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Countenance Model Evaluation of A Non-Graded School: Basis for Program Sustainability

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A B S T R A C T

This study evaluated the non-graded system as applied in a school in UST Angelicum College. The school understudy is a Catholic and Dominican school that has offered a non-graded education system since 1972. A non-graded school's key element is removing grade designation's identity, allowing students to progress at their pace with no set time for when they move on. Authentic assessments replace letter or number grades. The evaluative research utilized the Stake's Countenance Model of Evaluation. This model describes and judges what is being evaluated under the three stages of implementation: antecedents, transactions, and outcomes. Data were collected and analyzed based on the descriptive and judgment matrices of the model. The study participants were lay administrators, learning facilitators, enrolled learners from YS 5 to YS 11, parents of currently enrolled learners from YS 2 to YS 11, and former facilitators of the school. An array of multiple instruments was used in each stage of program implementation for evaluation. Following the collection of qualitative and quantitative data, the data was analyzed using the countenance model. Intents and data observations and standards of judgment were then organized for each implementation stage of a matrix to determine the congruence of the data's intents and observations to the school practice. The study's findings revealed a satisfactory congruence in the three stages of implementation: antecedents, transactions, and outcomes. Based on these findings, a re-imagination of the Angelicum System is proposed. This can serve as the institutional model to follow in carrying out the school's unique system and ensure that congruence between the school's intents and practices is preserved through the years. The strategic plan is likewise recommended to be utilized for the next five years to ensure a comprehensive development, management, and sustainability of the redefined key priorities of a non-graded school. Further studies on the achievement effects of the non-graded system, teaching approaches in a non-graded classroom, and non-graded education reforms may be conducted to improve and expand the essential features of a non-graded system that other academic institutions may adopt.

Keywords: *Countenance Evaluation, Program Sustainability, Nongraded Education, School Management.*

INTRODUCTION

Globalization has had a profound effect on education, leading to changes that have rippling effects in the global scenario. Traditional educational systems have been challenged by rapid technological advancements, at-risk youth, drop-out rates, lifestyle changes, and natural disasters. To address these, one must abandon traditional views of education and prioritize teaching over learning. Lerner (2009) emphasized the importance of an educational institution being flexible enough to accommodate a child's developmental stage. The educational system in the Philippines has been evolving in ways that deviate from the traditional Grade System of Education.

The pandemic has highlighted the need to look into educational systems that will make educational institutions pandemic-proof or resilient. One of the pioneers in introducing an alternative education model is the UST Angelicum College, Quezon City, which operates with a non-graded and self-paced system of education. This system allows students to progress at their pace with no set time for when they move on. The non-graded system of education seeks to disrupt the Westernized traditional educational model. UST Angelicum College, founded by Rev. Fr. Rogelio Alarcon, O.P., sets an institutional core ideology of doing what is best for each learner. The school's system is non-graded, self-paced/ individualized learning, nurturing the uniqueness of each learner, and learner-centered. The Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) has granted UST Angelicum College Level III accreditation, but no formal evaluation has been done from an educational perspective. Program evaluation is the process of determining the worth of a program by gathering data to assess its value or authenticity.

This study aimed to evaluate the UST Angelicum College's non-graded system, using Stake's (1967) Countenance Model of Evaluation. It used two objectives - description and judgment - to determine the strengths and weaknesses of the program. This research was essential as research in non-graded education has been limited in the last decade. It may answer questions about the philosophy, align the system's relevance to state policies, and address current issues of learning interruption.

The Non-Graded System of Education

The non-graded system teaches children of different ages and ability levels together, without dividing them into steps labeled by grade designations. It is predicated on the premise that when artificial and irrational barriers are removed, children learn best and teachers teach best. The system originated in the 1700s in the one-room schoolhouse, where one teacher would teach a class of students of varying ages and learning abilities, and varied instruction was used to address the learners' diverse needs. Robert H. Anderson argues that a one-room schoolhouse is an accidental prototype of non-gradedness, that serves children well. During the Industrial Revolution (1760-1820), the methods by which learners acquired mastery and learning changed.

