making the transition from childhood dependence to adult independence, thereby helping them to bridge the gap between elementary school and senior high school.

Principle I

Exploratory and enrichment studies: The middle school program should be broad enough to meet the individual interests of the students for which it was designed. It should widen the range of educational training a student experiences rather than specialize his training. Elective courses should be a part of the program of every student during his years in the middle school.

Principle J

Guidance services: The middle school program should include both group and individual guidance services for all students.

Principle K

Independent study: The middle school program should provide an opportunity for students to spend time studying individual interests or needs that do not appear in the organized curricular offerings.

Principle L

Basic skill repair and extension: The middle school program should provide opportunities for students to receive clinical help in basic learning skills. The basic education program fostered in the elementary school should be extended in the middle school.

Principle M

Creative experiences: The middle school program should include opportunities for students to express themselves in creative manners. Student newspapers, student dramatic creations, student oratorical creations, musical programs, and other student-centered, student-directed, student-developed activities should be encouraged.

Principle N

Security factor: The middle school program should provide every student with a security group: a teacher who knows him well and whom he relates to in a positive manner; a peer group that meets regularly and represents more than administrative convenience in its use of time.

Principle O

Evaluation: The middle school program should provide an evaluation of a student's work that is personal, positive in nature, nonthreatenting, and strictly individualized. Parent-teacher-student conferences on a scheduled and unscheduled basis should be the basic reporting method. Competitive letter grade evaluation forms should be replaced with open and honest pupil-teacher-parent communication.

Principle P

Community relations: The middle school should develop and maintain a varied program of community relations. Programs to inform, to entertain, to educate, and to understand the community as well as other activities should be a part of the basic operation of the school.

Principle Q

Student services: The middle school should provide a broad spectrum of specialized services for students. Community, county, and state agencies should be utilized to expand the range of specialists to its broadest possible extent.

Principle R

Auxiliary staffing: The middle school should utilize a highly diversified array of personnel such as volunteer parents, teacher aides, clerical aides, student voluteers, and other similar types of support staffing that help to facilitate the teaching staff.

APPENDIX D

Letter submitted to middle school principals.

Merl A. Jennings
500 W. University
Oklahoma Baptist University
Shawnee, OK 74801

October 10, 1984

Dear Middle School Principal:

Enclosed with this letter is a survey instrument that was developed by Dr. Jack Riegle, Ball State University, when he was completing requirements for his Ph.D. in education. Not only has he given his consent to apply this instrument in Oklahoma, but has encouraged me to gather data to be compared with his study in the Michigan middle schools. It should take approximately twenty minutes of your time to complete all parts of the questionnaire and the survey data following.

I realize fully that your time is valuable and that this encroachment will be quite an inconvenience to many! But, my time to complete this multi-year project is quickly drawing to a close. PLEASE complete the instrument quickly and return it in the enclosed envelope as quickly as possible. Your cooperation will be greatly appreciated and I will provide a summary of the results at your request.

To assure you that my interests are not totally devoted to obtaining the degree at your expense, may I briefly outline my involvement throughout a seventeen year career in the public schools of Oklahoma. As a classroom teacher I opened Webster Middle School in OKC; served as the Assistant Principal during the initial three years of Rogers Middle School in OKC; opened Irving Middle School in Norman as Principal and remained for two years. The remaining years were spent in OKC and Moore in various administrative capacities.

Dr. Robert F. Bibens, University of Oklahoma has patiently "guided" me through this project from its beginning. We are anxiously awaiting your responses to the questionnaire in order to more clearly define the Oklahoma Middle School.

Sincerely,

Merl A. Jennings

Merl A. Jennings

Encl.

APPENDIX E

Informational survey form submitted to middle school principals with The Questionnaire.

SURVEY DATA: Thank you for responding to PARTS I, II and III. The following questions are brief, but will be very important to the summation of the results.

1. Current enrollment _____ includes grades _____.

2. Location:
   _____ rural
   _____ town with less than 10,000 population.
   _____ city with population 10,000 to 15,000.
   _____ city with population 15,000 to 20,000.
   _____ city with population 20,000 to 25,000.
   _____ city with population 25,000 to 35,000.
   _____ city with population 35,000 to 50,000.
   _____ city with population 50,000 to 75,000.
   _____ city with population over 75,000.

3. The middle school is a part of a dependent _____/ independent _____ school district.

4. The middle school began operating under the title "middle school" in 19 _____.

5. The middle school is ___/is not ___ accredited by North Central.

6. The middle school is located in the _____ section of Oklahoma. (Describe as best as possible using directional notations, ie. S.W.; N.E.; etc.)

7. Were you the principal/administrator responsible for the middle school at its beginning?
   _____ yes
   _____ no

8. Administrative experience prior to becoming principal of the middle school:
   _____ five years or less.
   _____ six to ten years.
   _____ eleven to fifteen years.
   _____ sixteen to twenty years.
   _____ more than twenty years.

9. Do you wish to receive a summary of the results?
   _____ yes
   _____ no
   If yes: NAME _____
   SCHOOL _____
   ADDRESS _____
   _____

APPENDIX F

The Questionnaire showing the scores attributed to each item.

