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ABSTRACT

The Performance Indicators in Education program is intended to provide measures of the impact school districts have on the achievement of their pupils. After an extensive period of development by the Bureau of School Programs Evaluation of the New York State Education Department, reports were prepared for 628 school districts in New York State. They were distributed at regional meetings to school superintendents or their representatives, or by mail to those districts not represented at a meeting. The importance of shaping the program to meet the needs of local educators was recognized since the use of any information system depends upon the intended users' perceptions of the validity, utility, and applicability of the program. After consulatation with the Bureau of Statistical Services, a telephone survey of a random sample of chief school administrators seemed to be a feasible method of obtaining the desired information. Staff members of the two bureaus clarified objectives, developed the methodology, and carried out the survey. The survey had two purposes: 1) to collect information on the Performance Indicators program; and 2) to develop the telephone survey as a technique for rapid data collection and analysis. (Author/MV)

PERFORMANCE INDICATORS

IN EDUCATION

TELEPHONE SURVEY

2

PERFORMANCE INDICATORS IN EDUCATION

TELEPHONE SURVEY

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of School Programs Evaluation
January 1973

THE UNIVERSITY OF THE STATE OF NEW YORK

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FOREWORD

The dynamic process of educating American youth depends on continued community support and feedback of information to the administrative leadership. There is a need to develop effective methods for determining attitudes and opinions on important aspects of educational systems under development.

It was the purpose of the study described here to gather additional information about Performance Indicators in Education, a New York State Education Department project designed to improve the ability of school districts to evaluate their performance. This report describes the results of a study of superintendents' perceptions of the Performance Indicators project as well as the experimental application of a telephone survey technique to collect data for the study.

The telephone survey technique represents a rapid means of securing reliable and timely data. It has a major advantage over other survey methods--speed. The potential of the technique was illustrated in the study reported herein. It demonstrated that reactions of school personnel to new developments in education can be ascertained and repackaged for decision making in an economical, efficient, and timely manner.

This twofold study also represents a collaborative effort by the Bureau of School Programs Evaluation and the Bureau of Statistical Services. David J. Irvine, chief of the former bureau, directs the Performance Indicators in Education program. Lee R. Wolfe, chief of the latter bureau, developed the methodology of the telephone survey technique,

supervised the data collection, and contributed substantial portions to the manuscript. Guy D. Spath, associate in education research, and Greg M. Lepak, statistician, monitored the calling, compiled the data, and prepared the report. Edith Tracy, Mable Purello, and Joanne Havlik carried out the bulk of the calling.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

The Performance Indicators in Education program is intended to provide measures of the impact school districts have on the achievement of their pupils. After an extensive period of development by the Bureau of School Programs Evaluation of the New York State Education Department, reports were prepared for 628 school districts in New York State. They were distributed at regional meetings to school superintendents or their representatives, or by mail to those districts not represented at a meeting. The importance of shaping the program to meet the needs of local educators was recognized since the use of any information system depends upon the intended users' perceptions of the validity, utility, and applicability of the program. A way was sought to obtain more systematic information about the reception and use of the Performance Indicators reports. After consultation with the Bureau of Statistical Services, a telephone survey of a random sample of chief school administrators seemed to be a feasible method of obtaining the desired information. Staff members of the two bureaus clarified objectives, developed the methodology, and carried out the survey.

Initial Considerations and Procedures

The survey had two purposes: 1) to collect information on the Performance Indicators program; and 2) to develop the telephone survey as a technique for rapid data collection and analysis.

Information was needed about reactions to the Performance Indicators

program to report progress and to make decisions about future directions to be taken by the Bureau. Perceptions of chief school administrators were sought on the validity and utility of the performance reports, how they were used by districts, needed improvements, and additional related services which might be desirable.

A previous telephone survey was conducted in Greece, New York, to obtain data about the attitude of citizens toward Project Redesign in that district.[1] Experience there indicated that information can be collected and tabulated very rapidly, even without high level technical devices (e.g., computer) and at a minimal cost. With the installation of a statewide telephone tieline for the State Education Department, the approach seemed feasible. Considering the paper-shuffling morass faced by chief school administrators as well as Department personnel, this technique appeared refreshing, to say the least. With this background, the two Bureaus agreed to a cooperative project to obtain feedback on Performance Indicators as well as to investigate further the use of telephone surveys by the State Education Department.

After examining the Greece survey model, modifications were made to establish a data collection procedure which could be applied to diverse educational situations. The first tasks undertaken were to:

1. Establish the existence of a general purpose for which the survey was to be taken.
2. Translate this general purpose into a series of specific objectives or requirements for information.

