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## A Study of Elementary Accreditation in North Dakota

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A STUDY OF ELEMENTARY ACCREDITATION

IN NORTH DAKOTA

by

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Bachelor of Arts, University of Montana, 1970

Master of Science, Northern State College, 1974

An Independent Study

Submitted to the Graduate Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the

Specialist Diploma

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This Independent Study submitted by Rick E. McClure in partial fulfillment of the requirements for the Specialist Diploma from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

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(Chairman)

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## CHAPTER I

### HISTORICAL PERSPECTIVE OF ACCREDITATION

#### Origins of Accreditation

In the attempt to trace the history of school accreditation from its early beginning in America to present-day standards a variety of sources were utilized. The material is presented by examining the role of early educational leaders in the development of accreditation; the development of important regional accreditation associations; the historical aspects of accreditation in North Dakota leading to the accreditation of elementary schools; the need for accreditation; and finally, how the present accreditation process has developed in North Dakota.

The first State Board of Education came into being in New York in 1784. It was not until 1904, however, that this board had responsibility for the public elementary and secondary schools. This responsibility was brought about by land grants for public education. Some of the early duties of the Board after 1904 included promoting education and caring for school lands and funds, in addition to advising school officers (Knezevich, 1969).

In 1952, specific responsibilities were outlined for the New York State Board of Education. Two of the responsibilities outlined for the State Board were ". . . Establish standards for issuance and



revocation of teacher certificates . . . Establish standards for classifying, approving, and accrediting schools, both public and non-public . . ." (Knezevich, 1969, p. 157).

As public education began to grow and develop, school organization changed from smaller community schools to larger school districts with set boundaries. During this time, Howard A. Dawson conducted several comprehensive studies in Tennessee on school district organization. In 1933 Dawson developed minimum standards for national elementary and secondary school districts (Knezevich, 1969).

The following are Dawson's standards for elementary schools:

. . . each elementary school within the district should offer at least 6 years of instruction, have a desirable minimum of 7 teachers or an absolute minimum of 6, and have an average pupil-teacher ratio of approximately 40 to 1. To meet these conditions there would have to be a minimum enrollment of 240 to 280 pupils in the attendance unit (Knezevich, 1969, p. 124).

There are several regional accreditation associations, but only two have developed comprehensive accreditation programs for elementary schools. The first association to provide this service was the Southern Association of Colleges and Schools. The Southern Association currently provides accrediting services to the following eleven southern states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia. Its program of elementary school accreditation evolved over the seven following phases:

1. In 1946 the Commission of Curricular Problems and Research later known as the Commission on Research and Services, voted unanimously to become concerned with the problems of elementary school and the education of its teachers.
2. In 1947, with a grant-in-aid from the General Education Board, the Cooperative Study in Elementary Education was



- begun and was completed in 1951.
3. In 1953 the Commission on Research and Service began the Cooperative Program in Elementary Education, designed to improve the schools of the region, and for the first time provided for the affiliation of elementary schools with the Association.
  4. In 1958 the Cooperative Program in Elementary Education was empowered, in addition to its school improvement services, to offer an accrediting service to affiliated elementary schools.
  5. During the 1960-61 school year the Cooperative Program in Elementary Education actually began to accredit elementary schools.
  6. In 1961 the name of the Association (Southern Association of Colleges and Secondary Schools) was changed to Southern Association of Colleges and Schools in order that it might describe its expanded role. The Cooperative Program in Elementary Education was also placed under the direction of the newly established Commission on Secondary Schools and Colleges (Swenson, 1976, p. 9).

The second regional accreditation association to offer formal accreditation to elementary schools was the North Central Association of Colleges and Schools (NCA). Although the NCA is the oldest and the largest regional accreditation association, it did not provide for the accreditation of elementary schools until 1975.

The NCA was founded in 1895 and provides accrediting services for nineteen states, including North Dakota. The states are listed on page 13 of this study. The NCA, like the Southern Association of Colleges and Schools, went through a similar developmental process. These major phases of the process were as follows:

1. The Administrative Committee of the North Central Association began a discussion of elementary school accreditation in October of 1970 by inviting Darrell Ruffin, Executive Secretary of the Commission on Elementary Schools of the Southern Association, to speak to their membership. As noted earlier, the Southern Association has offered accreditation of elementary schools in its region since 1958.
2. In the months of August and October 1971 the feasibility and desirability of elementary school accreditation was considered in informal discussions with elementary school

- leaders within the region of the North Central Association.
3. In the months of August and October 1971 an opinion survey was taken concerning the attitudes toward elementary school accreditation of fifteen leading elementary educators in each state within the North Central Association region. The results markedly favored the concept of elementary school accreditation.
  4. In December of 1971 the executive secretary was instructed by the Secondary Commission's Administrative Committee to develop a general plan and time sequence for the drafting of accreditation standards for elementary schools.
  5. The developed plan and time sequence was presented to the Board of Directors in March 1972 who adopted the plan and provided a sum of \$35,000 for beginning the formal work. A key element in the newly adopted plan was the formation of a General Committee consisting of fifty-four educators with a minimum of two persons representing each of the nineteen states and overseas dependents' schools. All but eight members of the committee were elementary school educators.
  6. The General Committee first met in July 1972 to elect an eight-member Writing Task Force that began the actual preparation of elementary school accreditation standards.
  7. After conducting five work sessions between July 1972 and July 1973, the General Committee completed the first draft of the proposed standards.
  8. Copies of the proposed standards were distributed throughout the North Central Association region during September and October 1973, and a number of open forums were held for the purpose of soliciting suggestions from as many superintendents and principals as possible. The proposed standards were also presented to the state chairpersons for their reactions.
  9. The Writing Task Force met in February 1974 for the purpose of revising and editing the proposed standards using the suggestions received from the open forums as well as other data received.
  10. On 25 March 1974 the proposed standards were submitted to the Commission on Secondary Schools at the Seventy-ninth Annual Meeting of the North Central Association. The Commission granted approval for a mail referendum to be held on the proposed standards during November 1974 with the results to be announced at the December meeting of the Secondary Commission's Administrative Committee. If a majority of Commission members approved the standards, they were to go into effect on 1 January 1975.
  11. Application for North Central Association membership at the April 1975 Annual Meeting could be made by elementary schools meeting the standards (Swenson, 1976, p. 10).

History reveals that the early process of accreditation was



used as a vehicle for monitoring school programs. This was to assure that students were being prepared for higher education. Today, the major theme of the Southern Association of Colleges and Schools is school improvement. The three cardinal purposes of elementary school accreditation likewise committed the Commission on Schools of the NCA to elementary school improvement (Swenson, 1976). The NCA purposes are:

1. To provide voluntary quality control for elementary schools without impinging upon the local governance of schools.
2. To strengthen the quest of elementary schools for continuing improvement in program and instruction.
3. To identify those preconditions for excellence in education that all good elementary schools, whether NCA members or not, should seek to implement, thus providing widely accepted guidelines (Swenson, 1976, p. 20).

In 1968, the need for the accreditation of elementary schools was defined by the Utah State Board of Education:

The importance of accreditation in the elementary schools is self-evident. The process of self-scrutiny and of orderly investigation into the quality of a school program, followed by the evaluation of a visiting team, can be of great significance in discovering areas of weakness and in building a fund of information which can result in improved services to children. It is hoped that the process of accreditation will result in the improvement of elementary education on a broad front. These improvements may take the form of (1) improved diagnosis of children's needs and capacities, (2) improved teaching techniques geared to serve the needs of children, (3) improved facilities, (4) a more realistic pupil-teacher ratio, and (5) more effective school administration (Swenson, 1976, p. 51).

In North Dakota, the State Department of Public Instruction defines the major need for accreditation as being a process to stimulate growth in the total school program toward meeting the needs of all the pupils. It is hoped that the needs will be met through:

1. Securing a more highly prepared faculty and competent

- administration.
2. Providing better library services to students and teachers.
  3. Providing suitable school plant, space and facilities for the enrollment and scope of the program.
  4. Offering a more comprehensive curriculum.
  5. Securing the needed equipment and instructional materials for elementary and secondary departments.
  6. Initiating faculty and school board studies to determine the effectiveness of the school program, in view of the needs of the students and the objectives and philosophy of the school.
  7. Improving instruction on all levels (Department of Public Instruction, 1973, p. 128).

#### History of Accreditation in North Dakota

In tracing the annals of accreditation in North Dakota, the writer feels it necessary to record in this study some of the key references made in the early North Dakota high school manuals, especially as they relate to the development of elementary school accreditation. The examination included the review of North Dakota State manuals from 1900 through 1973.

The first published account of any classification (accreditation) system for schools in North Dakota was in 1900. The conditions for accreditation of high schools are outlined in A Manual for the Use of State High Schools of North Dakota. All high schools that were accepted (accredited) by the board were classified as a first class, second class, or third class high school (High School Board, 1900).

There is also mention of graded schools in the condition of acceptance (accreditation) of a high school. It is stated:

There must be a well organized grade school, having not less than three distinct departments below the high school. The course of instruction of such graded school must correspond substantially with the eight years of study prescribed by the state department for elementary and common district schools (High School Board, 1900, p. 10).



In the 1909, A Manual for the Use of State High Schools in North Dakota, the term "elementary school" is used for the first time. The elementary program is described as being an eight year course (High School Board, 1909).

In 1911, A Manual for the Use of State High Schools in North Dakota, states under the "Rules and Regulations" that the state board recommends the following:

The superintendent or principal of every state high school shall be well informed in reading, writing, spelling, geography, English, language and grammar, United States history, arithmetic, human physiology and hygiene, and civil government (High School Board, 1911, p. 21).

Under the section "Common School Subjects," the high school board in their manual makes reference to a reading examination which is monitored by the county superintendent:

Reading, spelling and penmanship will be treated in a single paper in accordance with the following plan: the examination in reading will be based upon a portion of the literature that is read in the grammar grades of our schools, namely, upon: Whitter's Snowbound and Burroughs' Birds and Bees (High School Board, 1911, p. 87).

In 1917, the state high school manual, A Manual for the Use of the State High Schools of North Dakota, outlines for the first time the junior high school curriculum. The manual states: "The natural place for the change from the subjects and methods of the elementary school to those of the high school is at the end of the sixth year (State Board of Education, 1917, p. 26).

The first NCA reference to accreditation in North Dakota was mentioned in the 1920 state high school manual, A Manual for the Use of the State High Schools of North Dakota. The purposes of the NCA were

outlined as follows:

The aim of the North Central Association of Colleges and Secondary Schools is, first, to bring about a better acquaintance, a keener sympathy, and a heartier cooperation between the colleges and secondary schools of this territory; second, to consider common educational problems and to devise best ways and means of solving them; and third, to promote the physical, intellectual, and moral well-being of students by urging proper and sanitary conditions of school buildings, adequate library and laboratory facilities, and higher standards of scholarship and of remuneration of teachers (State Educational Commission, 1920, p. 91).

In 1922, for the first time, the State Department of Public Instruction published the North Dakota High School Manual. There was little change from the previous manual in the content or procedures in the accreditation process of North Dakota schools.