Your responses and any other material you wish to include will be kept confidential and will be used only for the preparation of this dissertation. Please respond with accurate and frank responses. If you have any questions regarding item(s) or the reporting of your responses, feel free to contact me at Oklahoma Baptist University, Shawnee, Oklahoma, 74801, (405) 275-2850, Ext. 2425.

Merl A. Jennings

Part I: Place a check mark before the answer that seems best to explain your current program as it relates to the question.

1-A. Continuous progress programs are:

0 not used at this time.
1 used only with special groups.
2 used only for the first two years.
3 used only by some students for all their years
4 at this school.
____ used by all of the students for their entire program.

2-A. Continuous progress programs are planned for a student over a span of:

1 one calendar year.
2 two calendar years.
3 three calendar years.

3-B. The multi-textbook approach to learning is currently:

3 used in all or nearly all courses.
2 used in most courses.
1 used in a few courses.
0 not used in any courses.

4-B. The instructional materials center in the building houses:

4 more than 5000 books.
3 between 4000 and 5000 books.
2 between 3000 and 4000 books.
1 between 2000 and 3000 books.
1 between 1000 and 2000 books.
0 less than 1000 books.

5-B. The materials center has a paid staff of:

3 more than one certified librarian.
2 one certified librarian.
1 a part-time librarian.
0 no certified librarian help.

6-B. For classroom instruction, audio visual materials other than motion pictures are used:

4 very frequently by most of the staff.
3 very frequently by a few of the staff and
2 occasionally by the others.
____ occasionally by all of the staff.
1 very rarely by most of the staff.
0 very rarely by any staff members.

7-C. The basic time block used to the build the schedule is:

3 a ten to twenty minute module.
2 a thirty minute module.
1 a forty-five minute module.
0 a sixty minute module.
4 a combination of time so diversified that no basic module is defined.

8-C. Which of the below best describe your schedule at present:

0 traditional.
1 traditional, modified by "block-time," "revolving period," or other such regularly occuring modifications.
2 flexible to the degree that all periods are scheduled but are not identical in length.
3 flexible to the degree that changes occur within degined general time limits.
4 flexible to the degree that students and teachers control the daily time usage and changes occur regularly.
____ other _____

ATTACH A COPY OF THE MASTER SCHEDULE IF POSSIBLE.

9-D. Sponsorships for club activities are handled by staff members who:

1 are assigned sponsorships without additional pay.
2 are paid to assume club sponsorships that are assigned.
3 volunteer to sponsor club activities without pay.
4 are paid for sponsorship that they volunteer to assume.
0 staff members do not work with club activities.

10-D. At present approximately what percent of your student body regularly participates in at least one club activity?

0 none as we have no club program.
1 25 percent or less.
2 25 to 50 percent.
3 50 to 75 percent.
4 75 to 100 percent.

11-D. The physical education program is:

3 highly individualized.
3 moderately individualized.
1 slightly individualized.
0 not individualized at all.

12-F. Inter-scholastic competition is currently:

4 not offered at this school.
1 offered in one sport only.
0 offered in two sports.
0 offered in several sports.

13-F. Intramural activities often use the same facilities as interscholastic activities. When this causes a time conflict, how do you schedule?

0 this does not happen because we have no intramural programs.
4 this does not happen because we have no interscholastic programs.
4 intramural activities take first priority and others schedule around their needs.
0 interscholastic activities take first priority and others must schedule around their needs.
____ other _____

14-G. Team teaching programs operate for:

4 all students.
3 nearly all students.
2 about half of the students.
1 only a few of the students.
0 none of the students.

15-G. What percentage of your teaching staff is involved in team teaching programs?

4 over 90%.
3 between 60% and 90%.
2 between 30% and 60%.
1 less than 30%
0 none

16-G. A student in grade six averages about how many minutes per day in a team teaching program?

4 180 minutes or more.
4 between 130 and 180 minutes.
3 between 90 the 130 minutes.
2 between 40 and 90 minutes.
0 less than 40 minutes.

17-G. A student in grades seven or eight averages about how many minutes per day in a team taught situation?

4 180 minutes or more.
4 130 to 180 minutes.
3 90 to 130 minutes.
2 40 to 90 minutes.
0 less than 40 minutes.

18-H. Which of the following best describes your school program as it evolves from enrollment to completion of the last grade?

0 completely self-contained program for the entire grade span.
0 completely departmentalized for the entire grade span.
1 modified departmentalized (block-time, core programs, etc.)
2 program moves from largely self-contained to departmentalized.
3 program moves from largely self-contained to partially departmentalized.
____ other _____.

19-I. Instruction in art is required for all students for:

1 one year.
2 two years.
2 three years.
0 not at all.

20-I. Instruction in music is required:

1 for one year.
2 for two years.
2 for three years.
0 not at all.

21-I. The amount of student schedule time set aside for elective courses students my select:

0 decreases with each successive grade.
0 is the same for all grades.
3 increases with each successive grade.
2 varies by grade level but not in any systematic manner.
0 does not exist at any grade level.

22-J. Guidance services are available upon request for:

4 all students every day.
3 all students nearly every day.
2 most of the students on a regular basis.
1 a limited number of students on a limited basis.
0 other _____.

23-J. Guidance staff members:

4 always work closely with the teachers concerning a student.

3 often work closely with the teachers concerning a student.