A major question to be answered was whether the districts were aware of

[1]Lee R. Wolfe. "Greece Central School District's Redesign Awareness Telephone Survey" (unpublished). Albany, N.Y.: Bureau of Statistical Services, State Education Department. July 1972.

Department efforts to develop the Performance Indicators system and disseminate reports. This central question provided the theme for the questionnaire. Since, in both the Greece and the Performance Indicators surveys, the feasibility of using the telephone survey technique was also under study, the questionnaires were deliberately restricted in their complexity so as not to confound evaluation of the method.

A conceptual model had been developed for the Greece survey and is presented in figure 1.

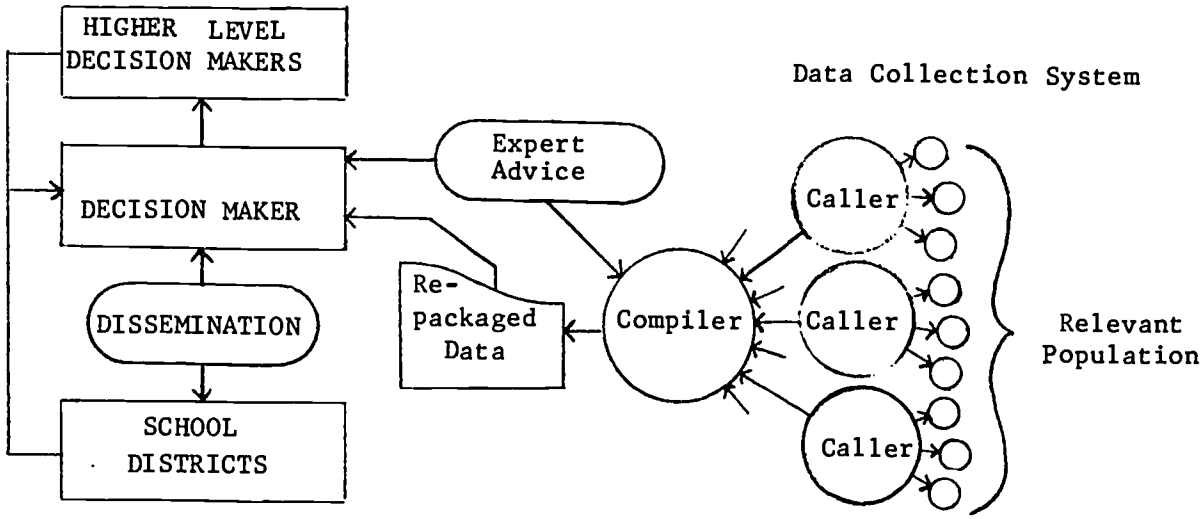

Figure 1. Conceptual Model

The figure shows how a decision maker (the manager of the Performance Indicators program, for example) can seek expert advice (the staff of the Bureau of Statistical Services) to obtain needed information. The callers collect data from relevant populations (a sample of chief school administrators) and transmit their summaries to a compiler. The compiler repackages the data and transmits it in turn to the decision maker. The decision maker can use the information to 1) report progress to higher level decision makers; 2) make appropriate changes in the program; and 3) inform school districts.

The conceptual model served as a basis for developing and carrying out the Performance Indicators in Education telephone survey.

CHAPTER II

INSTRUMENTS AND PROCEDURES

Before the Performance Indicators survey could be executed, the technical details of selecting a sample, developing a questionnaire, anticipating oral responses, and planning ways of repackaging responses for analysis had to be worked out.

A number of sources of possible bias exist for any survey which employs the interview as a means of collecting data. Some common sources of bias are:

1. Backgrounds of caller and respondent, which are the sources of the perceptions, attitudes, motivations, and expectations they bring to the interview.
2. Psychological factors which can be triggered by the:
   a. content of the survey
   b. initial perceptions derived from visual-auditory attributes
   c. behavior of the caller and respondent.
3. Behavioral factors such as:
   a. redirected questions
   b. probes (both sides) for additional information
   c. decisions made when recording responses
   d. methods of motivating and eliciting responses.

The telephone survey can reduce bias if it is well planned, if the questions are closed and simple, and if the callers are well trained. In

addition, the "blind" interview reduces bias due to individual characteristics. The data presented here are felt to be relatively free of systematic bias from the sources mentioned above.

Development of instruments. The survey required the creation of three instruments:

1. Callers' Instructions and Guide (appendix A).
2. Call Record Sheet (appendix B).
3. Caller's Evaluation (appendix C).

In developing the instruments, the following factors were considered:

1. Interview objectives.
2. Respondents' level of information on the interview topic.
3. The degree of structure which would characterize the respondents' opinions on the topic.
4. Ease with which the material could be communicated by the caller.
5. Methods to be used in the analysis of the interview data.