Horace Mann established student age groups in 1843, and ability grouping became popular in the 1920s, 1960s, and 1970s. However, the graded system has never worked due to its artificial nature. John Dewey believed that graded schools had become too "machine-like" and school administrators promoted and the public accepted the "school as factory" model during the efficiency-focused industrialization era. Schools still use the same terminology as factories. Academic scholars have begun to unpack the concept of schooling as a means of decoding the fundamental problems it causes.

In 1959, John Goodlad and Robert Anderson published The Nongraded School, which

challenged and exposed the flaws of the graded movement by compiling documents on the differences between the same students in terms of intellect, emotion, and physical growth. Ten years after its publication, thousands of school districts implemented the non-graded philosophy. Pavan's principles of non-gradedness are six clusters: goals of schooling, organization, curriculum, instruction, and assessment. The goals of schooling are to develop self-directed, autonomous individuals, the organization is adaptable, the curriculum is broad thematic units, teachers are facilitators of learning, and assessment is continuous, cooperative, and comprehensive.

Stake's Countenance Model of Evaluation

This study employed Robert Stake's countenance evaluation model. Gredler (1996) provided an example of a utilitarian evaluation model, while Fitzpatrick, Sanders, and Worthen classify it as a participant-oriented evaluation approach (2004). Ornstein and Hunkins classified it as a scientific-modernist evaluation model in 2017. Stake invented the term "responsive evaluation" to describe a technique for determining the effectiveness of educational programs in the 1970s. Responsive models are naturalistic in nature, emphasizing the importance of comprehending the program in its natural environment.

Stake created a matrix system with stages of antecedents, transactions, and outcomes, observation as the process of recording conditions, analysis as standard actualization, and decisions with follow-up or recommendations to establish an evaluation structure. Description and decision are the two primary components of countenance evaluation. Decisions are made by descriptively applying the standard to the data.

Stake's Countenance Model of Evaluation fits within the paradigm of antecedents, processes, and outcomes. Program evaluations should include a thorough description of the program, judgments about its strengths and weaknesses, and recommendations. The rationale for the program should be the first step, used to determine which reference groups to include in the study and whether the program's components form a coherent whole. Stake built the model on two matrices:

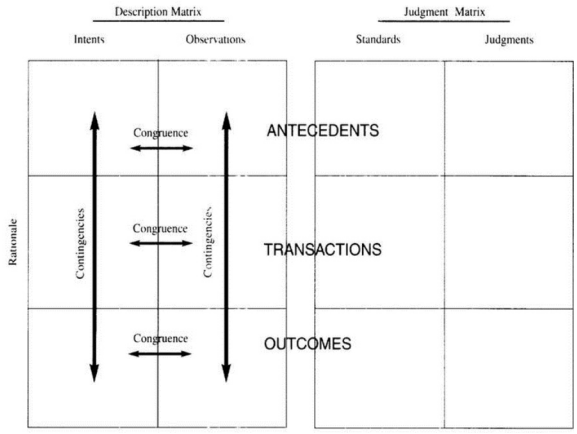

Figure 1. Stake's layout of statements
(Source: Kaya, 2018, p. 25)

The Countenance model distinguished between the evaluator's descriptive and judgmental acts in three stages of an educational program: antecedents, transactions, and outcomes. Antecedents are pre-instruction conditions that can be linked to outcomes, while transactions are classroom activities that pertain to the teaching and instruction process. Outcomes refer to student achievement, stakeholder evaluations of the school, and the curriculum's impact on administrators, teachers, students, and parents. Stake classified descriptive acts based on their intention or observation, while judgmental acts are classified according to whether they pertain to the standards upon which judgments are based or to the judgments themselves. He recommended that the judgmental criteria used in educational evaluations be described as plainly as possible.

Theoretical Framework

Carol Ann Tomlinson's differentiation, which is

is a way of thinking about teaching and learning rather than a uniform instructional strategy, supports the philosophy of a non-graded system (Tomlinson, 2008). Constructivism underpins differentiated instruction. Constructivism is an educational theory that links new information to prior experiences, resulting in greater understanding for the learner (Henson, 2003). The goal of learning is for a learner to construct his or her own meaning rather than simply memorize the "correct" answers and reject someone else's meaning. The foundations of constructivism can be found in Jean Piaget's influential works, which are based on the psychological development of an individual learner. He emphasized the step-by-step process of discovering and rediscovering, constructing, and reconstructing an individual child's knowledge.