2 seldom involve the teachers in their work with the students.

0 always work independently of the teachers.

24-J. Guidance counselors are:

0 not expected to help teachers build their guidance skills.

1 expected to help teachers build their guidance skills.

3 expected to help teachers build their guidance skills and they are regularly encouraged to work in this area.

____ other _____.

25-L. Clinics or special classes to treat the problems of students with poor basic learning skills are:

0 not available at this time.

4 available to all students needing such help.

2 available only to the most critically handicapped learners.

____ other _____.

26-L. The amount of time provided in the classroom for instruction in basic learning skills:

0 increases with each successive grade.

0 remains constant with each successive grade.

2 decreases with each successive grade.

4 varies greatly due to the individualized program teachers operate.

27-M. Concerning a school newspaper, our school has:

0 no official student school paper.

1 an official student school paper that publishes no more than four issues per year.

3 an official school paper that publishes five or more issues per year.

____ other _____.

28-M. Concerning school dramatical activities, most students:

0 do not get experiences in creative dramatics while enrolled in this building.

4 get at least one or two opportunities to use their acting skills while enrolled in this building.

29-M. Dramatic productions at this school are produced from:

1 purchased scripts only.
3 materials written by students only.
4 materials written by students and purchased scripts.
_____ other _____

30-M. This school has oratorical activities such as debate, public address, etc.:

4 as a part of its planned program of instruction.
3 as a part of its enrichment program.
0 not included in school activities.
_____ other _____

31-M. Talent shows are:

0 not a part of our program.
3 produced by students at each grade level.
2 produced once a year on an all-school basis.
4 produced at each grade level with some of the acts entering an all-school talent show.
_____ other _____

32-N. In the operational design of this school the role of the teacher as a guidance person is:

4 given a very strong emphasis.
3 encouraged.
2 mentioned to the staff but not emphasized.
0 left strictly to the individual teacher's personal motivation.
0 not important in our guidance operational plan and therefore not encouraged.
_____ other _____

33-N. As a general policy, in the teacher-pupil relationship

0 no formal provisions are made for the teacher to provide specified guidance services.
4 teachers are expected to provide guidance services for all of their pupils.
2 teachers are expected to provide guidance services for only a limited number of pupils.
_____ other _____

34-O. A student's academic progress is formally reported to parents:

1 two times per year.
2 four times per year.
1 six times per year.
_____ other _____

35-O. Parent-teacher or parent-teacher-student conferences are held on a school-wide basis:

0 not at all.
1 once per year.
2 twice per year.
3 three times per year.
4 four times per year.
4 five or more times per year.

36-P. Community service projects by the students are:

0 not a part of our program.
2 carried out occasionally for a special purpose.
4 an important part of the planned experiences for all students while enrolled in this building.

37-P. This school currently has:

0 no parent's organization.
1 a parent's organization that is relatively inactive.
2 a parent's organization that is active.
3 a parent's organization that is very active.

PART II: FOR EACH QUESTION IN THIS SECTION CHECK ALL THE ANSWERS THAT APPLY:

38-B. Which of the following types of materials are housed in your instructional materials center?

1 general library books.
1 current newspapers.
1 below grade level reading materials.
1 current magazines.
1 files of past issues of newspapers.
1 above grade level reading materials.
1 card catalogue of materials housed.
1 student publications.
1 files of past issues of magazines.

39-B. Which of the following types of materials are housed in your instructional materials center?

1 filmstrips.
1 collections (coins, insects, art, etc.)
1 motion pictures (include this if you are a member of a central service.)
1 microfilms.
1 overhead transparencies.
1 phonograph records.
1 ditto and/or mimeo machines.
1 photo or thermal copy machines.
1 maps, globes, and charts.
1 display cases or areas.

40-C. The master class time schedule can be changed by teachers when need arises by:

4 planning with other teachers on a daily basis.
3 planning with other teachers on a weekly basis.
2 seeking administrative approval for a special change.
1 requesting a change for next semester.
0 requesting a change for next year
____ other

41-D. School dances are held for:

____ grade six.
____ grade seven.
____ grade eight.

One point for each item not marked.

42-D. A club program for students is offered for:

1 grade six.
1 grade seven.
1 grade eight.

43-F. The intramural program includes:

1 team games.
1 individual sports.
1 various club activities.
____ other _____.

44-I. Students are allowed to elect courses of interest from a range of elective offerings:

1 in grade six.
1 in grade seven.
1 in grade eight.
0 not at all.

45-I. Electives currently offered in this building are: (check those you offer from this list and add any not listed that you offer.)

1 art.
1 band.
1 vocal music.
1 drawing
1 drama
1 journalism
1 foreign language
1 family living
1 unified arts
1 orchestra
1 wood shop
1 speech
1 typing
1 natural resources
1 creative writing
____ other _____
____ other _____
____ other _____

46-K. How much time would you estimate the average student spends in independent study for each grade listed below?

____ minutes per day in grade six.
____ minutes per day in grade seven.
____ minutes per day in grade eight.

One point for first one if over 20 minutes. One point for last two if over 30 minutes.

47-K. Students working in independent study situations work on topics that are:

0 we have no independent study programs.
1 assigned to them by the teacher.
2 of personal interest and approved by the teacher.
2 of personal interest and unrelated to classroom work.
____ other _____.