The objectives the survey was to serve for the Performance Indicators program were:

1. To determine if and how districts received the Performance Indicators report.
2. Determine the extent to which chief school administrators are disseminating and/or utilizing the report.
3. To determine the extent to which the report agrees with other information about each district.
4. To determine how the program can be improved.
5. To determine the desirability of distributing a workbook so that districts can develop their own reports.

6. To determine the general attitude of chief school administrators toward the program.

7. To determine relationships among the above (e.g., did districts which attended a meeting disseminate the report to more groups than did districts which received the report by mail?)

The objectives the survey was to serve for validating the technique were:

1. To enable the collection of accurate and reliable attitude and opinion data.
2. To achieve high speed (measured in hours) data collection.
3. To achieve high speed data aggregation.
4. To attain an acceptable response rate (greater than 75%).
5. To develop an operation which can be conducted by non-technical personnel.
6. To achieve these objectives at low cost.

One of the most difficult aspects of survey research is the aggregation of the data it generates. This problem is common to all survey techniques and generally results in delays in repackaging data for decision making. Having callers fill out a questionnaire for each respondent would create the same tasks in compiling the data that are implicit in the mailed survey and was therefore rejected as a procedure. To overcome these difficulties, a special form, the Call Record Sheet, was devised (appendix B). It contained, on a single line, provision for recording the responses to all questions asked of a given respondent as well as unforeseen responses.

The major obstacle to overcome in developing the Call Record Sheet was to partition the universe of possible responses into separate categories. These categories had to be meaningful and representative of the respondents' major idea or response to the question. The caller had to listen to the response and assign it to one of the predetermined categories during the interview. Since the questions were simple and direct, this did not prove to be difficult for the callers. In this way, the Call Record Sheet became the vehicle for collecting, editing, and aggregating the verbal input into categories as each interview was in progress rather than after all data are received, as is necessary with mailed surveys. The caller simply added the columns on the Call Record Sheet by region and relayed this to the compiler who used a Data Sheet for collating all data. Thus, all data were summarized shortly after all calls had been made.

A final instrument was created in order to obtain evaluative data from the callers. It was the Callers Evaluation form (appendix C). Callers were asked to give their impressions about the respondents' attitudes toward the survey, to record unusual responses, and to report their suggestions for improving the process.

The three instruments constituted a complete data collection system with an evaluation component.

Sample selection. A number of methods exist for selecting a statistically defensible sampling plan. The following technique was used in this study. Statistical tables[2] were consulted. It was determined that

[2]Table J was consulted in "Sampling and Statistics Handbook for Surveys in Education," Research Division of the National Education Association, Washington, D.C., 1965.

a sample of 144 districts was necessary to adequately represent the State Districts were randomly sampled on a regional basis to insure representativeness. While sampling errors exist in all sampling plans, randomization is assumed to minimize the effects of error. There were no known sources of sample bias, and it was assumed that the sample conformed to the population. For this application it was determined that the sample would be satisfactory for purposes of analysis and in terms of the judgments to be made upon the basis of the data. The sample was apportioned randomly to the four callers to further eliminate the caller bias.

Execution of the Survey. It was estimated that four callers could survey the sample in one day. Four interviewers then were selected from the Bureau of Statistical Services staff. Members of the Bureau of School Programs Evaluation staff, who were familiar with the program, were purposely excluded from the survey to avoid possible biasing of the results. Further, the purpose of this effort was to collect rather than to disseminate information; respondents would be less likely to try to engage in discussions of the program if they were interviewed by someone outside the program. To assure at least a familiarity with Performance Indicators so that telephone conversations would flow more smoothly, each caller was asked to read the introductory pages (pp. ii-v and pp. 1-6) of Performance Indicators in Education: Local District Results--1972 Report (Bureau of School Programs Evaluation, September 1972).

Materials were distributed to interviewers and a short briefing was held at 9 a.m., Monday, December 18. By 9:30, chief school administrators were being called on the State tieline. The four callers finished the survey on Tuesday, December 19. A debriefing was held and the data were transmitted for compiling. The results were summarized and analyzed as presented below.

CHAPTER III

FINDINGS

Performance Indicators reports were distributed to 628 districts. A representative sample of 144 districts was selected to be surveyed. The chief school officer, or someone he designated, was successfully contacted in 140 districts. This represents a much higher return than reported for most questionnaires. Of the 140 districts contacted, 109 indicated familiarity with the report. Greatest familiarity with the reports was recorded for the Long Island and Rockland-Westchester regions (each 100%). Results are presented in table 1.