The 1928 High School Manual for North Dakota Schools specifically lists ten major standards for which the classification (accreditation) of high schools is determined. The major headings of the ten standards are as follows:

Standard I--Building  
 Standard II--Libraries and Laboratories  
 Standard III--Records and Inventories  
 Standard IV--Requirements for Graduation  
 Standard V--Supervision  
 Standard VI--Maps and Equipment  
 Standard VII--Superintendents, Principals, Supervisors and Teachers  
 Standard VIII--Teacher Load  
 Standard IX--Student Load  
 Standard X--Program of Studies (Department of Public Instruction, 1928, p. 7).

Based on the standards in each of the ten categories listed above, each high school was required to fill out an annual report. This report was to be submitted to the High School Inspector on or before March 1 of each year for review before the school would be considered for accreditation.

In 1931, a major fire at the North Dakota Capitol destroyed



copies of the old editions of the high school manual. As a result, a new manual, Administrative Manual and Course of Study for North Dakota High Schools, was published. The following is recorded in the Foreword of that 1931 manual, which indicates a new direction for education and accreditation in North Dakota:

Recent changes in society, in the nature of the high school population, and in the theory and practice of secondary education demand attention in their application to North Dakota Schools. The high school curriculum is being gradually revised and the courses of study are undergoing considerable reorganization in the light of the principle that secondary schools should teach pupils to function better in those situations which they are most likely to meet. Subject matter is being organized and correlated in terms of the activities of life rather than of the artificial divisions of subjects. College entrance can no longer be the soul [sic] objective of high school education. Convincing evidence shows clearly that previous conceptions of "mental discipline" must be considerably revised. Material is being selected which will not only furnish mental training but which it is hoped will be in itself worthwhile.

Because of these trends and the fact that conditions both within and without the school are in a continual process of change it becomes necessary from time to time to revise the High School Manual. A new manual is especially imperative at this time due to the fact that the entire supply of the old edition was lost in the capitol fire (Department of Public Instruction, 1931, Foreword).

In 1944, there is evidence of the beginning of the formation of elementary school standards under the section "Elementary School Library", outlined in the Administrative Manual and Course of Study for North Dakota High Schools. This states:

Book Selection. Library books purchased with school funds must be selected from Bulletin No. 5 (1937) and its Supplement (1942), issued by the State Department of Public Instruction and available from the Department of the County Superintendent of Schools. The books from this list only are acceptable for the Pupils Voluntary Reading Course credit.

Minimum Collection. Grades 1 through 8--10 volumes per pupil.

Supplementary Readers. In addition to the basic readers, there shall be at least three complete sets of up-to-date supplementary readers furnished by the school for each of grades 1-6 inclusive. It is suggested that these supplementary texts should cover more

than the literary field, in that two of these sets be chosen from fields such as Science, or Nature Study, Art, Health, Geography, and Social Studies. There is a tendency in the reading field to substitute for one set a variety of books, not all alike, but suitable for recognition of individual differences in taste and ability in reading.

Dictionaries. Each grade room from the 4th to the 6th inclusive, should be equipped with not less than one abridged dictionary, suitable for the grades, for each four pupils enrolled in the room. The 7th and 8th grade rooms must be equipped with not less than one up-to-date abridged dictionary for each eight pupils enrolled and one unabridged dictionary.

Encyclopedias. There must be at least one junior set of encyclopedias (such as Compton's, or the World Book) for each grade room, grades 6-8 (Department of Public Instruction, 1944, p. 25).

In 1953, another specific reference is made concerning the elementary school. The manual states:

The elementary school is the first prerequisite of an adequate high school. It is doubtful that any high school can be effective in its program unless due consideration is given to the elementary school. Only as the elementary school is improved and enabled to do a better job can the high school get better prepared pupils with whom to work (Department of Public Instruction, 1953, p. 14).

In the 1953 Administrative Manual, Administrators' Handbook for North Dakota High Schools, under Section III, Classification of Schools--D. Approved Elementary and Rural Schools, elementary and rural schools must meet the following standards to be approved for accreditation:

1. Minimum certificate--1st grade elementary.
2. Teacher must have had one year of successful experience.
3. Nine month school term.
4. Minimum attendance for promotion--135 days.
5. Minimum enrollment--6 (p. 17).

Under Section IV, Standards for Accrediting--D. Approved Elementary and Rural Schools, in the 1953 High School Manual, it states the following for accreditation of elementary and rural school:

1. Minimum teacher certification requirements--first grade



- elementary. Teacher must have had one year of successful teaching experience.
2. School must have a 9-month term.
  3. Minimum attendance required for pupils to be promoted--135 days.
  4. Minimum enrollment per room in elementary schools shall not exceed thirty.
  5. At least one approved standardized test must be given before January 1.
  6. On or before May 15 (November 20 for December make-up tests) teachers must file with the county superintendent copies of final tests, (with keys) they plan to use.
  7. Schools must be equipped with adequate supplies of up-to-date text, reference, and library books.
  8. Buildings and ground must be well-kept.
  9. On or before October 15, school boards and teachers must certify to the county superintendent the condition of the school and equipment in use--to be considered for Approval.
  10. All Approved elementary and rural schools shall be under the direct supervision of the county superintendent of schools and the Department of Public Instruction (Department of Public Instruction, 1953, p. 21).

More comprehensive standards for the elementary school are outlined in the Administrative Manual for North Dakota High Schools. This is the first time the manual title makes reference to all schools and not solely to the high school. The following are the major headings of standards for the elementary school:

1. Curriculum
2. Teachers
3. Length of School Time
4. Requirement for Promotion
5. Age limits for Public Schools
6. School Day Defined
7. Recommended Enrollment Per Classroom
8. Library
9. Testing Program
10. Textbooks
11. Equipment
12. Construction and Condition of Physical Plant
13. Safety and Health
14. Records and Reports (Department of Public Instruction, 1964, p. 34).

In addition to the major headings of the elementary school standards, a daily program for the elementary program for the elementary

school was outlined for the first time. The daily program areas consisted of: Music, Social Studies, Activity Period, Science, Health, Safety Conservation, Language Arts, and Art (Department of Public Instruction, 1964). The standards and the daily program guidelines, in this writer's judgment, served as a good resource for accreditation for most elementary school administrators. However, these standards were only applied to rural and graded schools with no high school in their district. Those elementary schools within high school districts were not required to fill out the annual state accrediting report (Department of Public Instruction, 1964).

It was not until 1972 that the standards were applied to all elementary schools to fill out a separate annual report to be sent to the Director of Elementary Education of the Department of Public Instruction for review. This report was followed by a return report from the Department for each elementary school citing areas in which they were not meeting standards. Elementary schools in 1978 still receive the same accreditation level as high schools in their districts.

At present, the format developed in 1972 is used for the accreditation of the elementary school. There has been, however, a recommendation from the 1978 elementary accreditation writing panel to up-date this procedure and accredit each elementary school individually.

#### How Present Accreditation Has Developed in North Dakota Including State and Regional Agencies

The North Dakota State Department of Public Instruction is the accrediting agency for North Dakota schools. The process of accreditation is carried out by the Directors of Elementary and Secondary

Education. The classification of schools, for which four levels exist, is required in both public and non-public schools. These levels are: Level 1, Level 2, Level 3, and Non-Accredited (Department of Public Instruction, 1973, p. 129). A school choosing not to be reviewed for accreditation is given the status of non-classified.

At present, elementary schools that are part of high school districts are assigned the same classification as their district. However, the elementary school is still individually reviewed and cited for falling below any of the forty-one standards (Appendix C) outlined in the Administrative Manual. There are 268 high schools and 600 elementary schools in North Dakota. As of 1977, the high school districts were classified in the 1976-1977 Elementary Schools, North Dakota 20th Annual Report (p. 39) as follows:

Accredited Public		
Level 1 - - - - -	19	
Level 2 - - - - -	49	
Level 3 - - - - -	139	
	207	
Non-Accredited Public	45	
	252	TOTAL PUBLIC HIGH SCHOOLS
Accredited Non-Public		
Level 1 - - - - -	1	
Level 2 - - - - -	5	
Level 3 - - - - -	5	
	11	TOTAL NON-PUBLIC HIGH SCHOOLS
Non-Classified - - - - -	1	
Accredited State Institutions/Private Schools	4	
	5	
		268 TOTAL SCHOOLS

The purpose of accreditation in the classification of schools in North Dakota has previously been dealt with earlier in this chapter.



The Department of Public Instruction believes that schools can be aided in accreditation in the following manner:

1. Credits from an accredited school are generally recognized nationally for admission to other secondary schools and to colleges.
2. An accredited school can obtain a well-qualified teaching staff more easily than a non-accredited school.
3. Local residents may assume that their children are more likely receiving quality education in an accredited school.
4. Accredited schools add stability to the total school system in the state (Department of Public Instruction, 1973, p. 128).

The following detailed accreditation procedure is currently used by the Department of Public Instruction in accrediting schools in North Dakota:

1. Classification ratings will be assigned to all elementary and secondary schools. The interval between rating assignments will be determined and announced by the Directors of Elementary and Secondary Education.
2. A school's classification rating will be in force until otherwise notified by the Department of Public Instruction.
3. A change in the classification rating of a school will be effective for the entire school term in which the new designation is made.
4. Annual Report Required--Administrators and school boards are required to submit an annual report to the Department of Public Instruction on or before October 15. The annual report forms are distributed to all schools in August by the Department of Public Instruction.
5. Report to School--The annual report from each school is evaluated and an annual classification letter is written to the school suggesting improvements as well as citing deficiencies, if any.
6. School Evaluation--A classification rating is assigned on the basis of the total school program. The rating assigned to a school results from a comprehensive review of all available information. This information may include communications from the local community (from parents, teachers, pupils, administrators, school board members, county superintendents, legislators, and laymen) plus evaluations based upon official school visitations and from information contained in the annual report as submitted by the school board.
7. Classification Reflects Quality of Program--The classification rating held by a school reflects the quality of program and instruction of the school and its ability to meet given standards.
8. Classification ratings are:



- a. Elementary schools (districts operating elementary schools only)
- 1) Level 1.
  - 2) Level 2.
  - 3) Level 3.
  - 4) Non-Accredited (Department of Public Instruction, 1973, p. 129).

The NCA is the regional accrediting association for the state of North Dakota. As of the 1977-1978 school year, there were approximately forty-four high schools, two junior high schools, and three elementary schools in North Dakota that held membership in the NCA.

The North Dakota Administrative Manual (1973, p. 177) defines the NCA's purpose as:

. . . the development and maintenance of high standards of excellence for universities, colleges, and secondary schools, the continued improvement of the educational program and the effectiveness of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems, the establishment of cooperative relationships between the secondary schools and colleges and universities within the territory of the Association, and the maintenance of effective working relationships with other educational organizations and accrediting agencies.

The North Central Association of Colleges and Schools (NCA), founded in 1895, is a voluntary association of higher educational institutions and secondary schools which share a common purpose--the improvement of education.