48-L. Students with poor basic skills can get special help in the following areas. (Check only those areas where special help on an individual basis is provided by special staff members trained to treat such situations.)

1 reading
1 spelling
____ grammar
1 mathematics
1 physical education
____ other

49-M. Dramatic presentations by students are:

0 not a part of the school program.
1 a part of the activities program.
1 a part of certain class activities planned by the teachers.
____ other _____.

50-O. Formal evaluation of students' work is reported by use of:

1 a standard report card with letter grades.
2 teacher comments, written on a reporting form.
3 parent-teacher conferences.
1 standard report card with number grades.
4 parent-teacher-student conferences.
____ other _____.

51-P. In regard to community relations this school currently

0 does not send out a parents' newsletter.
1 sends out a parents' newsletter when need
2 arises.
____ sends out a parents' newsletter on a scheduled basis.
1 uses a district-wide newsletter to send out information related to this school.
1 uses commercial newspaper
____ other _____

52-P. The staff presents informational programs related to the school's functions:

1 when requested by the parents.
1 once or twice a year at regular parents' meetings.
1 at open house programs.
1 at regularly scheduled "seminar type" meetings planned for interested parents.
____ other _____
_____.

53-Q. From the specialized areas listed below, check each service which is available to students in your building. (Note that a service need not be housed within the school building to be available to your students.)

1 guidance counselors.
1 school nurse.
1 school psychologist.
1 visiting teacher.
1 speech therapist.
1 diagnostician.
1 clinic services for the emotionally disturbed.
1 special education programs for the mentally handicapped.
1 special reading teacher.
____ others: _____.

54-R. Teaching teams are organized to include:

1 fully certified teachers.
1 para-professionals.
1 clerical helpers.
0 student teachers.
____ others _____.

55-R. From the following list check those types of auxiliary helpers available in your building:

1 paid para-professionals.
1 volunteer helpers from the community.
1 volunteer helpers from the student body.
1 student teachers and interns.
1 high school "future teachers" students.
____ other _____.

PART III: FOR EACH QUESTION IN THIS SECTION PLEASE CHECK THE BOX OR BOXES THAT BEST DESCRIBE YOUR PROGRAM

56-D. School social functions are held at this school:

	During the afternoon	During the evening
Grade six	2	0
Grade seven	2	1
Grade eight	2	1

57-E. The physical education program serves:

	All Students	Some Students	No Students
Grade six	4	1	0
Grade seven	4	1	0
Grade eight	4	1	0

58-E. What degree of emphasis does the physical education program give to the competitive and developmental aspects of the program for boys and girls?

	Boys	Girls
Competitive Aspects	0 High 2 Medium 4 Low	0 High 2 Medium 4 Low
Developmental Aspects	4 High 3 Medium 0 Low	4 High 3 Medium 0 Low

59-F. Intramural activities are scheduled for:

	All Students	Boys Only	Girls Only	No Students
Grade six	4	1	1	0
Grade seven	4	1	1	0
Grade eight	4	1		0

60-J. How do your guidance counselors handle group guidance sessions?

	Regular Sessions Several Times Per Year	Special Sessions Only	None
Grade six	4	1	0
Grade seven	4	1	0
Grade eight	4	1	0

61-K. Independent study opportunities are provided for:

	All Students	Some Students	No Students
Regular Class Time	4	2	0
Time Scheduled For Independent Study	4	2	0

62-L. Daily instruction in a developmental reading program is provided for:

	All Students	Poor Readers	Not At All
Grade six	4	2	0
Grade seven	4	2	0
Grade eight	4	2	0

APPENDIX G

The Questionnaire displaying the percentage of schools responding to each item.

Your responses and any other material you wish to include will be kept confidential and will be used only for the preparation of this dissertation. Please respond with accurate and frank responses. If you have any questions regarding item(s) or the reporting of your responses, feel free to contact me at Oklahoma Baptist University, Shawnee, Oklahoma, 74801, (405) 275-2850, Ext. 2425.

Merl A. Jennings

Part I: Place a check mark before the answer that seems best to explain your current program as it relates to the question.

1-A. Continuous progress programs are:

22.6	not used at this time.
13.2	used only with special groups.
0	used only for the first two years.
18.8	used only by some students for all their years at this school.
33.9	used by all of the students for their entire program.

2-A. Continuous progress programs are planned for a student over a span of:

30.1	one calendar year.
3.7	two calendar years.
33.9	three calendar years.

3-B. The multi-textbook approach to learning is currently:

15.0	used in all or nearly all courses.
20.7	used in most courses.
45.2	used in a few courses.
9.4	not used in any courses.

4-B. The instructional materials center in the building houses:

28.3	more than 5000 books.
18.8	between 4000 and 5000 books.
15.0	between 3000 and 4000 books.
18.8	between 2000 and 3000 books.
9.4	between 1000 and 2000 books.
1.8	less than 1000 books.

5-B. The materials center has a paid staff of:

3.7	more than one certified librarian.
73.5	one certified librarian.
16.9	a part-time librarian.
5.6	no certified librarian help.

6-B. For classroom instruction, audio visual materials other than motion pictures are used:

22.6 very frequently by most of the staff.
47.1 very frequently by a few of the staff and occasionally by the others.
9.4 occasionally by all of the staff.
0 very rarely by most of the staff.
0 very rarely by any staff members.