Conceptual Framework

The Stake's Countenance model of evaluation was developed to educate educators about the variety of data collected during evaluations. It was created to aid the evaluator in collecting data for a comprehensive program evaluation. The vertical axis of the model is divided into antecedents, transactions, and outcomes. Stake (2003) defines an antecedent as a set of requirements that exists prior to the teaching-learning process and has an effect on the expected results. The stages of antecedents in the Stake countenance evaluation were quantified using learning implementation standards.

This framework served as the basis for evaluating the nongraded system. The antecedents to evaluating the non-graded system were the school curriculum, facilities and infrastructure, faculty, administration, student services, and funding standards for schools. Stake (as cited in Sundoyo, 2012) defines the transaction as an interactive activity between students and teachers, students with other students, and parents with teachers. Stake argued that outcomes can be predicted based on the interactions that occur. Stufflebeam (as cited in Puspayanti, 2018) defines outcomes as the process of evaluating the results of a program in order to quantify, interpret, and assess its success.

The outcome stages of the learning program were student achievement and the level of satisfaction of students and parents. Using Stake's Countenance model, the evaluator provided context for, justified, and described the program rationale, listed the intended antecedents, observed antecedents, and observed outcomes, recorded observed antecedents, observed transactions, and observed outcomes, stated explicitly the standards or criteria and performance of comparable programs, and recorded judgments.

Research Problems

Using the Stake's Countenance Model, the study aimed to provide a program and process evaluation of the non-graded system at UST Angelicum College, Quezon City. Specifically, the study aimed to answer the following questions:

1. How are the institution's existing conditions and contexts, referred to as *"antecedents,"* evaluated based on their congruence to the institution's intent as a non-graded school?
2. How are the institution's learning processes, referred to as *"transactions,"* evaluated based on their congruence to the intents of the features of non-gradedness?
3. How are the institution's learning outcomes evaluated based on their congruence with its Mission, Vision, Goals, and Objectives?
4. Based on the congruence of the institution's intents and practices, what recommendations may be provided for program sustainability?

METHODS

The study employed an evaluative research design. Evaluative research is a process of design and evaluation that collects and analyzes data to