The North Central Association is the largest of the six regional accrediting associations in the United States and includes the following 19 states:

Arizona	Michigan	Ohio
Arkansas	Minnesota	Oklahoma
Colorado	Missouri	South Dakota
Illinois	Nebraska	West Virginia
Indiana	New Mexico	Wisconsin
Iowa	North Dakota	Wyoming
Kansas		

In the NCA manual, Policies and Standards for the Approval of Elementary Schools 1976-1977, complete procedures and policies for the accreditation of elementary schools are described in detail. The process

is summarized as follows:

1. An elementary school desiring membership in the association is asked to apply and submit an annual report to be reviewed by the State Committee and Commission on Schools, which is the legal body of the NCA. This Commission on Schools is composed of members of the Administrative Committee and the nineteen State Committees.

2. Accreditation of the school is based on its total educational program.

3. Each school is required to complete a school evaluation at least once every seven years. This includes a self-study of the entire school program and is followed by a team evaluation made up of NCA representatives.

4. NCA classification of schools for accreditation are as follows:

- a. Accredited--The policies and standards are fully met.
- b. Accredited--warned--Fails to meet one or more of the policies or standards. When a school is classified in this manner it has one year to correct the policy or standard or it will be dropped.
- c. Withdrawn or Discontinued--Usually a situation where the school voluntarily requests to withdraw or to be discontinued.
- d. Dropped--A school which finds it impossible to meet the standards or refuses to do so will be dropped from the membership. However, no school will be dropped without the one year warning. However, an elementary school

unable to meet all of the NCA standards may seek Candidacy Status for a period of up to three years. The elementary school must develop a plan to correct deficiencies and submit a progress report yearly to the State Committee to continue this status. The school must apply for and be granted formal accreditation sometime during the three years.

In July, 1973, the writer interviewed the present Director of Elementary Education, Mr. [Name], and he outlined the following steps which led to the present accreditation standards found in the Administrative Manual, 1973-74 for North Dakota Schools, for elementary schools:

1. A review of the 1967 Administrative Manual was done, as it pertains to the elementary accreditation standards, in 1970-71.

2. An accreditation panel, represented by a superintendent, a county superintendent, a principal, a parochial school representative, and a teacher, reviewed the elementary accreditation standards and made recommendations to the Director of Elementary Education.

3. In 1972, the revised elementary accreditation standards were applied to all elementary schools for the first time. Each elementary school was required to complete a separate elementary report and return it to the State Department for review.



## CHAPTER II

### THE CURRENT ACCREDITATION SCENE IN NORTH DAKOTA

#### Origins of Current Standards

The present Director of Elementary Education for the North Dakota State Department of Public Instruction, Mr. Ronald Stastney, was appointed to the position in 1969. At that time, as stated earlier in this paper, the accreditation standards were outlined for all elementary schools, but were only applied to graded and rural elementary schools.

In July, 1978, the writer interviewed the present Director of Elementary Education. Mr. Stastney outlined the following steps which led to the present accreditation standards, found in the Administrators Manual, 1973 For North Dakota Schools, for elementary schools:

1. A revision of the 1967 Administrative Manual was done, as it pertains to the elementary accreditation standards, in 1970-1971.
2. An accreditation panel, represented by a superintendent, a county superintendent, a principal, a parochial school representative, and a teacher, reviewed the elementary accreditation standards and made recommendations to the Director of Elementary Education.
3. In 1972, the revised elementary accreditation standards were applied to all elementary schools for the first time. Each elementary school was required to complete a separate elementary report and return it to the State Department for review.

chairpersons sent notices about the meeting to all the schools in their districts. In addition, articles were published in local papers. The meetings lasted approximately two hours. Persons invited were all elementary administrators in the region plus interested persons including teachers, school board members, parents, and other parties concerned about their school and community.

Listed below are the eight regions, the scheduled dates and locations of each meeting, and the regional chairperson's name. The time of each meeting was from 4:00 to 6:00 p.m.

Region 1: Williston, North Dakota; November 30, 1977; Mr. Larry K. Lynne

Region 2: Minot, North Dakota; November 2, 1977; Mr. Grant Johnson

Region 3: Devils Lake, North Dakota; November 16, 1977; Mr. Edwin J. Grossman

Region 4: Grand Forks, North Dakota; November 17, 1977; Sister Frieda Kalenze

Region 5: Dickinson, North Dakota; December 1, 1977; Mr. Clarence Corneil

Region 6: Bismarck, North Dakota; November 3, 1977; Mr. Donald C. Prouty

Region 7: Jamestown, North Dakota; November 10, 1977; Mr. Donald Geigle

Region 8: Fargo, North Dakota; November 9, 1977; Mr. Otto Bernhoft

Because of inclement weather, the small group work of Region 8

was the only work completed and recorded at that location.

The materials which were used at the regional meetings included a questionnaire which dealt with the present forty-one standards and a worksheet (Appendix B) with seven questions designed for small group work which dealt with concerns and ideas for changes in the present accreditation standards. To aid participants in completing the questionnaire and worksheet, they were provided with a summary of accreditation standards which corresponded with the numbers on the questionnaire (Appendix C). The writer in his role as intern for the Department of Public Instruction, developed the materials that were mentioned above. They were then approved for use by the Department of Elementary Education of the Department of Public Instruction.

In addition, the participants were provided with the section on the elementary school, taken from the Administrative Manual 1973 for North Dakota Schools (Department of Public Instruction) which contained all of the current accreditation standards used in the accreditation of elementary schools.

In order that the information would be congruent, the writer used the same format for all of the regional meetings. The format included an introduction to the study of accreditation, responding to the questionnaire, and completing the worksheet by small groups.

The questionnaire contained three parts and the participants were asked to fill it out individually. The questionnaire listed the present forty-one standards used in the accreditation of elementary schools in North Dakota. At the top of the questionnaire the participants were asked to provide demographic information about themselves in relation-



ship, i.e., administrators, teachers, parents, etc. Each group was asked to answer the seven questions pertaining to possible changes in the present accrediting system. The groups were given the following directions:

1. Thirty minutes will be allowed to answer all questions.
2. Each group should select a recorder and turn in only one sheet.
3. All members should be given opportunity to participate.
4. Do not spend too much time on one question. One or two good answers to each question should be adequate.

It was intended that the information from this study would provide data for a writing panel. The panel was selected by the Department of Public Instruction at the completion of the study. Those selected to be on the writing panel were to study the data and make recommendations for possible changes in the accreditation standards of elementary schools in North Dakota. In this regard, the study was viewed as a success.

The first set of scheduled regional meetings was completed by January, 1978. The writer tabulated and summarized the results by hand and in March, 1978, presented a report with the final results of the study to the Department of Public Instruction.

The following is the statewide summary of those in attendance at the regional meetings:

<u>16</u>	Administrators (Central office other than superintendents)
<u>83</u>	Principals, full-time
<u>31</u>	Superintendents (school and county)
<u>21</u>	Teacher-principals
<u>10</u>	School Board members

<u>30</u>	Teachers
<u>3</u>	Parents
<u>9</u>	Other*

\*Includes: librarians, media specialists, art specialists, project directors, teacher center coordinators, N.D. Art Education Association, and school board clerks (McClure, 1978, p. 2).

The study was divided into three sections. The first section contains the results of the study by regions. Seemingly there were no overwhelming new perspectives from this section but there was some evidence of internal regional concerns. Some of the regional concerns centered around apparent fear among large school districts that the standards would be reduced in favor of the smaller school districts, and the smaller districts apparently feared the raising of standards beyond their capacity to meet the standards.

The second section of the study on North Dakota elementary accreditation contained the combined results of all the regional meetings. The three parts of the questionnaire used in the study were tallied and recorded for further analysis (Appendix B). Table 3 contains the state-wide results of the OK and N/R part of the questionnaire. Tables 5 and 6 contain the state-wide results of Questions 1 and 2 of the questionnaire.

The third and final section of the study contains the writer's proposed recommendations based on the data obtained from the study on elementary accreditation in the State of North Dakota. These recommendations are outlined in more detail later in this chapter.

For the regional comparisons, the OK and N/R (Needs Revision) data from the questionnaire were used. The individual responses for each region were recorded in percentages. The data in Table 1 indicates