7-C. The basic time block used to the build the schedule is:

0 a ten to twenty minute module.
0 a thirty minute module.
43.3 a forty-five minute module.
52.8 a sixty minute module.
1.8 a combination of time so diversified that no basic module is defined.

8-C. Which of the below best describe your schedule at present:

56.6 traditional.
18.8 traditional, modified by "block-time," "revolving period," or other such regularly occuring modifications.
13.2 flexible to the degree that all periods are scheduled but are not identical in length.
9.4 flexible to the degree that changes occur within degined general time limits.
1.8 flexible to the degree that students and teachers control the daily time usage and changes occur regularly.
other _____

ATTACH A COPY OF THE MASTER SCHEDULE IF POSSIBLE.

9-D. Sponsorships for club activities are handled by staff members who:

18.8 are assigned sponsorships without additional pay.
22.6 are paid to assume club sponsorships that are assigned.
7.5 volunteer to sponsor club activities without pay.
32.0 are paid for sponsorship that they volunteer to assume.
3.7 staff members do not work with club activities.

10-D. At present approximately what percent of your student body regularly participates in at least one club activity?

9.4 none as we have no club program.
39.6 25 percent or less.
15.0 25 to 50 percent.
18.8 50 to 75 percent.
13.2 75 to 100 percent.

11-D. The physical education program is:
- 3.7 highly individualized.
- 26.4 moderately individualized.
- 41.5 slightly individualized.
- 22.6 not individualized at all.

12-F. Inter-scholastic competition is currently:
- 5.6 not offered at this school.
- 3.7 offered in one sport only.
- 16.9 offered in two sports.
- 69.8 offered in several sports.

13-F. Intramural activities often use the same facilities as interscholastic activities. When this causes a time conflict, how do you schedule?
- 41.5 this does not happen because we have no intramural programs.
- 3.7 this does not happen because we have no interscholastic programs.
- 5.6 intramural activities take first priority and others schedule around their needs.
- 20.7 interscholastic activities take first priority and others must schedule around their needs.
- 20.7 other _____

14-G. Team teaching programs operate for:
- 1.8 all students.
- 7.5 nearly all students.
- 7.5 about half of the students.
- 30.1 only a few of the students.
- 50.9 none of the students.

15-G. What percentage of your teaching staff is involved in team teaching programs?
- 1.8 over 90%.
- 3.7 between 60% and 90%.
- 9.4 between 30% and 60%.
- 71.6 less than 30%
- ____ none

16-G. A student in grade six averages about how many minutes per day in a team teaching program?
- 13.2 180 minutes or more.
- 3.7 between 130 and 180 minutes.
- 0 between 90 the 130 minutes.
- 13.2 between 40 and 90 minutes.
- 47.1 less than 40 minutes.

17-G. A student in grades seven or eight averages about how many minutes per day in a team taught situation?

7.5 180 minutes or more.
1.8 130 to 180 minutes.
3.7 90 to 130 minutes.
11.3 40 to 90 minutes.
62.2 less than 40 minutes.

18-H. Which of the following best describes your school program as it evolves from enrollment to completion of the last grade?

3.7 completely self-contained program for the entire grade span.
56.6 completely departmentalized for the entire grade span.
18.8 modified departmentalized (block-time, core programs, etc.)
9.4 program moves from largely self-contained to departmentalized.
0 program moves from largely self-contained to partially departmentalized.
7.5 other _____.

19-I. Instruction in art is required for all students for:

16.9 one year.
5.6 two years.
1.8 three years.
67.9 not at all.

20-I. Instruction in music is required:

24.5 for one year.
3.7 for two years.
3.7 for three years.
60.3 not at all.

21-I. The amount of student schedule time set aside for elective courses students my select:

3.7 decreases with each successive grade.
39.6 is the same for all grades.
47.1 increases with each successive grade.
3.7 varies by grade level but not in any systematic manner.
3.7 does not exist at any grade level.

22-J. Guidance services are available upon request for:

75.4 all students every day.
5.6 all students nearly every day.
5.6 most of the students on a regular basis.
3.7 a limited number of students on a limited basis.
1.8 other _____.

23-J. Guidance staff members:

60.3 always work closely with the teachers concerning a student.

37.0 often work closely with the teachers concerning a student.

1.8 seldom involve the teachers in their work with the students.

0 always work independently of the teachers.

24-J. Guidance counselors are:

11.3 not expected to help teachers build their guidance skills.

39.6 expected to help teachers build their guidance skills.

39.6 expected to help teachers build their guidance skills and they are regularly encouraged to work in this area.

3.7 other _____.

25-L. Clinics or special classes to treat the problems of students with poor basic learning skills are:

7.5 not available at this time.

56.6 available to all students needing such help.

16.9 available only to the most critically handicapped learners.

3.7 other _____.

26-L. The amount of time provided in the classroom for instruction in basic learning skills:

0 increases with each successive grade.

77.3 remains constant with each successive grade.

7.5 decreases with each successive grade.

13.2 varies greatly due to the individualized program teachers operate.

27-M. Concerning a school newspaper, our school has:

41.5 no official student school paper.