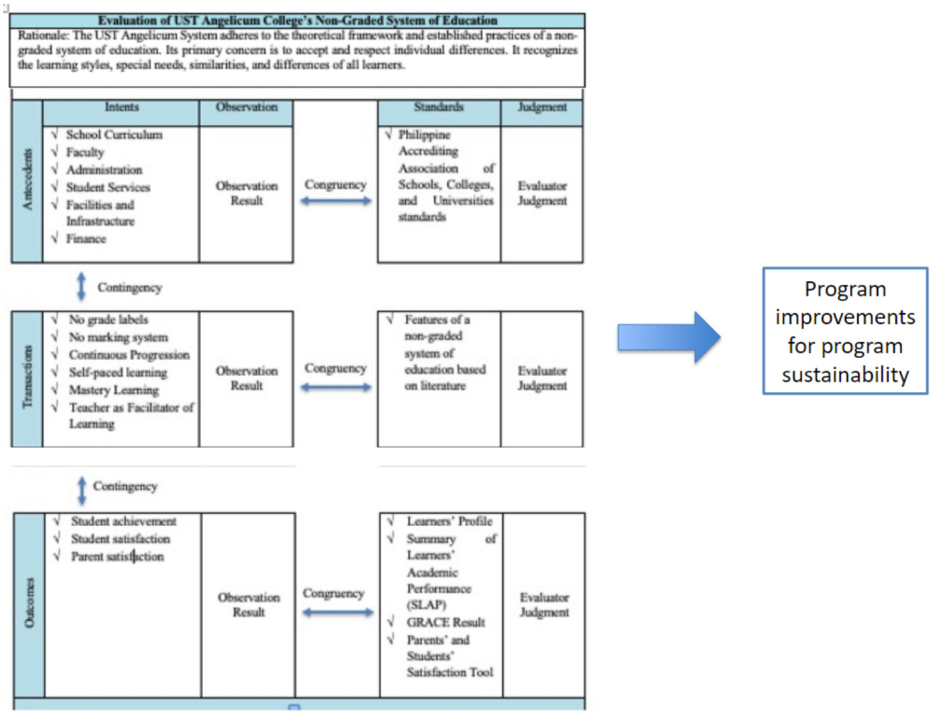

Figure 2. Design of Evaluation of UST Angelicum College's Non-Graded System

determine the value or benefit of an educational practice based on the results of a measurement or data collection that employs a specific standard and criterion used absolutely or relatively (Sukmadinata, 2000). Krathwol (1993) defines evaluative research as "research conducted to improve a product, program, or process."

The evaluative research employed the Stake Countenance Model of Evaluation. The model has been widely adopted for the purpose of evaluating educational programs. This model denotes the three phases of non-graded system implementation. The evaluation procedure was as follows:

Antecedents Stage

The following stages of antecedents were evaluated when evaluating UST Angelicum College's non-graded system of education: 1) mission, vision, and philosophical objectives; 2) school curriculum; 3) faculty; 4) administration; 5) student services; and 6) facilities and infrastructure.

Transactions Stage

At this stage, the non-graded system was evaluated as the implementation of the teaching-learning interaction in a non-graded system, characterized by the following characteristics: absence of grade labels, absence of a marking system, continuous progression, self-paced learning, mastery learning, and the teacher as a facilitator of learning. Decisions were made in light of what the literature had to say about these non-graded characteristics.

Outcomes Stage

At the outcomes stage, the non-graded system was evaluated for its perceived effectiveness by administrators, facilitators of learning, learners, and parents.

The research was conducted at UST Angelicum College in Quezon City, one of the pioneers in introducing an alternative education model in the Philippines. The school follows the theoretical framework of a non-graded educational system as envisioned by its founder, Father Rogelio B.

Alarcon, O.P. It acknowledges each learner's distinct learning styles, special needs, similarities, and differences. There is a great deal of variation in instructional approaches to meet the varying needs of learners, such as individualized learning, self-paced, continuous progression, no grade labels, no marking system, no retention or failure, individualized learning materials, process-oriented, teachers as facilitators of learning, mastery learning, self-evaluation, home-school-community collaboration, cooperative learning, open classroom, positive motivation, and distance learning.

The researcher used an array of multiple instruments and sources from the selected non-graded school. Four types of information were collected. The first is through a Focus Group Discussion with all the stakeholders. The interview of respondents focused on the different stages of Stake's countenance model: Antecedents, where members of the academic council and heads of key departments discussed the practices and processes involved in non-graded system management. For Transactions, the interview with learning facilitators and learners focused on the implementation of the teaching-learning interaction in a non-graded system. The outcomes of the system were established through interviews with parents, learners, and facilitators.

Second is the quantitative data. The Stake's model was used to collect quantitative data in each stage of the study. These instruments were used: the PAASCU evaluation instrument for Basic Education on different key result areas, the survey instrument measuring the educational quality of each key result area, the Non-gradedness behavioral indicators developed by Anderson and Pavan, the School Effectiveness Questionnaire (SEQ) developed by Baldwin, Freeman, Coney, Fading, and Thomas (1993) and results of the Global Resources for Assessment Curriculum and Evaluations, Inc. – Performance Assessment of Standards and Skills (GRACE-PASS) was adopted.

Documentary evidence of the implementation of non-graded education was collected, including Strategic Plans, literature, and learners' academic profiles. Hard copies of school brochures, manuals, sample classes, teachers' schedules, curriculum, management handbooks, and training programs were also collected.

The last documents are from observations. The observation of implementing a non-graded system included daily operations, classroom observation, and school community observation. Observations or field notes are written to capture the reflection and realization of that particular setting.