TABLE 1

## REGIONAL RESULTS OF QUESTIONNAIRE

	Region 1			Region 2			Region 3			Region 4			Region 5			Region 6			Region 7			Region 8		
	No. of Part	OK	N/R	No. of Part	OK	N/R	No. of Part	OK	N/R	No. of Part	OK	N/R	No. of Part	OK	N/R	No. of Part	OK	N/R	No. of Part	OK	N/R	No. of Part	OK	N/R
1. Elem. prin. qualifications	12	100	0	58	90	10	26	88	12	21	81	19	13	92	8	35	86	14	34	94	6			
2. Prin. qualifications should vary w/level of school	11	82	18	52	62	38	22	77	23	21	57	43	13	62	38	34	79	21	30	57	43			
3. Prin. time for supv. should vary w/level of school	11	91	9	50	74	26	22	73	27	19	58	42	13	46	54	32	66	34	34	76	24			
4. Time for supv.	12	75	25	51	63	37	21	65	35	23	35	65	13	46	54	30	63	37	34	68	32			
5. Pupil/teacher ratio	12	50	50	56	48	52	25	72	28	21	62	38	13	62	38	34	56	44	34	82	18			
6. Written goals & objections	12	83	17	53	91	9	25	80	20	21	76	24	13	85	15	34	82	18	34	94	6			
7. Total school evaluation	12	67	33	53	77	23	26	69	31	21	57	43	9	56	44	34	68	32	29	86	14			
8. Instr. improve. & supv.	13	69	31	52	73	27	26	85	15	21	81	19	18	89	11	33	85	15	28	64	36			
9. Handbook--teachers	12	83	17	56	88	12	25	96	4	20	100	0	13	92	8	34	94	6	37	97	3			
10. Handbook--student/parent	12	83	17	53	87	13	24	96	4	20	85	15	13	92	8	32	81	19	34	97	3			
11. Policy on addtl. prep.--in-service and course requirements	10	80	20	53	76	24	25	76	24	21	81	19	13	69	31	31	77	23	33	67	33			
12. Specialists credentials	11	82	18	55	84	16	25	80	20	20	85	15	13	92	8	32	66	34	31	77	23			
13. New and replace. teachers	12	50	50	56	54	46	25	56	44	21	43	57	13	54	46	33	45	55	34	71	29			
14. Recent college preparation	12	83	17	52	77	23	25	84	16	21	71	29	13	62	38	31	90	10	33	94	6			
15. Language Arts texts	12	92	8	53	68	32	25	84	16	21	67	33	13	69	31	33	70	30	33	85	15			
16. Language Arts sequence	12	92	8	53	85	15	26	96	4	20	70	30	13	92	8	33	79	21	33	88	12			
17. Reading texts	12	83	17	54	85	15	26	88	12	20	70	30	13	85	15	33	70	30	34	94	6			
18. Reading sequence	12	92	8	53	91	9	26	92	8	21	71	29	13	92	8	33	70	30	34	94	6			
19. Math texts	12	83	17	53	87	13	26	96	4	21	67	33	13	92	8	33	64	36	34	94	6			
20. Math sequence	12	100	0	53	91	9	26	96	4	21	67	33	13	100	0	33	73	27	34	94	6			
21. Music, all grades	12	83	17	53	87	13	24	88	12	20	95	5	13	100	0	33	85	15	34	100	0			
22. Music, minimum/week	12	92	8	53	60	40	24	83	17	21	76	24	13	92	8	34	62	38	34	82	18			
23. Phy. Ed., all grades	12	75	25	53	87	13	25	88	12	21	81	19	13	92	8	33	88	12	34	91	9			
24. Phy. Ed., minimum/week	12	67	33	53	58	42	25	60	40	21	57	43	13	92	8	34	65	35	33	52	48			
25. Science texts	12	83	17	52	73	27	23	78	22	20	80	20	13	69	31	31	52	48	32	66	34			
26. Social Studies texts	12	83	17	53	75	25	23	74	26	21	71	29	13	62	38	30	57	43	34	56	44			
27. Usage of mental aptitude	13	62	38	51	47	53	23	78	22	19	53	47	13	62	38	31	61	39	34	59	41			
28. Usage of achievement	11	73	27	51	75	25	25	80	20	18	50	50	13	92	8	31	65	35	33	76	24			
29. Usage of Diagnostic A	13	77	23	53	79	21	24	91	9	20	85	15	13	100	0	31	74	26	34	91	9			
30. Usage of Diagnostic B	12	75	25	51	73	27	23	83	17	20	75	25	13	92	8	30	70	30	34	88	12			
31. Facilities	12	42	58	59	78	22	24	75	25	20	85	15	13	69	31	31	65	35	34	91	9			
32. Budget--books & periodicals	12	67	33	58	60	40	24	75	25	20	60	40	13	69	31	31	61	39	34	76	24			
33. Budget--AV materials	12	67	33	56	61	39	24	75	25	20	65	35	13	62	38	32	56	44	34	74	26			
34. Newspapers	12	58	42	56	61	39	24	67	33	20	70	30	13	62	38	34	53	47	34	74	26			
35. Cataloging--AV materials	12	83	17	54	87	13	23	78	22	19	95	5	13	85	15	31	77	23	32	88	12			
36. Cataloging--books	12	83	17	55	85	15	24	75	25	21	81	19	13	85	15	32	94	6	31	82	18			
37. Librarian--qualifications	12	75	25	56	68	32	26	69	31	18	61	39	13	69	31	34	59	41	34	71	29			
38. Librarian--schedule	12	75	25	56	68	32	29	66	34	20	60	40	13	54	46	32	56	44	33	76	24			
39. Library Aide--schedule	12	75	25	55	67	33	25	72	28	19	63	37	13	69	31	31	55	45	33	79	21			
40. Size of book collection	12	83	17	55	80	20	26	58	42	19	95	5	13	77	23	30	77	23	33	76	24			
41. Magazines--number of titles	12	75	25	53	66	34	25	52	48	19	74	26	13	62	38	33	58	42	33	67	33			

DID NOT PARTICIPATE

DID NOT PARTICIPATE

DID NOT PARTICIPATE



the number of responses and the percentages by region to each of the standards.

The data in Table 2 identifies by item the highest percentage of OK responses reported by regions and the lowest percentage of OK responses reported by regions. Also reported is the discrepancy between the highest and lowest percentages reported.

The state-wide results of the questionnaire used in the study on elementary accreditation are recorded in Tables 3, 4, and 5. Following these tables are the responses of the small group work to the seven questions used in the study.

The data in Table 3 presents the OK and N/R columns of the questionnaire in percentages. The total number of responses to each item are also recorded.

The following is provided to help analyze the data collected in Table 3. These sections were used in comparing the state-wide results of the OK and N/R part of the questionnaire. The Department of Public Instruction used a special format in the application and analysis of the present elementary standards. The standards are broken down into four main sections. These sections are listed below.

1. General information, numbers 1-14 on questionnaire
2. Instructional programs, numbers 15-26 on questionnaire
3. Evaluation instruments, numbers 27-30 on questionnaire
4. Media services (library report), numbers 31-41 on questionnaire

For each of these four sections the specific standards will be identified at the following extremes of sixty-five percent (65%) or below and ninety percent (90%) or above; the regions between 65% and 90%

TABLE 2

HIGH AND LOW REPORTED PERCENTAGE AND THE RANGE BETWEEN THESE PERCENTAGES TAKEN FROM DATA OBTAINED AT THE FIRST REGIONAL MEETINGS

	HIGH OK	REGION	LOW OK	REGION	RANGE BETWEEN REPORTED PERCENTAGE
1. Elem. prin. qualifications	100	1	81	4	19
2. Prin. qualifications should vary w/level of school	82	1	57	4,7	25
3. Prin. time for supv. should vary w/level of school	91	1	46	5	45
4. Time for supv.	75	1	35	4	40
5. Pupil/teacher ratio	82	7	42	2	40
6. Written goals & objectives	94	7	76	4	18
7. Total school evaluation	86	7	56	5	30
8. Instr. improve. & supv.	89	5	64	7	25
9. Handbook--teacher	100	4	83	1	17
10. Handbook--student/parent	97	7	81	6	16
11. Policy on addtl. prep.--insertion and course requirements	81	4	67	7	14
12. Specialists credentials	92	5	66	6	26
13. New and replace. teachers	71	7	43	4	28
14. Recent college preparation	94	7	62	5	32
15. Language Arts texts	92	1	67	4	25
16. Language Arts sequence	96	3	70	4	26
17. Reading texts	94	7	70	4,6	24
18. Reading sequence	94	7	70	6	24
19. Math texts	96	3	64	6	32
20. Math sequence	100	1,5	67	4	33
21. Music, all grades	100	5,7	83	1	27
22. Music, minimum/week	92	1,5	60	2	32
23. Phy. Ed., all grades	92	5	75	1	17
24. Phy. Ed., minimum/week	92	5	52	7	40
25. Science texts	83	1	52	6	31
26. Social Studies texts	83	1	56	7	27
27. Usage of mental aptitude	78	3	47	2	31
28. Usage of achievement	92	5	50	4	42
29. Usage of Diagnostic A	100	5	74	6	26
30. Usage of Diagnostic B	92	5	70	6	22
31. Facilities	91	7	42	1	49
32. Budget--books & periodicals	76	7	60	2,3	16
33. Budget--AV materials	75	3	56	6	19
34. Newspapers	74	7	53	6	21
35. Cataloging--AV materials	95	4	77	6	18
36. Cataloging--books	94	6	75	3	19
37. Librarian--qualifications	75	1	59	6	16
38. Librarian--schedule	76	1	54	5	21
39. Library Aide--schedule	79	7	55	6	24
40. Size of book collection	95	4	58	3	37
41. Magazines	75	1	52	3	23

TABLE 3

FINAL STATEWIDE RESULTS OF QUESTIONNAIRE FOR  
NORTH DAKOTA ACCREDITATION REVIEW OF ELEMENTARY SCHOOLS

	No. of Part.	OK Percent.	N/R Percent.
GENERAL INFORMATION:			
1. Elem. prin. qualifications	199	89	11
2. Prin. qualifications should vary w/level of school	183	67	33
3. Prin. time for supv. should vary w/level of school	181	70	30
4. Time for supv.	183	60	40
5. Pupil/teacher ratio	195	61	39
6. Written goals & objectives	192	86	14
7. Total school evaluation	184	72	28
8. Instr. improve. & supv.	191	77	23
9. Handbook--teacher	197	93	7
10. Handbook--student/parent	188	89	11
11. Policy on addtl. prep.--insertion and course requirements	186	75	25
12. Specialists credentials	187	80	20
13. New and replace. teachers	194	54	46
14. Recent college preparation	187	82	18
INSTRUCTIONAL PROGRAM:			
15. Language Arts texts	191	74	26
16. Language Arts sequence	191	85	15
17. Reading texts	192	83	17
18. Reading sequence	192	86	14
19. Math texts	192	83	17
20. Math sequence	192	88	12
21. Music, all grades	189	90	10
22. Music, minimum/week	191	73	27
23. Phy. Ed., all grades	191	87	13
24. Phy. Ed., minimum/week	191	61	39
25. Science texts	183	70	30
26. Social Studies texts	186	68	32
EVALUATIVE INSTRUMENTS:			
27. Usage of mental aptitude	184	58	42
28. Usage of achievement	182	73	27
29. Usage of Diagnostic A	187	84	16
30. Usage of Diagnostic B	183	78	22
MEDIA SERVICES (Library Report):			
31. Facilities	193	76	24
32. Budget--book & periodicals	192	66	34
33. Budget--AV materials	191	65	35
34. Newspapers	193	63	37
35. Cataloging--AV materials	186	85	15
36. Cataloging--books	188	86	14
37. Librarian--qualifications	193	67	33
38. Librarian--schedule	195	66	34
39. Library Aide--schedule	188	68	32
40. Size of book collection	188	77	23
41. Magazines--number of titles	188	64	36



were considered to be in general agreement. The following results were found.

1. General information (1-14):
  - A. Standards 65% or below were:
    4. Time for supervision
    5. Pupil/teacher ratio
    13. New and replacement teachers
  - B. Standards 90% or above were:
    9. Handbook--teachers
2. Instructional programs (15-26):
  - A. Standards 65% or below were:
    24. Physical education--minimum/week
  - B. Standards 90% or above were:
    21. Music, all grades
3. Evaluation instruments (27-30):
  - A. Standards 65% or below were:
    27. Usage of mental aptitude
  - B. Standards 90% or above were:
 

No standards were recorded at 90% or above
4. Media services (library report) (31-41):
  - A. Standards 65% or below were:
    33. Budget--AV materials
    34. Newspaper
    41. Magazines--number of titles
  - B. Standards 90% or above were:
 

No standards were recorded at 90% or above

The data in Tables 4 and 5 indicate in percentages the results

TABLE 4

## STATEWIDE RESULTS OF QUESTION 1 FROM QUESTIONNAIRE

Question 1: How Important Do You Think This Standard  
Is To Assure An Adequate School Program?