24.5 an official student school paper that publishes no more than four issues per year.

24.5 an official school paper that publishes five or more issues per year.

5.6 other _____.

28-M. Concerning school dramatical activities, most students:

45.2 do not get experiences in creative dramatics while enrolled in this building.

54.7 get at least one or two opportunities to use their acting skills while enrolled in this building.

29-M. Dramatic productions at this school are produced from:

26.4 purchased scripts only.
5.6 materials written by students only.
41.5 materials written by students and purchased scripts.
16.9 other _____

30-M. This school has oratorical activities such as debate, public address, etc.:

15.0 as a part of its planned program of instruction.
24.5 as a part of its enrichment program.
47.1 not included in school activities.
9.4 other _____

31-M. Talent shows are:

49.0 not a part of our program.
1.8 produced by students at each grade level.
33.9 produced once a year on an all-school basis.
7.5 produced at each grade level with some of the acts entering an all-school talent show.
3.7 other _____

32-N. In the operational design of this school the role of the teacher as a guidance person is:

32.0 given a very strong emphasis.
39.6 encouraged.
11.3 mentioned to the staff but not emphasized.
15.0 left strictly to the individual teacher's personal motivation.
0 not important in our guidance operational plan and therefore not encouraged.
0 other _____

33-N. As a general policy, in the teacher-pupil relationship

37.7 no formal provisions are made for the teacher to provide specified guidance services.
43.3 teachers are expected to provide guidance services for all of their pupils.
5.6 teachers are expected to provide guidance services for only a limited number of pupils.
5.6 other _____

34-O. A student's academic progress is formally reported to parents:

0 two times per year.
77.3 four times per year.
9.4 six times per year.
11.3 other _____

35-O. Parent-teacher or parent-teacher-student conferences are held on a school-wide basis:

24.5 not at all.
28.3 once per year.
37.7 twice per year.
3.7 three times per year.
1.8 four times per year.
0 five or more times per year.

36-P. Community service projects by the students are:

18.8 not a part of our program.
69.8 carried out occasionally for a special purpose.
9.4 an important part of the planned experiences for all students while enrolled in this building.

37-P. This school currently has:

52.8 no parent's organization.
9.4 a parent's organization that is relatively inactive.
20.7 a parent's organization that is active.
15.0 a parent's organization that is very active.

PART II: FOR EACH QUESTION IN THIS SECTION CHECK ALL THE ANSWERS THAT APPLY:

38-B. Which of the following types of materials are housed in your instructional materials center?

96.2 general library books.
92.4 current newspapers.
92.4 below grade level reading materials.
94.3 current magazines.
45.2 files of past issues of newspapers.
92.4 above grade level reading materials.
92.4 card catalogue of materials housed.
33.9 student publications.
88.6 files of past issues of magazines.

39-B. Which of the following types of materials are housed in your instructional materials center?

96.2 filmstrips.
9.4 collections (coins, insects, art, etc.)
50.9 motion pictures (include this if you are a member of a central service.)
33.9 microfilms.
79.2 overhead transparencies.
81.1 phonograph records.
54.7 ditto and/or mimeo machines.
64.1 photo or thermal copy machines.
81.1 maps, globes, and charts.
64.1 display cases or areas.

40-C. The master class time schedule can be changed by teachers when need arises by:

16.9 planning with other teachers on a daily basis.
13.2 planning with other teachers on a weekly basis.
62.2 seeking administrative approval for a special change.
15.0 requesting a change for next semester.
43.3 requesting a change for next year
_____ other

41-D. School dances are held for:

30.1 grade six.
35.8 grade seven.
43.3 grade eight.

42-D. A club program for students is offered for:

50.9 grade six.
58.4 grade seven.
60.3 grade eight.

43-F. The intramural program includes:

13.2 team games.
5.6 individual sports.
3.7 various club activities.
3.7 other _____.

44-I. Students are allowed to elect courses of interest from a range of elective offerings:

69.8 in grade six.
92.4 in grade seven.
92.4 in grade eight.
3.7 not at all.

45-I. Electives currently offered in this building are: (check those you offer from this list and add any not listed that you offer.)

81.1	art.	22.6	orchestra
98.1	band.	49.0	wood shop
84.9	vocal music.	50.9	speech
35.8	drawing	11.3	typing
35.8	drama	0	natural resources
26.4	journalism	16.9	creative writing
41.5	foreign language	____	other Comp. Sci/H. Ec.
24.5	family living	____	other Drama/For. Lang
13.2	unified arts	____	other Mus. Apprec.

46-K. How much time would you estimate the average student spends in independent study for each grade listed below?

43.3 minutes per day in grade six.
37.7 minutes per day in grade seven.
37.7 minutes per day in grade eight.

47-K. Students working in independent study situations work on topics that are:

13.2 we have no independent study programs.
45.2 assigned to them by the teacher.
41.5 of personal interest and approved by the teacher.
9.4 of personal interest and unrelated to classroom work.
0 other _____.

48-L. Students with poor basic skills can get special help in the following areas. (Check only those areas where special help on an individual basis is provided by special staff members trained to treat such situations.)

88.6 reading
71.6 spelling
67.9 grammar
79.2 mathematics
18.8 physical education
3.7 other (Science)

49-M. Dramatic presentations by students are:

22.6 not a part of the school program.
18.8 a part of the activities program.
56.6 a part of certain class activities planned by the teachers.
0 other _____.