TABLE 1
NUMBER AND PERCENT OF DISTRICTS BY REGION WHICH INDICATED FAMILIARITY WITH THE PERFORMANCE INDICATORS REPORT

Region	Districts Indicating Familiarity with the Report		Means by Which the Report Was Received			
			Received at Meeting		Received by Mail	
	N	%[1]	N	%[2]	N	%[2]
Capital District Region	7	53.8	4	57.1	3	42.9
Buffalo Region	10	71.4	9	90.0	1	10.0
Long Island Region	19	100.0	10	52.6	9	47.4
Elmira Region	11	91.7	2	18.2	9	81.8
Syracuse Region	6	75.0	6	100.0	0	0.0
Rochester Region	10	90.9	6	60.0	4	40.0
Mohawk Valley Region	6	66.7	3	50.0	3	50.0
Mid-Hudson Region	8	61.5	4	50.0	4	50.0
Northern Region	16	80.0	12	75.0	4	25.0
Binghamton Region	8	61.5	4	50.0	4	50.0
Rockland-Westchester Region	8	100.0	6	75.0	2	25.0
TOTAL STATE	109	77.9	66	60.6	43	39.4

[1] Percent of total number of districts contacted.

[2] Percent of districts indicating familiarity with the report.

Of the 140 districts contacted, 92 received their reports at regional meetings and 48 received them by mail. To determine the relationship between the methods by which the report was received and familiarity with it, a Chi square test was made of the districts in the sample of 140.

TABLE 2

RELATIONSHIP BETWEEN HOW REPORT WAS RECEIVED AND REPORTED FAMILIARITY OR UNFAMILIARITY

	How Received		
	Meeting	Mail	
Familiar	66	43	
Unfamiliar	26	5	
			140 Total

A X^2 value of 4.79 was obtained which is significant at the .05 level. Dissemination by mail seems to be more effective than meetings to guarantee that the superintendent is familiar with such a report.

Of the contacted districts which received a report, 78.9 percent subsequently presented the report to their administrative/supervisory staff; 33.9 percent presented the report to the teaching staff; and 33.0 percent presented it to the school board.

The percents of districts not presenting the report to administrative/supervisory staff, the teaching staff, and the school board, but planning to are 73.9 percent, 58.3 percent, and 65.8 percent, respectively.

All regions made greater use of the report with administrative/supervisory staff than with either teaching staff or school boards, as indicated in table 3.

TABLE 3
DISSEMINATION OF PERFORMANCE INDICATORS REPORT BY SUPERINTENDENTS
TO ADMINISTRATIVE STAFF, TEACHING STAFF, AND SCHOOL BOARDS
BY REGION AND TOTAL STATE

Region	Presented to Administrative/ Supervisory Staff						Presented to Teaching Staff						Presented to School Board					
	Yes		No		Plan to		Yes		No		Plan to		Yes		No		Plan to	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Capital District Region	5	71.4	2	28.6	2	28.6	0	0.0	7	100.0	4	57.1	0	0.0	7	100.0	4	57.1
Buffalo Region	8	80.0	2	20.0	2	20.0	6	60.0	4	40.0	4	40.0	3	30.0	7	70.0	5	50.0
Long Island Region	14	73.7	5	26.3	4	21.1	6	31.6	13	68.4	9	47.4	8	42.1	11	57.9	9	47.4
Elmira Region	9	81.8	2	18.2	2	18.2	4	36.4	7	63.6	5	45.5	3	27.3	8	72.7	7	63.6
Syracuse Region	6	100.0	0	0.0	0	0.0	2	33.3	4	66.7	3	50.0	1	16.7	5	83.3	3	50.0
Rochester Region	9	50.0	1	10.0	0	0.0	5	50.0	5	50.0	2	20.0	3	30.0	7	70.0	5	50.0
Mohawk Valley Region	5	83.3	1	16.7	1	16.7	2	33.3	4	66.7	3	50.0	3	50.0	3	50.0	3	50.0
Mid-Hudson Region	7	87.5	1	12.5	0	0.0	1	12.5	7	87.5	3	37.5	3	37.5	5	62.5	2	25.0
Northern Region	12	75.0	4	25.0	4	25.0	7	43.8	9	56.3	7	43.8	6	37.5	10	62.5	7	43.8
Binghamton Region	6	75.0	2	25.0	2	25.0	3	37.5	5	62.5	2	25.0	3	37.5	5	62.5	2	25.0
Rockland-Westchester Region	5	62.5	3	37.5	0	0.0	1	12.5	7	87.5	0	0.0	3	37.5	5	62.5	1	12.5
TOTAL STATE	86	78.9	23	21.1	17	15.6	37	33.9	72	66.1	42	38.5	36	33.0	73	67.0	48	44.0

NOTE: All percentages are calculated based on districts receiving the report.