	No. of Part.	1 Questionable	2 Accept with Reservation	3 Accept in General	4 Endorse Completely
1. Elem. prin. qualifications	201	4	10	40	46
2. Prin. qualifications should vary w/level of school	194	13	13	39	35
3. Prin. time for supv. should vary w/level of school	199	10	8	38	44
4. Time for supv.	189	5	7	37	51
5. Pupil/teacher ratio	200	8	6	20	66
6. Written goals & objectives	200	4	7	39	50
7. Total school evaluation	191	4	12	46	38
8. Instr. improve. & supv.	197	4	10	35	51
9. Handbook--teacher	201	4	8	32	56
10. Handbook--student/parent	201	2	7	35	56
11. Policy on addtl. prep.--insert-vice and course requirements	199	3	9	35	53
12. Specialist credential	191	8	14	39	39
13. New and replace. teachers	196	6	9	28	57
14. Recent college preparation	194	4	12	29	55
15. Language Arts texts	197	1	8	34	57
16. Language Arts sequence	194	3	6	30	61
17. Reading texts	195	1	7	28	64
18. Reading sequence	196	1	7	26	66
19. Math texts	195	1	7	31	61
20. Math sequence	192	2	5	28	65
21. Music, all grades	195	2	8	29	61
22. Music, minimum/week	196	7	17	28	48
23. Phy. Ed., all grades	196	6	8	26	60
24. Phy. Ed., minimum/week	198	11	12	30	47
25. Science texts	192	7	11	34	48
26. Social Studies texts	193	8	11	37	44
27. Usage of mental aptitude	191	14	24	39	23
28. Usage of achievement	195	8	14	38	40
29. Usage of Diagnostic A	192	3	11	35	51
30. Usage of Diagnostic B	188	4	15	29	52
31. Facilities	196	8	16	33	43
32. Budget--book & periodicals	198	6	12	30	52
33. Budget--AV materials	191	5	13	35	47
34. Newspapers	196	13	23	31	33
35. Cataloging--AV materials	193	6	12	37	45
36. Cataloging--books	194	4	12	27	57
37. Librarian--qualifications	195	15	15	30	40
38. Librarian--schedule	185	11	17	36	36
39. Library Aide--schedule	188	12	21	36	31
40. Size of book collection	187	4	12	41	43
41. Magazines--number of titles	196	13	22	34	31

TABLE 5

## STATEWIDE RESULTS OF QUESTION 2 FROM QUESTIONNAIRE

Question 2: At What Level Is Your School or District Meeting This Standard?

	No. of Part.	1 Questionable	2 Accept with Reservation	3 Accept in General	4 Endorse Completely
1. Elem. prin. qualifications	195	6	20	20	54
2. Prin. qualifications should vary w/level of school	179	7	16	23	54
3. Prin. time for supv. should vary w/level of school	181	10	21	24	45
4. Time for supv.	186	13	19	22	46
5. Pupil/teacher ratio	192	2	9	23	66
6. Written goals & objectives	195	7	26	31	36
7. Total school evaluation	175	11	35	29	25
8. Instr. improve. & supv.	189	7	33	36	24
9. Handbook--teacher	193	11	12	21	56
10. Handbook--student/parent	197	11	12	24	53
11. Policy on addtl. prep.--insertion and course requirements	191	4	17	29	50
12. Specialist credential	183	7	15	37	41
13. New and replace. teachers	192	3	9	19	69
14. Recent college preparation	188	6	7	34	53
15. Language Arts texts	192	1	7	31	61
16. Language Arts sequence	189	2	9	33	56
17. Reading texts	188	1	5	27	67
18. Reading sequence	188	1	9	27	63
19. Math texts	188	0	7	29	64
20. Math sequence	185	1	8	28	63
21. Music, all grades	189	1	8	15	76
22. Music, minimum/week	191	3	16	18	63
23. Phy. Ed., all grades	190	4	9	18	69
24. Phy. Ed., minimum/week	187	6	13	23	58
25. Science texts	179	3	10	28	59
26. Social Studies texts	181	2	12	33	53
27. Usage of mental aptitude	169	5	22	42	31
28. Usage of achievement	172	3	16	35	46
29. Usage of Diagnostic A	193	2	18	31	49
30. Usage of Diagnostic B	177	6	19	35	40
31. Facilities	185	11	23	31	35
32. Budget--book & periodicals	189	5	14	25	56
33. Budget--AV materials	183	5	14	31	50
34. Newspapers	178	12	20	22	46
35. Cataloging--AV materials	190	11	17	25	47
36. Cataloging--books	188	8	8	21	63
37. Librarian--qualifications	180	20	23	19	38
38. Librarian--schedule	177	23	20	30	27
39. Library Aide--schedule	171	25	22	22	31
40. Size of book collection	202	4	27	27	42
41. Magazines--number of titles	203	9	25	25	41



of Questions 1 and 2 on the questionnaire. Again, the number of responses to each item are recorded.

The following section deals with the responses from the third part of the regional meetings on the accreditation of elementary standards in North Dakota--small group work. The data is a listing of selected verbatim responses to the seven questions presented to the small groups. The groups varied in size from region to region making it impossible to record a set number. The responses immediately follow each question.

The listing of the verbatim responses was collected by the intern in the following manner:

1. Responses were included from each of the regions
2. A yes or no answer was not recorded
3. An attempt was made to gather a variety of responses to each of the questions, and
4. An attempt was made in screening the group responses to record repeated responses to individual questions from the several regions.

Below are the selected verbatim responses from the group work:

1. Are there standards that should be added?
  - Change teacher/principal ratio.
  - Accreditation by building rather than district.
  - Improved standards for kindergarten teachers and establish standards for other pre-school teachers.
  - Library credentials should become the certification standard.
  - Each elementary school in the district should have its own rating--not tied to high school districts rating.
  - Credit should be given for extra programs such as art, special education kindergarten, librarian.
  - Teacher qualifications should remain high for all levels of accreditation, but more stringent rules could lead to closed schools, longer bus routes.

- The high schools, junior highs and elementary schools should be separated on levels of accreditation given.
  - Elementary schools should have separate accreditations.
  - Performance testing in grades 3 and 6 for advancement.
2. Degree of enforcement of standards?
- DPI should be helpful in working with districts to make every possible improvement toward meeting recommended standards.
  - Incentive payment from the foundation program should be provided for class 1 schools so that they must continue to meet the accepted standards.
  - Standards enforced.
  - They should be enforced but special considerations have to be made for declining enrollments and lack of finances.
  - Enforcements of standards should be applied to all schools.
  - Should be warning to upgrade standards if standards have dropped.
  - Relate foundation payment to the accreditation level of the school.
  - Different types of enforcement depending on the size of the school (small schools with money problems shouldn't have as strict requirements as larger schools with more money).
  - State Department assistance.
  - Extreme flexibility, because small schools can't afford to have all the skills for students to become self-motivated learners.
3. Penalties for lack of meeting standards?
- Publicize loss of accreditation. Probation period. Last resort--close school.
  - Recommendations should require specific reasonable improvement.
  - Incentive program possibly based upon payment of state funds. This does not mean to withhold state funds but to offer incentives based upon level of accreditation--higher the accreditation, higher the payments. One possible means might be to establish point system for items of "importance" in meeting levels standards. What is more important, teacher/pupil or newspapers?
  - Tie these standards to per pupil payments.
  - If there are penalties there should also be awards in Foundation payment if standards are met.
  - If school is non-accredited, no funding but no difference in pay in levels III, II, or I.
4. What should be the cycle of accreditation?
- Level I--every three years, Levels II, III and non-accredited--annually.
  - Every three years and in the spring of the year.
  - Every three years.
  - The cycle of accreditations should be continued at the seven year cycle with at least one self-evaluation in between those cycles.
  - Visitation from the State Department every three to five years.

- Basic self-evaluation study every three years plus one year for basic improvements in fourth year.
  - Should be every third year except where there are major deficiencies.
  - Annually--keeps us on our toes, but honesty should be stressed in reporting.
5. What type of flexibility needs to be built into the system?
- DPI should be helpful in working with districts to make every possible improvement toward meeting recommended standards.
  - On enrollment and whether or not it's a one-building system.
  - The accreditation criteria does not take into consideration the variances between rural and large city schools, such as pupil/teacher ratios, number of library books (volume), magazines, copyright dates, sequence of texts, "special ed" personnel.
  - There should be flexibility in difference in size of districts. Each school building and district rated on its own merits.
  - Schools should be able to request an accreditation change if significant changes have been made.
  - There is plenty of flexibility now--system seems satisfactory.
  - Schools shouldn't be classified by the level system. Instead, schools should be classified according to enrollment.
  - Each school should be accredited on its own merits, not on merits of district or high school.
6. What might be some alternative approaches to the accreditation process?
- There should be building accreditation instead of total school accreditation.
  - Accredited by building, not by district.
  - Start a cycle of visitations by the State Department.
  - Have principals association more involved in the accreditation process.
  - Send in forms every three to five years--then have a team come out and evaluate. The team should include one state department person, a few administrators, and they should evaluate other schools and not their own.
  - We are satisfied with it as it is.
7. Should a school self-evaluation be mandatory?
- Yes, but should be a staff and administration process.
  - No. This should be left up to the district.
  - A formal self-evaluation should be mandatory every five years. Informal self-evaluation should be continuous.
  - No, not mandatory, but highly recommended.
  - Yes, every five years, with some supportive resource people available.
  - We think a self-evaluation should be mandatory, but not



- necessarily a team visit, between the seven year cycle.
- Yes, but only every seven years.
- Definitely should be a self-evaluation but more frequent than every seven years.
- Should be mandatory for accreditation (McClure, 1978, p. 31).

### Resulting Recommendations

The following section contains the recommendations proposed to the panel as a result of the state-wide study of the accreditation standards for elementary schools in North Dakota. The proposed recommendations were:

1. The section, "Elementary School," of the Administrator's Manual 1973 for North Dakota Schools should be removed and bound separately. The new elementary manual should include a summary of standards and sample report forms in addition to the rules, regulations and complete set of standards used in the accreditation process.
2. Elementary schools should be accredited by individual buildings and not by the district. This change should go into effect one year after the revision of standards are completed. Special considerations should be given by the elementary division for those schools needing a longer period to comply.
3. The cycle of accreditation for elementary schools should be changed from a one year to a three year process using a long form. A short form would be used yearly to check major items or changes in the elementary school. It is suggested that regions 1-4 and 5-8 alternate the completing of the long form every three years, and complete the short form for the following two years.
4. The Annual Report form should be revised. This would include a long form for the three year cycle and a short form to be completed yearly (excluding the third year when the long form is complete) for the major items to be reviewed.
5. A school self-evaluation should become a part of the elementary school accreditation process. This evaluation should take place every seven years.
6. The updating of standards should be done every three years, following the seven to ten years, with complete review of standards used in the accreditation process.
7. The standard, "New and replacement of teachers" should be revised to include all teaching areas, including librarians.
8. Procedures and goals need to be established for using mental aptitudes (testing), answering such questions as, "Do we

- test all students; why; and what are the alternatives?"
9. It is recommended that an inservice program be established to deal with the accreditation process for new administrators and others needing or interested in such service. The inservice program should be conducted at the elementary principal's fall conference.
  10. Kindergarten teacher qualifications need to be broadened and strengthened. In addition, kindergarten teachers should be certified by the state department.
  11. Some considerations should be given to the feasibility of an elementary school guidance program.
  12. It is recommended that following the completion of accrediting schools by building, a major effort be made to reduce the number of non-accredited elementary schools in North Dakota (McClure, 1978, p. 46).

After the study on elementary accreditation was completed, the Department of Public Instruction selected an Elementary Accreditation Writing Panel. The panel was selected to review the data and recommendations from the study of the elementary accreditation standards and to present the Department with a revised list of recommendations for possible changes in the official accreditation standards for elementary schools in North Dakota.