50-O. Formal evaluation of students' work is reported by use of:

88.6 a standard report card with letter grades.
37.7 teacher comments, written on a reporting form.
43.3 parent-teacher conferences.
7.5 standard report card with number grades.
26.4 parent-teacher-student conferences.
0 other _____.

51-P. In regard to community relations this school currently

22.6 does not send out a parents' newsletter.
33.9 sends out a parents' newsletter when need arises.
28.3 sends out a parents' newsletter on a scheduled basis.
22.6 uses a district-wide newsletter to send out information related to this school.
45.2 uses commercial newspaper
_____ other _____

52-P. The staff presents informational programs related to the school's functions:

18.8 when requested by the parents.
22.6 once or twice a year at regular parents' meetings.
69.8 at open house programs.
11.3 at regularly scheduled "seminar type" meetings planned for interested parents.
0 other _____
_____.

53-Q. From the specialized areas listed below, check each service which is available to students in your building. (Note that a service need not be housed within the school building to be available to your students.)

88.6 guidance counselors.
56.6 school nurse.
58.4 school psychologist.
24.5 visiting teacher.
86.7 speech therapist.
45.2 diagnostician.
60.3 clinic services for the emotionally disturbed.
90.5 special education programs for the mentally handicapped.
77.3 special reading teacher.
3.7 others: Physical Therapist/Occupational Therapist.

54-R. Teaching teams are organized to include:

50.9 fully certified teachers.
15.0 para-professionals.
7.5 clerical helpers.
13.2 student teachers.
3.7 others _____.

55-R. From the following list check those types of auxiliary helpers available in your building:

58.4 paid para-professionals.
39.6 volunteer helpers from the community.
39.6 volunteer helpers from the student body.
54.7 student teachers and interns.
1.8 high school "future teachers" students.
0 other _____.

PART III: FOR EACH QUESTION IN THIS SECTION PLEASE CHECK THE BOX OR BOXES THAT BEST DESCRIBE YOUR PROGRAM

56-D. School social functions are held at this school:

	During the afternoon	During the evening
Grade six	26.4	39.6
Grade seven	26.4	49.0
Grade eight	28.3	52.8

57-E. The physical education program serves:

	All Students	Some Students	No Students
Grade six	52.8	32.0	0
Grade seven	49.0	45.2	0
Grade eight	43.3	47.1	0

58-E. What degree of emphasis does the physical education program give to the competitive and developmental aspects of the program for boys and girls?

	Boys	Girls
Competitive Aspects	39.6 High 30.1 Medium 22.6 Low	39.6 High 30.1 Medium 22.6 Low
Developmental Aspects	56.6 High 30.1 Medium 3.7 Low	54.7 High 32.0 Medium 3.7 Low

59-F. Intramural activities are scheduled for:

	All Students	Boys Only	Girls Only	No Students
Grade six	41.5	1.8	0	30.1
Grade seven	39.6	0	0	35.8
Grade eight	41.5	0	0	37.7

60-J. How do your guidance counselors handle group guidance sessions?

	Regular Sessions Several Times Per Year	Special Sessions Only	None
Grade six	37.7	32.0	9.4
Grade seven	41.5	37.7	9.4
Grade eight	41.5	37.7	9.4

61-K. Independent study opportunities are provided for:

	All Students	Some Students	No Students
Regular Class Time	20.7	49.0	13.2
Time Scheduled For Independent Study	1.8	39.6	18.8

62-L. Daily instruction in a developmental reading program is provided for:

	All Students	Poor Readers	Not At All
Grade six	47.1	13.2	3.7
Grade seven	32.0	54.7	7.5
Grade eight	20.7	41.5	7.5

APPENDIX H

The informational survey form displaying middle school percentages responding to each item.

The following was prepared as a part of the current study. It is not to be considered as a section of the original instrument prepared by Dr. Jack Riegle.

SURVEY DATA: Thank you for responding to PARTS I, II and III. The following questions are brief, but will be very important to the summation of the results.

1. Current enrollment (Ave.) 485.6 includes grades 6-8/90.6% 7-8/9.4%.

2. Location:
   - 9.4% rural
   - 52.8% town with less than 10,000 population.
   - 3.7% city with population 10,000 to 15,000.
   - 3.7% city with population 15,000 to 20,000.
   - 3.7% city with population 20,000 to 25,000.
   - 0% city with population 25,000 to 35,000.
   - 5.6% city with population 35,000 to 50,000.
   - 3.7% city with population 50,000 to 75,000.
   - 15.0% city with population over 75,000.

3. The middle school is a part of a dependent 3.7%/ independent 96.3% school district.

4. The middle school began operating under the title "middle school" in 19 77 .(Ave.)

5. The middle school is ____/is not ____ accredited by North Central.

6. The middle school is located in the C/NE/S 82.9% section of Oklahoma. (Describe as best as possible using directional notations, ie. S.W.; N.E.; etc.)