The quantitative data from the questionnaires were analyzed using descriptive statistics, which included means, standard deviations, frequencies, and percentages. The quantitative data were interpreted using the following scale of verbal interpretation:

1.01 – 1.75	-	Not evident at all (NE)
1.76 – 2.50	-	Less Evident (LE)
2.51 – 3.25	-	Evident (E)
3.26 – 4.00	-	Very Evident (VE)

Following the collection of qualitative and quantitative data, the data was analyzed using the countenance model. To determine congruency, the contingency between antecedents, transactions, and outcomes was evaluated and judged using norms.

RESULT AND DISCUSSION

The institution's existing conditions and contexts referred to as "antecedents," evaluated based on their congruence to the institution's intent as a non-graded school

Table 1. Countenance Matrix: Program Antecedents

	Description Matrix	**Judgment Matrix**	
Intents	**Observations**	**Standards**	**Judgments**
General Nature of PVMO	The school's philosophy, vision, and mission are clearly stated and are reflective of the school's identity and core values. The different sectors of the school are consulted in the review of the PVMO and are published in important areas of the school.	The school's philosophy, vision, mission, and objectives should include a comprehensive program of intellectual, moral, social, cultural, and physical development for its students, which should be communicated to all stakeholders.	The school's philosophy, mission, vision, and objectives emphasized education as a means of evangelization, promoting the total and integral development of the individual in service to the church and society. The wide dissemination in all media platforms is evident.
Governing Body	The school's Organizational Chart shows the administrative hierarchy and the proper communication channels. This provides for the smooth operations of the school.	As a governing body, the school should have a board of trustees or its equivalent responsible for formulating the general policies of the institution.	The Board of Trustees was composed of Dominican priests under the Santo Tomas system. The Rector of UST also serves as the rector of UST Angelicum. The appointed Pro-Vice Rector is in charge of the operation of the system. Advisory councils are created to keep track of the 106 implementations of programs that lead to achieving the school's vision, mission, and objectives.
Administrative Organization	The administrative officers who carried out the BOT's approved policies were all educationally qualified, had acquired commendable related experiences, and had exposure to educational leadership and management	The Board of Trustees' policies are carried out by an adequate number of administrative personnel qualified to perform the various administrative functions.	Though present administrators are educationally qualified, a succession planning model should be in place to identify the school's current and future needs and the organizational direction.
Administrative Performance	The top-level executives are the school's Rector and Pro-Vice-Rector, who direct and supervise the overall functions of the different divisions and departments. Each division has a director, and each department has an appointed department head.	Administrative personnel should be sufficiently numerous and qualified to perform various administrative functions.	Administrative officers were adequately qualified to carry out their duties and functions. Administrators were formally and periodically evaluated.
Academic Administration	The direction of the Academics Division, which included the areas of curriculum and instruction and continuous faculty development, was stated in the 5-year Academic administrators ensure that the instructional program reflects the school's philosophy, vision, mission, and objectives. Academic administration ensures the implementation of the school's philosophy, vision, mission, and 107 Comprehensive Advancement Plan (CAP), which was a product of consultations with all subject coordinators and facilitators. The CAP was reflective of a continuous adoption and implementation of the practices of a non-graded, self-paced system of education.	Academic administrators ensure that the instructional program reflects the school's philosophy, vision, mission, and objectives.	Academic administration ensures the implementation of the school's philosophy, vision, mission, and objectives in the instructional program.