An effort was made to examine possible relationships between how the report was received (meeting or mail) and whether it was presented to local administrative and/or teaching staff and school boards.

Three twofold X^2 tables were constructed, and the data were tabulated according to how the report was received and whether it was presented to each of the three groups. Chi square tests using Yates' correction for continuity and one degree of freedom were applied. The results are shown in tables 4, 5, and 6.

TABLE 4

RELATIONSHIP BETWEEN HOW REPORT WAS RECEIVED
AND WHETHER IT WAS REPORTED TO ADMINISTRATIVE STAFF

		How Received	
		Meeting	Mail
Presented	Yes	55	31
	No	11	12
			109 Total

Simple observation indicates that districts receiving their report at a meeting were slightly more likely to share the results with their administrative staff; however, a X^2 value of 1.35 was obtained which is not significant at the .05 level.

TABLE 5

RELATIONSHIP BETWEEN HOW REPORT WAS RECEIVED AND WHETHER IT WAS REPORTED TO TEACHING STAFF

		How Received		
		Meeting	Mail	
Presented	Yes	25	12	
	No	41	31	
				109 Total

Again, observation indicates that districts receiving their report at a meeting were more likely to share the results with their staff; however, a X^2 value of 1.76 was obtained which is not significant at the .05 level.

TABLE 6

RELATIONSHIP BETWEEN HOW REPORT WAS RECEIVED AND WHETHER IT WAS REPORTED TO THE SCHOOL BOARD

		How Received		
		Meeting	Mail	
Presented	Yes	33	3	
	No	33	40	
				109 Total

A X^2 value of 19.88 was obtained which is significant at the .05 level. More reports were made to school boards when information was received at meetings than when it was received through the mail.

An additional comparison was made using the data collected for tables 1 and 12, to examine the relationship between how the report was received and whether the respondent expressed a favorable, unfavorable, or neutral attitude toward the Performance Indicators program.

TABLE 7

RELATIONSHIP BETWEEN HOW REPORT WAS RECEIVED AND ATTITUDE TOWARD PERFORMANCE INDICATORS PROGRAM

	How Received		
	Meeting	Mail	
Favorable	44	20	
Unfavorable	22	23	
			109 Total

A X^2 value of 3.57 was computed which is not significant at the .05 level. Thus, although there is a slight positive relationship between receiving the report at a meeting and favorable attitudes, the test of significance indicates that it is not unlikely that the relationship could have occurred by chance.

Respondents in 77.1 percent of the districts in the State receiving the report reported an agreement between Performance Indicators data and other information concerning their individual districts. The responses by region are presented in table 8.

TABLE 8

AGREEMENT OF PERFORMANCE INDICATORS DATA WITH OTHER EVALUATION INFORMATION BY REGION AND TOTAL STATE

Region	Results Agree		Results Contradict		Undecided	
	N	%	N	%	N	%
Capital District Region	6	85.7	0	0.0	1	14.3
Buffalo Region	9	90.0	0	0.0	1	10.0
Long Island Region	16	84.2	2	10.5	1	5.3
Elmira Region	6	54.5	1	9.1	4	36.4
Syracuse Region	6	100.0	0	0.0	0	0.0
Rochester Region	6	60.0	0	0.0	4	40.0
Mohwak Valley Region	5	83.3	1	16.7	0	0.0
Mid-Hudson Region	6	75.0	1	12.5	1	12.5
Northern Region	11	68.8	3	18.8	2	12.5
Binghamton Region	6	75.0	1	12.5	1	12.5
Rockland-Westchester Region	7	87.5	0	0.0	1	12.5
TOTAL STATE	84	77.1	9	8.3	16	14.7

NOTE: All percentages are calculated based on districts indicating familiarity with the report.

A large proportion (38.5%) of the respondents suggested that socio-economic data be included in the prediction of academic performance. Percentages of respondents suggesting data in other categories were individual pupil data, 18.3 percent; student mobility, 13.8 percent; income of students' families, 11 percent; and proportion of students from families on public assistance, 10.1 percent. The "Other" category, which contained responses from 18.3 percent of the districts, included variables such as class size, program variables, parents' attitudes and educational background, teacher characteristics, affective measures, and per pupil expenditures. Suggestions that pupil ability or I.Q. scores be included were classified under "Individual Data."

Results are summarized in table 9.