The ten member accreditation writing panel was drawn from all levels of education but especially those involved at the elementary level, and included both public and non-public schools. The writer was selected to chair the accreditation writing panel. The following are those people who served on this panel.

Rod DeSautel, Continuing Education, U.N.D., Grand Forks  
 Wayne Granfor, Principal, Dorothy Moses School, Bismarck  
 Casper Greff, Instructor of Elementary Education, Mary College,  
 Bismarck  
 Eileen Mack, County Superintendent of Schools, Burleigh  
 County, Bismarck

Rick McClure, Intern, Department of Public Instruction,  
Grand Forks

Lois Olson, President, North Dakota County Superintendents'  
Association, Grafton

Alice Rosencrans, teacher, Jefferson Elementary School and  
member of Instruction and Professional Development Com-  
mission of NDEA, Minot

Herman Schafer, Principal, Christ the King and St. Joseph  
Elementary Schools, Mandan

Jerry Tooley, Superintendent, Lisbon Public Schools, Lisbon

Carol Wolf, teacher, Franklin Elementary School and member  
of Instruction and Professional Development Commission of  
NDEA, Jamestown

The Elementary Accreditation Writing Panel again held four scheduled sessions in March through June, 1978, to complete their task. The first session was used to review the study on elementary accreditation, which had recently been completed. The writing panel's agenda for the next two-day session was used to hear testimony from special groups which represented the elementary school. These groups included representatives from the areas of music, art, physical education, library, special education, counseling and guidance, and testing.

As a result of the work completed at these sessions, the writing panel completed a revised set of recommendations. The revised recommendations were to be presented, reviewed and discussed at the spring regional meetings of the North Dakota Association of Elementary School Principals. The following are the recommendations that were presented



for consideration at the spring meetings. The page numbers indicated in the recommendations were included for participants in referencing a mimeographed copy of the section "Elementary School", taken from the Administrative Manual 1973 for North Dakota Schools.

1. The section, "Elementary School," of the Administrative Manual 1973 for North Dakota Schools should be removed and bound separately. The new elementary manual should include a summary of standards and sample report forms in addition to the rules, regulations and complete set of standards used in the accreditation process. Standards/criteria for three levels of accreditation. Glossary of definitions/terms. Rationale for accreditation.
2. Elementary school units should be accredited by individual units and not by the district. This change should go into effect one year after the revision of standards are posted.
3. The cycle of accreditation for elementary schools should be changed from a one year to a three year process using a long form. A short form would be used yearly to check statutory stipulations. Individual schools will determine their own cycle of review.
4. The Annual Report form should be revised. Schools will be required to file a long form every three years but may file a long form when an improvement in the accreditation level is desired.
5. A total school evaluation involving a self-study and team visitation should become a part of the elementary school accreditation process. This evaluation should take place every six years.
6. The updating of the manual should be done every three years with a complete review of standards used in the accreditation process to be performed every nine years.
7. It is recommended that an inservice program be established to deal with the accreditation process for administrators and other school personnel concerned in accreditation.
8. Library Section.
  - A. Staff Preparation. (The Elementary School Manual, p. 27).
    - Level I - The Department of Public Instruction offers a credential, ME03, which is a library/audiovisual combination. This requires 16 semester hours of library science plus 6 semester hours of audiovisual education. We recommend the ME03 credential be required by 1985.
    - Level II - Same as Level I.
    - Level III - Minimum of 8 semester hours in basic library science courses; minor recommended, including AV preparation.

## B. Media Section.

## Staff Assignments:

- 0-399 One-fifth cert. Spec. and 1 full-time aide\*
- 400-999 One-half Spec. and 1 full-time aide\*
- 1000- Full-time Spec. and 1 full-time aide\*

C. Budget. (The Elementary School Manual, p. 29).

- Library books - \$4.50 per pupil
- Periodicals - .75 per pupil
- AV materials - 2.25 per pupil

## D. Newspapers.

- Level I - 1 daily paper
- Level II - 1 daily paper
- Level III - 1 local paper

\*The aide shall be trained in library cataloging and/or library administration and organization, so as to assist with cataloging, library records and circulation. The aide may be trained by a certificated library/media specialist or through appropriate college or university courses.

## 9. Special Education Supplement.

## Suggestions:

(Page 1) Special education provides for educating the handicapped and gifted students. Each school district must meet the special educational needs of its handicapped students by developing appropriate programs in the district or by cooperating or contracting with other districts or facilities. School districts may program for gifted and talented students and qualify for special education reimbursement under the North Dakota special education law (Guide I: Laws, Policies and Regulations for Special Education of Exceptional Students).

## 10. Instructional Program.

(Page 23, T 1) Science and social studies will be included in the sequence.

(Page 24, T 2) A sequential general music program should be offered to each elementary student in North Dakota. It is recommended that music be offered for at least 90 minutes per week.

(Page 24, T 3) A sequential general physical education program should be offered to each elementary student in North Dakota. It is recommended that physical education be offered at least 60 minutes per week, with 30 minutes of free play for grades K through 2, and 90 minutes per week for grades 3 through 6.

(Page 24, T 4) Art should be presented and/or integrated into the elementary curriculum for a minimum of 45 minutes per week.

## 11. (Page 3, F 1) Maximum Enrollment.

1. One grade--K through 3, 25; 4 through 6, 30.

(Page 3, F 3)

3. Three or more grades--20 pupils. However, any classrooms

with more than two grade levels is cited with the following statement: This situation makes it exceedingly difficult for full development of each subject at each grade level.

12. (Page 19, F) Guidance and Counseling.
- |                          | <u>Preparation</u>  | <u>Time/assignment</u>  |
|--------------------------|---|---|
| Level I                  | Credentialed.   | 1. Full-time counselor per 1500 pupils by 1982/prorata less than, i.e., 750 pupils, one-half time; 500 pupils, one-third time. (No more than four school districts may share counselor in meeting above ratio).<br>2. For K through 12 or 1 through 12 guidance programs, one counselor for 600 students with no more than 5 districts sharing services (prorata less, e.g., 100 students for K through 12 would require one hour per day of counseling services). Same as Level I. |
| Level II                 | Working toward credential with one-half of hours completed. | Same as Levels I and II.  |
| Level III                | Designate (8 semester hours).                               | Same as Levels I and II.  |
| Graded and Rural Schools |   | A regular classroom teacher can be assigned as a designate (8 semester hours) with no release time required.  |
13. (Page 21) Delete Ability section.
14. (Page 22, third paragraph) A procedure for handling specialized testing should be established. The administration is responsible for making the arrangements and conducting the follow-through. Early entrance testing procedures must be submitted to the State Office of Public Instruction for approval.
15. (Page 24, U 2) Deleted. (Elementary Accreditation Writing Panel, 1978).

During the months of March and April, 1978, the revised recommendations were presented to the participants at the eight regional meetings of the North Dakota Association of Elementary School Principals.



It should be noted that there was no additional data collected from the participants at these meetings. The following procedure was conducted by a member of the writing panel present at the spring regional meetings:

1. A copy of the fifteen revised recommendations was given to all participants for their review.
2. A writing panel member presented a detailed explanation of each revised recommendation.
3. Small groups were formed and the participants were asked to write specific reactions to any or all of the revised recommendations.
4. The reactions were collected and the data was organized by the member of the writing panel present at the meeting. Reactions were summarized for each of the revised recommendations and prepared for presentation to the elementary accreditation writing panel.

After the completion of the spring regional meetings of the North Dakota Association of Elementary School Principals, a final two-day session was scheduled in early June, 1978, for the writing panel to review the reactions of the eight regional meetings. After reviewing the feedback from the regional meetings the panel was to write a final draft of recommendations to be submitted to the Department of Public Instruction for their consideration for changes in the North Dakota elementary accreditation standards.

On June 8, 1978, at 9:00 a.m., the Elementary Accreditation Writing Panel reconvened with all members present to complete their final task. Each recommendation was individually reviewed by the panel and acted upon before another recommendation was considered. During

the discussion of each revised recommendation the panel members who conducted the regional meetings were asked to share the reactions they received at the meetings.

The most difficult topic of discussion for the panel was the library recommendation. The difficulty came in trying to comply with the NCA in an effort to make the standard more realistic for North Dakota schools. The writing panel had previously recommended a reduction in the library standards based on the NCA recommendations in the area of staffing assignments. The State Librarians and their Association responded with many letters of disapproval regarding the recommendations of the panel. As a result of the responses and concerns expressed at the spring regional meetings, the library recommendation was revised and the standards strengthened by the writing panel.

The following is the final set of revised recommendations that was submitted to the North Dakota State Department of Public Instruction in June, 1978. If approved by the Department, the revised standards will take effect on September 1, 1979.

1. The section, "Elementary School," of the Administrative Manual 1973 for North Dakota Schools should be removed and bound separately. The new elementary manual should include a summary of standards and sample report forms in addition to the rules, regulations and complete set of standards used in the accreditation process. Standards/criteria for three levels of accreditation. Glossary of definitions/terms. Rationale for accreditation.
2. Elementary school units should be accredited by individual units and not by the district. This change should go into effect one year after the revision of standards are posted.
3. The cycle of accreditation for elementary schools should be changed from a one year to a three year process using a long form. A short form would be used yearly to check



- statutory stipulations. Individual schools will determine their own cycle of review.
4. The Annual Report form should be revised. Schools will be required to file a long form every three years but may file the long form when an improvement in the accreditation level is desired.
  5. A total school evaluation involving a self-study and team visitation should become a part of the elementary school accreditation process. This evaluation should take place at least once every seven years.
  6. The updating of the manual should be done every three years with a complete review of standards used in the accreditation process to be performed every nine years.
  7. It is recommended that an inservice program be established to deal with the accreditation process for administrators and other school personnel concerned in accreditation.
  8. Library Section.
    - A. Staff Preparation. (The Elementary School Manual, page 27).
      - Level I - An appropriate media credential will be required by 1985.
      - Level II - Same as Level I.
      - Level III - Minimum of 8 semester hours in basic library science courses; minor recommended, including AV preparation.
    - B. Media Section.
 

State Assignments:

Level I

Up to 399	Half-time cred. spec. and half-time clerk.
400 - 999	One full-time cred. spec. and full-time clerk.
1000 -	One full-time cred. spec. and two full-time clerks.

Level II

Up to 399	One-third time cred. spec. and two-thirds time clerk.
400 - 999	Half-time cred. spec. and half-time clerk.

Level III\*

Up to 399	One-fifth time qualified librarian and half-time clerk.
400 - 999	One-third time qualified librarian and full-time clerk.

\*Graded and rural schools. Release time not required. Clerk recommended.

We recommend that the Department of Public Instruction and the North Dakota School Librarian's Association develop the training program for the clerk position and the schedule for its implementation.
    - C. Budget. (The Elementary School Manual, page 29). Library books, periodicals, and AV materials: purchase of additional media materials shall be \$7.50 per pupil, per year, exclusive of maintenance costs.
    - D. Newspapers.