Adminis-tration of Non-Academic Personnel	The school has clear-cut policies regarding the selection process, performance evaluation, promotion scheme, salary scale, benefits and incentives, and labor-management relations. The staff of different non-academics offices consistently implements school policies. There are offices where staff is inadequate: clerical staff for Guidance, full-time AVR and technical in the library, and External Affairs staff	The school provides for adequate personnel selection, retention, and personnel practices.	A conducive working environment was provided to deliver duties and functions effectively and efficiently. The adequacy of the school personnel needs to be addressed.
Student Administration	The admission process is simple and easy to follow The school has effective and adequate student In close coordination with the Guidance and Counseling 108 and is executed orderly and systematically. Student records are organized in fire-proof storage (physical documents) and secured cloud storage (soft copies). Measures are also taken to ensure the integrity of the transcript of records and other official school documents	The school has effective and adequate student services: admission, registration, and organizing of student records	In close coordination with the Guidance and Counseling Department and the Team Principals, the registrar focuses on the admission of students and services related to the records of learners. Policies on admissions and records of learners are consistently implemented.
Financial Administration	A qualified officer was designated to supervise the financial functions of the institution. An operational budget system was present, and the budget system was monitored. Lacking was the system for prompt and efficient handling of learners' financial transactions.	The school effectively performs business services: budgeting, accounting, auditing, and purchasing procedures.	While financial transactions are handled well, there is a need to improve the processes for faster transactions and more accurate handling of financial transactions
Physical Plant	To guarantee safety, various measures are adopted: a turnstile for ingress and egress of learners, a fire and earthquake alarm system, a walkway for students with disabilities, and CCTV cameras in strategic places all over the school's vicinity. All classrooms are provided with SMART TV and computer units to advance learning conditions continuously.	The physical plant should be adequate for attaining the school's objectives.	Well-maintained facilities for employees, learners, and other stakeholders were present. Facilities were consistently visited and assessed, and renovation was immediately done whenever needed. There was a need for a bigger space for clinic and Guidance services and the need to provide more facilities for differently-abled learners.
School and Community	Community extension programs were supervised by the Office of the Religious Affairs: Angelicum Community Extension Program (ACES) and the Re-entry Education Agenda for the Poor (REAP) Program.	The school should have a community services program participated by all stakeholders.	Though community extension programs are in place, participation of all stakeholders, including parents, is limited.

Observations compared to the school's intents revealed a good congruence as reflected in the matrix. The philosophy, mission, vision, and objectives of UST Angelicum to promote education as a form of evangelization for the total and integral development of the person in the service of the church and society as nourished by study, prayer, and community life were aligned with the desired educational goals set as practiced in the institution.

The institution's learning processes referred to as "transactions," are judged based on their congruence to the intents of Non-gradedness

The matrix on program transactions revealed congruence to the school's objectives, that is, implementing a nongraded system, with the core ideology of "respect for individual differences."

Table 2. Countenance Matrix: Program Transactions

	Description Matrix	**Judgment Matrix**	
Intents	**Observations**	**Standards**	**Judgments**
Non-gradedness indicators	140 out of the 170 Non-gradedness indicators were observed. Highest in Goals of Schooling, and lowest in Curriculum.	The school should implement the features of the nongraded system in the six categories: goals of schooling, organization, instruction, curriculum, materials, and assessment.	140/175 or 80% of the Non-gradedness indicators were observed in the school system, indicating a high degree of agreement with the Non-gradedness principles. Lowest congruence in the area of Curriculum.

Table 3. Countenance Matrix: Program Outcomes

	Description Matrix	**Judgment Matrix**	
Intents	**Observations**	**Standards**	**Judgments**
School Effectiveness Characteristics	Across all eleven effective school characteristics, the stakeholders: administrators, facilitators, parents, and learners, were in agreement that the indicators were very evident in the school.	Effective instructional leadership, a clear and focused mission, a safe and orderly environment, a positive school climate, high expectations for student learning, frequent assessment, an emphasis on fundamental skills, maximum learning opportunities, parental and community involvement, strong professional development, and stakeholder involvement in decision-making all contribute to the school's effectiveness.	Intents and observations revealed a satisfactory congruence as reflected in the school effectiveness questionnaire (SEQ) result. It demonstrated that a nongraded school could operate effectively and efficiently to maximize learning for all students (Kauchak et al., 2005). UST Angelicum College demonstrated effective instructional leadership, reflected a clear and focused mission, provided a safe and orderly environment, benefited from a positive school climate, set high student expectations, assessed and monitored student achievement frequently, emphasized fundamental skills, maximized learning opportunities, included parent and community involvement, provided strong professional development and provided teacher involvement. Limitations were observed in the aspect of parental and community involvement as perceived by the parents and learners.
Academic Performance Assessment	The school utilizes the Mastery Learning Program. The level of performance indicates how well the learners have mastered	Performance assessment is continuous, collaborative, and comprehensive in nature to serve as a diagnostic tool. Teacher records for students	Intents and observations revealed a satisfactory congruence as reflected in the implementation of the Mastery Learning Program in school (Appendix O). The school adopts the

a particular skill. A performance level of 100% has to be met by the learners.	are more qualitative than quantitative.	non-graded system of education because it believes that "grades are not everything; learning is." While numerical grades are not issued as a measure of learning, the school implements the Mastery Learning Program and an established system of assessment of students' learning through the Learners' Overall Record (LOR). The school involves their progress through the Learners' Progress Chart available in all learning stations. Various assessment tools are utilized to ensure that all learning domains are addressed. Formative assessment, summative assessment, and performance-based tasks with rubrics are always part of assessing learners' progress.