TABLE 9

VARIABLES SUGGESTED FOR INCLUSION IN STUDIES TO PREDICT ACADEMIC PERFORMANCE

Region	SES[1]		Welfare[2]		Income		Mobility		Individual Data		Other		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Capital District Region	0	0.0	0	0.0	1	14.3	1	14.3	0	0.0	0	0.0	5	71.4
Buffalo Region	0	0.0	0	0.0	0	0.0	2	20.0	0	0.0	3	30.0	5	50.0
Long Island Region	6	31.6	1	5.3	1	5.3	4	21.1	4	21.1	2	10.5	9	47.4
Elmira Region	2	18.2	0	0.0	2	18.2	0	0.0	4	36.4	2	18.2	5	45.5
Syracuse Region	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	4	66.7
Rochester Region	4	40.0	0	0.0	2	20.0	0	0.0	2	20.0	1	10.0	5	50.0
Mohawk Valley Region	2	33.3	1	16.7	0	0.0	2	33.3	1	16.7	2	33.3	2	33.3
Mid-Hudson Region	6	75.0	2	25.0	2	25.0	2	25.0	0	0.0	0	0.0	2	25.0
Northern Region	14	87.5	7	43.8	4	25.0	2	12.5	1	6.3	0	0.0	1	6.3
Binghamton Region	3	37.5	0	0.0	0	0.0	0	0.0	3	37.5	2	25.0	3	37.5
Rockland-Westchester Region	4	50.0	0	0.0	0	0.0	2	25.0	5	62.5	7	87.5	0	0.0
TOTAL STATE	42	38.5	11	10.1	12	11.0	15	13.8	20	18.3	20	18.3	41	37.6

NOTE: All percentages are calculated based on districts indicating familiarity with the report. Due to multiple responses, percents do not total 100%.

[1]Socioeconomic status of students or families in the district.

[2]Proportion of students from families on public assistance.

Of the districts familiar with the report, fewer than half made suggestions about other criteria of school quality which might be used in developing Performance Indicators. The largest single category of responses were classified as "Other." This category included such

TABLE 10

SUGGESTED CRITERIA OF SCHOOL QUALITY

Region	Local Tests		Regents		National Assessment		Dropout		Follow Up		Other		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Capital District Region	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	100.0
Buffalo Region	1	10.0	1	10.0	0	0.0	0	0.0	0	0.0	1	10.0	7	70.0
Long Island Region	1	5.3	1	5.3	2	10.5	0	0.0	1	5.3	7	36.8	9	47.4
Elmira Region	0	0.0	1	9.1	1	9.1	2	18.2	3	27.3	1	9.1	5	45.5
Syracuse Region	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	4	66.7	1	16.7
Rochester Region	1	10.0	1	10.0	0	0.0	0	0.0	1	10.0	5	50.0	3	30.0
Mohawk Valley Region	0	0.0	1	16.7	0	0.0	0	0.0	0	0.0	4	66.7	1	16.7
Mid-Hudson Region	3	37.5	2	25.0	0	0.0	1	12.5	1	12.5	1	12.5	3	37.5
Northern Region	2	12.5	3	18.8	3	18.8	1	6.3	2	12.5	3	18.8	8	50.0
Binghamton Region	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0	1	12.5	6	75.0
Rockland-Westchester Region	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0	2	25.0	5	62.5
TOTAL STATE	8	7.3	12	11.0	6	5.5	4	3.7	9	8.3	29	26.6	55	50.5

NOTE: All percentages are calculated based on districts indicating familiarity with the report. Due to multiple responses, percents do not total 100%.

suggestions as curriculum indicators other than reading and mathematics, affective measures, and teacher effectiveness. The low response rate suggests that this item requires a more considered response than is possible on a telephone survey. Table 10 presents the results about suggested criteria of school quality.

Only 6.4 percent of districts in the State receiving the Performance Indicators report preferred to calculate their own results if equations, worksheets, and profiles were provided. Recurring responses indicated a perceived lack of personnel and competencies necessary to carry out the statistical analyses. Other responses indicated a desire for the State Education Department to continue Performance Indicators reports.

TABLE 11

NUMBER AND PERCENT OF DISTRICTS
PREFERRING TO CALCULATE OWN RESULTS

Region	Would Prefer To Calculate Own Results from Equations and Worksheets	
	Number	Percent
Capital District Region	2	28.6
Buffalo Region	0	0.0
Long Island Region	0	0.0
Elmira Region	1	9.1
Syracuse Region	1	16.7
Rochester Region	1	10.0
Mohawk Valley Region	0	0.0
Mid-Hudson Region	1	12.5
Northern Region	1	6.3
Binghamton Region	0	0.0
Rockland-Westchester Region	0	0.0
TOTAL STATE	7	6.4

NOTE: All percentages are calculated based on districts indicating familiarity with the report.