- Level I - 1 daily paper
- Level II - 1 daily paper
- Level III - 1 local paper

9. Special Education Supplement.

Suggestions:

(Page 1) Special education provides for educating the handicapped and gifted students. Each school district must meet the special educational needs of its handicapped students by developing appropriate programs in the district or by cooperating or contracting with other districts or facilities. School districts may program for gifted and talented students and qualify for special education reimbursement under the North Dakota special education law (Guide I: Laws, Policies and Regulations for Special Education of Exceptional Students).

Others:

(Page 2, D 5) Teachers in special education must qualify as outlined in Guide I: Laws, Policies and Regulations for Special Education of Exceptional Students (DPI, Bismarck, ND).

(Page 3, D 6) Information on teaching exceptional children should be a part of an annual inservice program.

(Page 4, C 1) Goals of the school shall be democratically evolved through appropriate participation of professionals and lay people who are sensitive to, and interested in the need of the pupils it serves and the communities involved.

(Page 5, I 2) By September, 1980, all handicapped students must receive appropriate special education arranged by the school board.

10. Instructional Program

(Page 23, T 1) Science and social studies will be included in the sequence.

(Page 24, T 2) A sequential general music program should be offered to each elementary student in North Dakota. It is recommended that music be offered for at least 90 minutes per week.

(Page 24, T 3) A sequential general physical education program should be offered to each elementary student in North Dakota. It is recommended that physical education be offered at least 60 minutes per week and supervised free play of 30 minutes per week for grades K - 2; 90 minutes of instructional physical education per week for grades 3 - 6.

(Page 24, T 4) Art should be presented and/or integrated into the elementary curriculum for a minimum of 45 minutes per week.

11. (Page 3, F 1) Maximum Enrollment.  
One grade, K - 3, maximum enrollment of 25; 4 - 6, maximum enrollment of 30.

(Page 3, F 3)

For three or more grades, a maximum enrollment of 20 pupils. However, any classroom with more than two grade levels is cited with the following statement: This situation makes it exceedingly difficult for full development of each subject at each grade level.

12. (Page 19, P) Guidance and Counseling.

<u>Level</u>	<u>Preparation</u>	<u>Time/assignment</u>
I	Credentialed	1. Full-time counselor per 1500 pupils by 1982/prorata less than, i.e., 750 pupils, half-time; 500 pupils, one-third time. (No more than four school districts may share counselor in meeting above ratio). 2. For K-12 or 1-12 guidance programs, 1 counselor for 600 students with no more than 5 districts sharing services (prorata less, e.g., 100 students for K-12 should require 1 hour per day of counseling services). Same as Level I.
II	Working toward credential with half of hours completed.	
III	Designate (8 semester hours).	Same as Levels I and II.
Graded and Rural schools		A regular classroom teacher can be assigned as a designate (8 semester hours) with no release time required.

13. (Page 21) Delete "Ability" section.  
14. (Page 22, third paragraph) A procedure for handling specialized testing should be established. The administration is responsible for making the arrangements and conducting the follow-through. Early entrance testing procedures must be submitted to the State Office of Public Instruction for approval.  
15. (Page 24, U 2) Deleted.  
16. A. Elementary Principal.

<u>Level I</u>	3-9 classrooms--half-time principal
	10 or more--full-time principal
<u>Level II</u>	3-5 classrooms--5 hours per week
	6-9 classrooms--half-time principal

10 or more--full-time principal  
Level III  
3 or more classrooms--3 hours per week (Elementary  
Accreditation Writing Panel, 1978).

COMPARISONS OF ELEMENTARY SCHOOL STANDARDS

North Dakota's Elementary Standards Compared  
with Central Accrediting Agency's Standards

Chapter III deals with the comparison of North Dakota's  
standards to NCA's standards. The comparison of North  
Dakota's standards to four other states' standards will also be covered  
in this chapter.

The writer used North Dakota's standards as outlined in the  
Executive Manual 1971 for North Dakota Schools in comparison with  
standards as outlined in the Policies and Standards for the  
Accrediting of Elementary Schools (1974-1977). It should be noted that the  
North Dakota elementary standards and selected portions of the NCA's  
standards are being reviewed for possible revision.

The data in Table 4 indicates that the NCA's standards are  
above, equal to, or below those of North Dakota. The writer has provided  
a summary of the present North and North Dakota elementary standards  
(Appendix C) for the reader's use.

In comparing the standards, the writer used the following  
criteria for the ranking of the two other states' standards as  
those of North Dakota. The interpretation of all the North Dakota, NCA,  
and four states' standards were in their original form as they were  
at the time the NCA and the other four states' standards were



## CHAPTER III

### COMPARISONS OF ELEMENTARY SCHOOL STANDARDS

#### North Dakota's Elementary Standards Compared To North Central Association's Elementary Standards

Chapter III deals with the comparison of North Dakota's accreditation standards to NCA's standards. The comparisons of North Dakota's standards to four other states' standards will also be considered in this chapter.

The writer used North Dakota's standards as outlined in the Administrative Manual 1973 for North Dakota Schools in comparison with NCA's standards as outlined in the Policies and Standards for the Approval of Elementary Schools 1976-1977. It should be noted that the North Dakota elementary standards and selected portions of the NCA's standards are being reviewed for possible revision.

The data in Table 6 indicates that the NCA's standards are above, equal to, or below those of North Dakota. The writer has provided a summary of the present forty-one North Dakota elementary standards (Appendix C) for the reader to use.

In comparing the standards, the writer used the following criteria for the ranking of NCA and the four other states' standards to those of North Dakota. The interpretation of all the North Dakota, NCA, and four states' standards used in this section was made by the writer.

1. All the NCA and the other four states' standards were

TABLE 6

NORTH DAKOTA'S ELEMENTARY ACCREDITATION STANDARDS COMPARED TO  
NORTH CENTRAL ASSOCIATION'S ELEMENTARY ACCREDITATION STANDARDS

North Dakota's Standards	NCA's Standards			
	ABOVE	EQUAL TO	BELOW	N/A
1. Elem. prin. qualifications		X		
2. Prin. qualifications should vary w/level of school		X		
3. Prin. time for supv. should vary w/level of school				
4. Time for supv.	X			
5. Pupil/teacher ratio	X			
6. Written goals & objectives	X			
7. Total school evaluation	X			
8. Instr. improve. & supv.		X		
9. Handbook--teachers				X
10. Handbook--student/parent				X
11. Policy on addtl. prep.--insertive and course requirements		X		
12. Specialist credentials		X		
13. New and replace. teachers		X		
14. Recent college preparation		X		
15. Language Arts texts				X
16. Language Arts sequence				X
17. Reading texts				X
18. Reading sequence				X
19. Math texts				X
20. Math sequence				X
21. Music, all grades				X
22. Music, minimum/week				X
23. Phy. Ed., all grades				X
24. Phy. Ed., minimum/week				X
25. Science texts				X
26. Social Studies texts				X
27. Usage of mental aptitude		X		
28. Usage of achievement				X
29. Usage of Diagnostic A				X
30. Usage of Diagnostic B		X		
31. Facilities				X
32. Budget--book & periodicals				X
33. Budget--AV materials				X
34. Newspapers				X
35. Cataloging--AV materials				X
36. Cataloging--books		X		
37. Librarian--qualifications	X			
38. Librarian--schedule				X
39. Library Aide--schedule			X	
40. Size of book collection				X
41. Magazines--number of titles				X
TOTAL	6	10	1	24

compared to North Dakota's standards as provided for in the Administrative Manual 1973 for North Dakota Schools.

2. The NCA and the four states' standards were rated above North Dakota when they appeared to be higher than North Dakota's standards.

3. The NCA and four states' standards were rated equal to North Dakota's standards when they appeared approximately the same as North Dakota's standards.

4. The NCA and four states' standards were ranked below North Dakota's standards when they appeared to be lower than North Dakota's standards.

5. The North Dakota, NCA, or the four states' standards that were not comparable or not applicable were charted as N/A.

6. All the other states used in the comparison of standards are in the NCA region.

7. Only those standards relating to elementary schools were used.

The data in Table 6 presents the results of the NCA standards that were compared to North Dakota. Of the seventeen NCA standards that were compared to North Dakota, six were ranked above North Dakota, ten were ranked equal to, and one was ranked below that of North Dakota.

North Dakota Elementary Standards Compared to Four States  
Within the North Central Association Region

The standards of four states were compared to those of North Dakota. The same criteria were used in comparing these states' standards to North Dakota standards as were used when comparing the NCA's standards.



The four states were: Kansas, Nebraska, Oklahoma and South Dakota. All of these states are in the NCA's region.

The first state's standards compared to the NCA's were those of Kansas (Table 7). The Kansas standards were taken from Bulletin 301; Rules, Regulations, Standards, and Procedures for Accrediting Elementary Schools (1977). Of the eleven Kansas standards compared to North Dakota, four were found to be below, seven were equal to, and none were found to be above the North Dakota standards.

The second state's standards to be compared to North Dakota was Nebraska. The Nebraska standards were found in Regulations and Procedures for Approving the Continued Legal Operation of All Schools and the Opening of New Schools; Rule 14, Revised (1976). There was a total of twenty standards that were compared to those of North Dakota. Of the twenty, five were found to be below, eleven were equal to, and four were found to be above the North Dakota standards (Table 8).

Oklahoma was the third state in which comparisons were made with the standards of North Dakota (Table 9). The Oklahoma standards were found in the Annual Bulletin for Elementary and Secondary Schools (Administrators' Handbook) (1976). There was a total of ten standards to compare with North Dakota's. Two of Oklahoma's standards were found to be below North Dakota's, eight were found to be equal to, and none were found to be above.