7. Were you the principal/administrator responsible for the middle school at its beginning?

   35.8% yes 62.2% no

8. Administrative experience prior to becoming principal of the middle school:
   - 52.8% five years or less
   - 24.5% six to ten years
   - 11.3% eleven to fifteen years
   - 1.8% sixteen to twenty years
   - 7.5% more than twenty years

APPENDIX I

A list of Oklahoma middle schools compiled from the Oklahoma State Department of Education's, The Bulletin.

Ada Middle School	Ada	74820
Adair Middle School	Adair	74330
Allen Middle School	Allen	74825
Anadarko Middle School	Anadarko	73005
Ardmore Middle School	Ardmore	73401
Atoka Middle School	Atoka	74525
Beggs Middle School	Beggs	74421
Blackwell Middle School	Blackwell	74631
Brink Middle School	Moore	73160
Broken Bow Middle School	Broken Bow	74728
Capitol Hill Middle School	Oklahoma City	73106
Carver Middle School	Tulsa	74145
Catoosa Middle School	Catoosa	74015
Central Middle School	Broken Arrow	74012
Chamberlain Middle School	Fairview	73737
Chandler Middle School	Chandler	74834
Checotah Middle School	Checotah	74426
Chickasha Middle School	Chickasha	73018
Cimarron Middle School	Edmond	73034
Cleveland Middle School	Cleveland	74020
Clinton Middle School	Tulsa	74145
Coalgate Middle School	Coalgate	74538
Collinsville Middle School	Collinsville	74021

Commerce Middle School	Commerce	74339
Coweta Middle School	Coweta	74429
Crooked Oak Middle School	Oklahoma City	73129
Cushing Middle School	Cushing	74023
Deer Creek Middle School	Edmond	73034
Durant Middle School	Durant	74701
Eisenhower Middle School	Oklahoma City	73106
F. D. Moon Middle School	Oklahoma City	73106
Fort Gibson Middle School	Fort Gibson	74434
Grove Middle School	Grove	74344
Harding Middle School	Oklahoma City	73106
Harrah Middle School	Harrah	73045
Haskell Middle School	Broken Arrow	74012
Healdton Middle School	Healdton	73438
Hennessey Middle School	Hennessey	73742
Highland East Middle School	Moore	73160
Highland West Middle School	Moore	73160
Hilldale Middle School	Muskogee	74401
Hinton Middle School	Hinton	73047
Hobart Middle School	Hobart	73651
Holdenville Middle School	Holdenville	74848
Hoover Middle School	Oklahoma City	73106
Irving Middle School	Norman	73070
Jackson Middle School	Oklahoma City	73106

Jay Middle School	Jay	74346
Jefferson Middle School	Oklahoma City	73106
Jenks Middle School	Jenks	74037
Kingston Middle School	Kingston	73439
Laverne Middle School	Laverne	73848
Lexington Middle School	Lexington	73073
Liberty Middle School	Mounds	74047
Locust Grove Middle School	Locust Grove	74352
Lone Grove Middle School	Lone Grove	73443
Longfellow Middle School	Norman	73070
Longfellow Middle School	Chelsea	74016
Luther Middle School	Luther	73054
Madill Middle School	Madill	73446
Madison Middle School	Tulsa	74145
Mannford Middle School	Mannford	74044
Marietta Middle School	Marietta	73448
Marlow Middle School	Marlow	73055
Morris Middle School	Morris	74445
Muldrow Middle School	Muldrow	74948
Mustang Middle School	Mustang	73064
Newcastle Middle School	Newcastle	73065
Nowata Middle School	Nowata	74048
Okemah Middle School	Okemah	74859
Okmulgee Middle School	Okmulgee	74447

Oologah Middle School	Oologah	74053
Pansy Kidd Middle School	Poteau	74953
Parker Middle School	McAlester	74501
Pauls Valley Middle School	Pauls Valley	73075
Perkins-Tryon Middle School	Perkins	74059
Plainview Middle School	Ardmore	73401
Prague Middle School	Prague	74864
Prue Middle School	Prue	74060
Purcell Middle School	Purcell	73080
Puterbaugh Middle School	McAlester	74501
Rogers Middle School	Oklahoma City	73106
Roosevelt Middle School	Oklahoma City	73106
Rush Springs Middle School	Rush Springs	73082
Salina Middle School	Salina	74365
Sallisaw Middle School	Sallisaw	74955
Sapulpa Middle School	Sapulpa	74066
Sequoyah Middle School	Edmond	73034
Sequoyah Middle School	Broken Arrow	74012
Skiatook Middle School	Skiatook	74070
Spiro Middle School	Spiro	74959
Stillwater Middle School	Stillwater	74074
Stroud Middle School	Stroud	74079
Sulpher Middle School	Sulpher	73086
Taft Middle School	Oklahoma City	73106

Tecumseh Middle School	Tecumseh	74873
Texhoma Middle School	Texhoma	73949
Tishomingo Middle School	Tishomingo	73460
Valliant Middle School	Valliant	74764
Washington Middle School	Washington	73090
Watonga Middle School	Watonga	73772
Waukomis Middle School	Waukomis	73773
Wayne Middle School	Wayne	73095
Webster Middle School	Oklahoma City	73106
Wewoka Middle School	Wewoka	74884
Whittier Middle School	Norman	73070
Wilson Middle School	Wilson	73463
Wynnewood Middle School	Wynnewood	73098
Yukon Middle School	Yukon	73099