Respondents in 58.7 percent of the districts expressing familiarity with the Performance Indicators report were identified by the callers as making favorable comments about the report. Two percent stated unfavorable attitudes.

TABLE 12

ATTITUDE TOWARDS THE PERFORMANCE INDICATORS PROJECT

Region	Favorable		Unfavorable		Neutral or Mixed	
	N	%	N	%	N	%
Capital District Region	4	57.1%	0	0.0%	3	42.9%
Buffalo Region	10	100.0	0	0.0	0	0.0
Long Island Region	9	47.4	0	0.0	10	52.6
Elmira Region	9	81.8	0	0.0	2	18.2
Syracuse Region	3	50.0	0	0.0	3	50.0
Rochester Region	5	50.0	0	0.0	5	50.0
Mohawk Valley Region	3	50.0	0	0.0	3	50.0
Mid-Hudson Region	3	37.5	1	12.5	4	50.0
Northern Region	12	75.0	0	0.0	4	25.0
Binghamton Region	4	50.0	0	0.0	4	50.0
Rockland-Westchester Region	2	25.0	1	12.5	5	62.5
TOTAL STATE	64	58.7	2	1.8	43	39.4

NOTE: All percentages are calculated based on districts indicating familiarity with the report.

Callers Evaluation

The four callers for the Performance Indicators in Education Telephone Survey completed a one-page questionnaire giving their own evaluations of the survey. Following are the results of the evaluation.

All four callers indicated that the respondents' general attitudes toward the survey were "pleasant and agreeable." This implies that in using the telephone survey technique, good rapport can be established with the respondents and that the survey can be successfully completed.

The callers were asked to describe any unusual response to the questions of the survey. Recurring comments are summarized below:

--Several respondents expressed an uneasiness about possible adverse effects of making the report available to the news media.

--The validity of the Pupil Evaluation Program tests as an acceptable criteria for school performance was questioned, especially in terms of making comparisons among schools.

There seemed to be a failure on the part of some respondents to recognize that the Performance Indicators program is an attempt to develop more defensible ways of measuring school performance by statistically controlling for certain input variables.

--Several respondents recommended deemphasizing cognitive measures with more emphasis on the affective domain. Others suggested broadened criteria of school success to include cognitive areas besides just reading and mathematics.

--The time lag between testing (1968, 1969, 1970) and actual dissemination of reports (1972) was cited as a disadvantage.

--A general consensus was registered for more cooperation between the Department and districts in the development of accountability models.

Callers were asked on question 3, "Would a training session or trial run for callers be worthwhile?" Mixed feelings were recorded on this and question 4, which asked for suggestions for improving the survey process in the future. As discussed above an attempt was made to select callers with limited familiarity with the project to avoid biasing results and to speed interviews. The callers felt, however, that this limited knowledge of PIE, as well as the surprise nature of the calls, may have prevented the recording of all the information available. Several alternatives were suggested:

1. Structure the survey to exclude multiple category questions like numbers 7 and 8.

2. Conduct training sessions, not for practice in making calls, but to give the interviewer more background about the program in question.

3. Notify prospective respondents in advance so they can prepare for the interview.

In summary, the callers felt they had good success in conducting the survey. The respondents were "pleasant and agreeable" even though some were unfamiliar with the program. More preparation for both the callers and respondents was recommended.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Telephone Survey. The telephone survey was demonstrated to have unsuspected potential when applied to education. The response rate equaled or exceeded that commonly found in published research using mailed surveys. It appears that while the methodological considerations are complex, they are not insurmountable. Continued efforts should be made to discover ways of overcoming these difficulties. The conceptual model proved realistic in application.

It is recommended that educators learn to avail themselves of this and other data-collecting devices which have been used so widely and effectively by industry, marketing, and political groups. A careful analysis should be made of the types of information which can be effectively obtained through the telephone survey technique. Information which needs to be thought through ahead of time or which requires careful organization might be collected better through printed questionnaires.

Performance Indicators in Education. A high percent of the respondents reported unfamiliarity with Performance Indicators. This was surprising since Bureau of School Programs Evaluation records show that the reports were disseminated to all 140 districts. In general it can be stated that more reports were shared with administrative staffs than with teachers or school boards, that data reported to districts agreed with other information, that most districts preferred not to calculate their

own results, and that attitudes toward the Performance Indicators program were favorable.

The lack of positive results concerning the relationship between how the report was received (at a meeting or by mail) suggests that results of future meetings should be vigorously evaluated to determine their effectiveness.

Recommendations for improving Performance Indicators suggest that including socioeconomic status, affective measures, and program variables would make the reports more acceptable and useful to the districts. The validity of the Pupil Evaluation Program tests as a criterion was questioned, but few respondents were able to suggest alternatives.