The fourth state's standards to be reviewed were those of South Dakota (Table 10). South Dakota's standards were found in the 1974 Administrative Rules of South Dakota (1974). There was a total of fifteen South Dakota standards, in which five were found to be below,

TABLE 7

NORTH DAKOTA'S ELEMENTARY ACCREDITATION STANDARDS COMPARED TO  
KANSAS' ELEMENTARY ACCREDITATION STANDARDS

North Dakota's Standards	Kansas' Standards			
	ABOVE	EQUAL TO	BELOW	N/A
1. Elem. prin. qualifications		X		
2. Prin. qualifications should vary w/level of school			X	
3. Prin. time for supv. should vary w/level of school		X		
4. Time for supv.		X		
5. Pupil/teacher ratio		X		
6. Written goals & objectives				X
7. Total school evaluation				X
8. Instr. improve. & supv.				X
9. Handbook--teacher				X
10. Handbook--student/parent				X
11. Policy on addtl. prep.--in-service and course requirements				X
12. Specialist credential				X
13. New and replace. teachers		X		
14. Recent college preparation				X
15. Language Arts texts				X
16. Language Arts sequence				X
17. Reading texts				X
18. Reading sequence				X
19. Math texts				X
20. Math sequence				X
21. Music, all grades				X
22. Music, minimum/week				X
23. Phy. Ed., all grades				X
24. Phy. Ed., minimum/week				X
25. Science texts				X
26. Social Studies texts				X
27. Usage of mental aptitude				X
28. Usage of achievement				X
29. Usage of Diagnostic A				X
30. Usage of Diagnostic B			X	
31. Facilities				X
32. Budget--book & periodicals				X
33. Budget--AV materials				X
34. Newspapers		X		
35. Cataloging--AV materials		X		
36. Cataloging--books			X	
37. Librarian--qualifications				X
38. Librarian--schedule				X
39. Library Aide--schedule			X	
40. Size of book collection				X
41. Magazines--number of titles				X
TOTAL	0	7	4	30



TABLE 8

NORTH DAKOTA'S ELEMENTARY ACCREDITATION STANDARDS COMPARED TO  
NEBRASKA'S ELEMENTARY ACCREDITATION STANDARDS

North Dakota's Standards	Nebraska's Standards			
	ABOVE	EQUAL TO	BELOW	N/A
1. Elem. prin. qualifications		X		
2. Prin. qualifications should vary w/level of school		X		
3. Prin. time for supv. should vary w/level of school		X		
4. Time for supv.				X
5. Pupil/teacher ratio		X		
6. Written goals & objectives	X			
7. Total school evaluation				X
8. Instr. improve. & supv.	X			
9. Handbook--teacher	X			
10. Handbook--student/parent	X			
11. Policy on addtl. prep.--insertion and course requirements				X
12. Specialist credential				X
13. New and replace. teachers		X		
14. Recent college preparation				X
15. Language Arts texts				X
16. Language Arts sequence			X	
17. Reading texts				X
18. Reading sequence			X	
19. Math texts				X
20. Math sequence			X	
21. Music, all grades		X		
22. Music, minimum/week			X	
23. Phy. Ed., all grades		X		
24. Phy. Ed., minimum/week				X
25. Science texts		X		
26. Social Studies texts				X
27. Usage of mental aptitude		X		
28. Usage of achievement				X
29. Usage of Diagnostic A				X
30. Usage of Diagnostic B				X
31. Facilities				X
32. Budget--book & periodicals				X
33. Budget--AV materials				X
34. Newspapers		X		
35. Cataloging--AV materials		X		
36. Cataloging--books				X
37. Librarian--qualifications				X
38. Librarian--schedule				X
39. Library Aide--schedule				X
40. Size of book collection			x	
41. Magazines--number of titles				
TOTAL	4	11	5	21



TABLE 9

NORTH DAKOTA'S ELEMENTARY ACCREDITATION STANDARDS COMPARED TO  
OKLAHOMA'S ELEMENTARY ACCREDITATION STANDARDS

North Dakota's Standards	Oklahoma's Standards			
	ABOVE	EQUAL TO	BELOW	N/R
1. Elem. prin. qualifications		X		
2. Prin. qualifications should vary w/level of school		X		
3. Prin. time for supv. should vary w/level of school		X		
4. Time for supv.				X
5. Pupil/teacher ratio			X	
6. Written goals & objectives		X		
7. Total school evaluation				X
8. Instr. improve. & supv.				X
9. Handbook--teacher				X
10. Handbook--student/parent				X
11. Policy on addtl. prep.--in-service and course requirements				X
12. Specialist credential				X
13. New and replace. teachers		X		
14. Recent college preparation				X
15. Language Arts texts				X
16. Language Arts sequence				X
17. Reading texts				X
18. Reading sequence				X
19. Math texts				X
20. Math sequence				X
21. Music, all grades				X
22. Music, minimum/week				X
23. Phy. Ed., all grades		X		
24. Phy. Ed., minimum/week			X	
25. Science texts				X
26. Social Studies texts				X
27. Usage of mental aptitude				X
28. Usage of achievement				X
29. Usage of Diagnostic A				X
30. Usage of Diagnostic B				X
31. Facilities		X		
32. Budget--book & periodicals		X		
33. Budget--AV materials				X
34. Newspapers				X
35. Cataloging--AV materials				X
36. Cataloging--books				X
37. Librarian--qualifications				X
38. Librarian--schedule				X
39. Library Aide--schedule				X
40. Size of book collection				X
41. Magazines--number of titles				X
TOTAL	0	8	2	31

TABLE 10

NORTH DAKOTA'S ELEMENTARY ACCREDITATION STANDARDS COMPARED TO  
SOUTH DAKOTA'S ELEMENTARY ACCREDITATION STANDARDS

North Dakota's Standards	South Dakota's Standards			
	ABOVE	EQUAL TO	BELOW	N/A
1. Elem. prin. qualifications		X		
2. Prin. qualifications should vary w/level of school				X
3. Prin. time for supv. should vary w/level of school			X	
4. Time for supv.		X		
5. Pupil/teacher ratio	X			
6. Written goals & objectives	X			
7. Total school evaluation				X
8. Instr. improve. & supv.				X
9. Handbook--teacher				X
10. Handbook--student/parent				X
11. Policy on addtl. prep.--insertive and course requirements				X
12. Specialist credential				X
13. New and replace. teachers		X		
14. Recent college preparation				X
15. Language Arts texts				X
16. Language Arts sequence		X		
17. Reading texts				X
18. Reading sequence		X		
19. Math texts				X
20. Math sequence		X		
21. Music, all grades		X		
22. Music, minimum/week				X
23. Phy. Ed., all grades				X
24. Phy. Ed., minimum/week				X
25. Science texts				X
26. Social Studies texts				X
27. Usage of mental aptitude				X
28. Usage of achievement				X
29. Usage of Diagnostic A				X
30. Usage of Diagnostic B				
31. Facilities		X		
32. Budget--book & periodicals			X	
33. Budget--AV materials			X	
34. Newspapers				X
35. Cataloging--AV materials				X
36. Cataloging--books		X		
37. Librarian--qualifications		X		
38. Librarian--schedule				X
39. Library Aide--schedule				X
40. Size of book collection				X
41. Magazines--number of titles				X
TOTAL	2	10	3	26



eight were equal to, and two were found to be above the standards of North Dakota.

To further analyze the data in this chapter, the following observations about NCA and the four states' standards are offered:

1. NCA had the greatest number of standards ranked above and the least number of standards ranked below North Dakota.
2. The majority of neighboring states' standards were ranked equal to those of North Dakota.
3. A typical standard that ranked above North Dakota's standard was "Written Goals and Objectives."
4. Typical standards that ranked below North Dakota's standards were in the Media section, numbers thirty-one through forty-one of the North Dakota standards.
5. The majority of the states, along with NCA, use the word "shall" in stating standards, while North Dakota uses the word "should". Shall implies that there is no option whereas should implies that it is only a recommendation.
6. In addition to the minimum standards, NCA has a progress criteria which provides direction or objectives for those schools that meet or exceed the minimum standards. North Dakota does not have a procedure similar to this in its accrediting program.
7. The standards that seemed to be lacking at the elementary level in North Dakota were in the area of "Pupil Personnel Services". The NCA and the four states used in the comparison have provided for these services in their standards.



## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

In this study, it was the writer's intent to trace the roots and development of accreditation in North Dakota, especially as it relates to the elementary school. To aid the writer in this process, several sources were used including the North Dakota State School Manuals from 1900 through 1973. In addition, a state study was conducted by regions on the current elementary school standards used by the North Dakota State Department of Public Instruction in accrediting elementary schools. In further examination, the North Dakota standards were compared to the North Central Association's elementary standards and four neighboring states' elementary standards.

#### Conclusions

The data gathered in this study are based on the input of a wide variety of participants. The participants brought different points of view, experiences, educational background, and personal bias to the task of making evaluative input regarding the accreditation standards used in North Dakota. The writer has made an effort to report the data objectively but the data itself are as subjective as the input of the participants. The data, based on its somewhat subjective nature, suggests the conclusions listed below.

1. The accreditation of elementary schools is expanding and is needed for the improvement of school programs.

2. The recent changes in elementary school accreditation in North Dakota, along with the 1975 inclusion of elementary schools accreditation by the North Central Association, suggest that accreditation at the elementary level is becoming as important as accreditation at the high school level.

3. Regions 1, 5, and 7 consistently had the highest percentage of OKs for each of the forty-one standards in the questionnaire. Apparently, these particular regions wanted the present standards to remain the same. These attitudes may be reflected for the following reasons: lack of finances, lack of district support or planning.

4. Regions 4 and 6 consistently had the lowest percentage of OKs for each of the forty-one standards in the questionnaire. This may suggest that these particular regions were more interested in a change in the present North Dakota standards. This attitude may prevail for a number of reasons: the presence of larger schools, unlimited financial support, support and long-range planning from the local district.

5. The highest range between the region's OK percentage was forty-nine and the lowest percentage was fourteen. This suggests that there is a large range of difference in acceptance or ability to meet some of the standards between regions.

6. The greatest number of schools in North Dakota is accredited at either Level III or non-accredited. This suggests that there needs to be more encouragement and assistance by the Department of Public

Instruction to meet state standards.

7. There is a need for stronger penalties for schools which fail to meet the standards. These penalties may help to reduce the number of Level III and non-accredited schools in North Dakota.

8. The accreditation of elementary schools should not be an annual process. This process should be completed every three years in order to give the Department of Public Instruction more time to provide other professional services that are needed by elementary schools. It would also give the elementary schools a longer period of time to make improvement in weak areas of accreditation.

9. A total school evaluation should become mandatory. This process should take place every seven years, as recommended by the North Central Association. This process should include a self-study of the elementary school's entire program, followed by a team visitation, which would be made up of selected administrators, teachers, and state department personnel.

10. There is a need for the recommended changes in elementary accreditation made by a recent writing panel in this study because these recommendations would give the State Department, as well as local districts, an opportunity to see how elementary schools in the state are meeting the standards. In addition, these recommendations would provide the elementary schools with some needed direction for the improvement of instruction.

11. The North Dakota elementary standards are generally equal to or above the four other states' standards compared in this study. This suggests that the elementary standards in North Dakota are basically



sound and are in tune with other states within the North Central Association's region.

12. Several of the North Central Association's standards for elementary schools were above the North Dakota standards, but the majority were equal to those of North Dakota. This suggests that some of the North Dakota elementary standards for accreditation need to be upgraded to be in accordance with those of the North Central Association. Also this would aid future elementary schools that may want to be accredited by the North Central Association.

#### Recommendations

Based on the data and information gathered in this study, the following recommendations are offered for consideration.

1. A further study on accreditation is needed to determine the effects of district accreditation versus building accreditation.
2. A study is needed to measure the attitudes of teachers in accredited schools versus those teachers' attitudes in non-accredited schools to determine if the teachers' attitudes are affected by the qualifications.
3. There is a need to investigate whether or not school improvement is taking place as a result of the accreditation process in North Dakota schools.
4. In 1975, the North Central Association approved the accreditation of elementary schools. It is recommended that a study be done to evaluate the effect of this change on the quality of educational opportunity provided by North Dakota elementary schools.

5. A study is needed to determine if there are specific regional needs in North Dakota in the area of accreditation.

6. It is recommended that the North Dakota State Department of Public Instruction approve and adopt the sixteen elementary accreditation recommendations offered by the Elementary Accreditation Writing Panel in June, 1978, for improvement in the accreditation of elementary schools in North Dakota.





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