Recommendations for the improvement of the system implementation based on the congruence of the institution's intents and practices

The evaluation revealed that UST Angelicum College's current practices are congruent to its original intents as a nongraded institution along the three stages: antecedents, transactions, and outcomes. With the ever-evolving learner types, disruption due to many natural and man-made factors, and the evolution of the educational landscape, the evaluation of the 50-year-old system of UST Angelicum highlighted the system's resilience through the years. The unique features of the system were highlighted as its strengths were able to help the institution shift smoothly to the remote learning setup during the pandemic. Primarily, the Angelicum-brand modules, self-paced learning, and no 158 marking features provided the safety net for the school during the disruption of classes. However, the practices, which are Uniquely Angelicum, cannot be finalized at any point, for such is the nature of the system. It evolves continuously. The result of the school evaluation does not presume to offer solutions to problems that have developed with educational processes. Like any established system, it is in a continuous search for the most approximate fulfillment of education's aim.

A re-imagination of the Angelicum System is hereby proposed based on the evaluation results. This can serve as the institutional model to follow in carrying out the school's unique system and ensure that congruence between the school's intents and practices is preserved through the years. Other educational institutions planning to adopt the nongraded system may look into the proposed model to guide them on its implementation.

CONCLUSION AND RECOMMENDATION

Based on the findings and results of the study, the following conclusions were drawn for this study:

Angelicum System, a non-graded self-paced system, is an innovation based on the fundamental principle of allowing each child's growth pattern to unfold naturally. A re-imagination of the system may be implemented better to understand its implementation from its antecedents to its outcomes. The intents and observations revealed a satisfactory congruence with the school's antecedents. The distinct features of UST Angelicum College were articulated in its well-formulated philosophy and objectives, which were deeply rooted in the Dominican philosophy of education and the nongraded system. Intents and observations

revealed a satisfactory congruence of the school's 169 learning processes or transactions. The school implemented the features of the nongraded system in six categories: goals of schooling, organization, instruction, curriculum, materials, and assessment. Intents and observations revealed a satisfactory congruence in the outcomes as stated in the institution's mission, vision, and objectives.

Based on the evaluation results, a re-imagination of the Angelicum System is proposed, which can serve as the institutional model to follow in carrying out the school's unique system and ensure that congruence between the school's intents and practices are preserved through the years. Other educational institutions planning to adopt the nongraded system may look into the proposed model to guide them on its implementation.

After considering the above findings and conclusions, the researcher recommended the following:

1. A reimagination of the system was proposed, which can serve as the institutional model to follow in carrying out the school's unique system and ensure that the congruence between the system's intents and practices is preserved through the years.
2. A strategic plan to improve and strengthen the delivery of the nongraded system, along with its identified key areas and Non-gradedness indicators, is proposed to be considered for implementation for the next five years.
3. A review of the school's curriculum regarding horizontal integration leading to themes may be included in the academic programs of Basic Education.
4. The academic evaluation process through achievement tests may be reviewed to ensure the mastery of learning.
5. Stronger collaboration with parents through parent organizations may be established to involve the parents in school activities.
6. A review and enhancement of the Learning Management Plan to adapt to the new generation of learners are recommended. A student induction program may be established focusing on the reimagined Angelicum System and the learning experiences a student will undergo throughout his study life.
7. A comprehensive alumni tracer study may be done to scientifically track the professional development of the graduates with regard to the relevance of their education from a nongraded school.
8. Further studies on the achievement effects of the nongraded system, teaching approaches in a nongraded classroom, and nongraded education reforms should be conducted to improve and expand the nongraded system and establish essential features that other academic institutions may adapt.

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