Uneasiness expressed about possible adverse effects of making the report public suggests that the program should be continued on an experimental basis at this time.

APPENDICES

APPENDIX A

PERFORMANCE INDICATORS TELEPHONE SURVEY

Callers' Instructions and Guide

12/18/72
Monday

General Instructions

Please maintain a friendly but businesslike manner throughout the survey. Refrain from commenting about the views of the person you are talking to or those of earlier interviewees. Rather than answering specific questions about the Performance Indicators program, be prepared to point out that you do not work in the program but that we are interested in getting his views so we can improve the program.

If you get a busy signal or no answer after 10 rings, terminate and go on to the next number. Try again later and periodically as you go through your list.

Responses of the interviewees are to be recorded on the Call Record Sheet. It is designed so that most responses you get can be recorded with a check mark. Item 15 is an exception. You may find also that some responses do not fit into any of the predetermined categories. In those cases, try to capture the main idea in as few words as possible.

We would like to get information from the superintendent (or supervising principal). If he refers you to someone else when he learns the nature of the call, be sure to record the new person's name, title, and telephone number. But do not interview someone else simply because the superintendent is not available at the time. Call back later.

Guide for Calling

When the telephone is answered say: "My name is_____. I'm calling from the State Education Department. May I speak to Mr._____?" When the superintendent answers say: "Hello. My name is_____. I'm calling from the State Education Department. We are conducting a survey of districts which received Performance Indicators reports, and I would like to ask you some questions."

(If superintendent indicates that he is not familiar with the Performance Indicators report, ask if a member of his staff could answer questions about it. Get the person's name and telephone number. If no one in the district knows anything about the Performance Indicators report say, "Would you like to receive some information about it? We'll send you a copy of a publication describing the program. Thank you. Good-by.")

1. Did you receive a Performance Indicators in Education report for your district? (If No, ask, "Would you like a description of the project mailed to you?" and terminate.)

2. Was it received at a meeting or by mail?

3. Has the report been presented to administrative/advisory staff? (If No, ask, "Do you have plans to present it to them?")

4. Has the report been presented to the teaching staff. (If No, ask, "Do you have plans to present it to them?")

5. Has the report been presented to the school board? (If No, ask, "Do you have plans to present it to them?")

6. Do the results reported to you generally agree with other information you have about your district?

7. What other variables do you think should be included in the prediction of academic performance?

8. What other criteria of school quality do you think should be considered?

9. Would you prefer to calculate your own results if equations, worksheets, and profiles were provided rather than having the completed report sent to you?

10. Do you have other comments which you would like to make about the Performance Indicators program? (Tone of remarks is generally:

_____favorable
_____unfavorable
_____neutral or mixed

(Try to jot down in a few words the kinds of criticisms or suggestions the interviewee makes.)

After you have finished your list, recall all busy and no answer numbers. If you receive a busy or no answer again, then terminate.

Please total all columns on your Call Record Sheet and turn it in. When you have done this, you have finished your assignment. We will let you know whether you can help later in calling those numbers you weren't able to reach.

PLEASE COMPLETE THE ATTACHED CALLER'S EVALUATION.

Thank you for your important contribution to this effort.

31

APPENDIX B

PERFORMANCE INDICATORS TELEPHONE SURVEY
CALL RECORD SHEET

District	Telephone No.		Superintendent	Person talked to other than superintendent		Not familiar w/ PIE	#1		#2	
	Tie-line			Name	Title		Yes	No	Meet'g	Mail

#3				#4				#5				#6		
		If no, plans				If no, plans				If no, plans				
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Agree	Contra-dict	Can't say

#7							#8						#9		
SES	Wel- fare	In- come	Mobil- ity	Indiv. data	Other (list)	Other	Local tests	Rgts	Nat'l Assoc.	Drop- out	Follow up	Other	Calcu own	Rec. rpt.	Both

#10			Comments
Favorable	Unfavorable	Neutral or Mixed	

APPENDIX C

PERFORMANCE INDICATORS TELEPHONE SURVEY

CALLER'S EVALUATION

1. Check your general impression of the respondees' attitude toward the survey. (Check one which best typifies all contacts.)

_____Pleasant and agreeable
_____Lukewarm
_____Hostile, disinterested, and/or disagreeable

2. Describe any unusual response to:

Questions 3,4,5 (Has the report been presented to supervisors, teachers, or board members?)

Question 9 (Would you prefer to calculate your own results?)

Question 10 (Do you have other comments?)

3. Would a training session or trial run for callers be worthwhile?

_____Yes _____No

4. What suggestions do you have for improving the survey process in the future?