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ABSTRACT

This Title IV, Civil Rights Act evaluation of Projects to Improve Equality of Educational Opportunities in Redlands, school year 1969-1970, concludes that the outcomes of a year of desegregated education are as follows. Seventy percent of the parents said that their children are more interested in school and are receiving a better education today. Although the children say that they enjoy school, some of them feel that in arithmetic and reading skills they do not compare with the other students. Teachers concur with the students that reading and arithmetic are areas of difficulty. The need for special programs is a subject of contention among teachers. Students like to ride the bus, but are somewhat uncertain as to whether they want to next year. Fair treatment by students and teachers was not an issue, but "different treatment" was. More research into the meaning of "different treatment" is needed. Though home-school cooperation exists, both teachers and parents desire more opportunities to communicate. More teacher home visits are looked forward to. A program of integration from kindergarten through twelfth grade, which will improve the quality of education during this continuing period of transition, is being planned. (Author/JM)

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Project to Improve Equality of
Educational Opportunities in Redlands

School Year 1969-70

Title IV Evaluation

Redlands Unified School District

Redlands, California

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P R E F A C E

Title IV Evaluation of the Project to Improve Equality of Educational Opportunities in Redlands

The Redlands Unified School District Board has been in the forefront in the development and the establishment of policies that foster and promote quality education throughout the district. This is a precis history of action taken by our district in only one area - that of desegregation in our community. Our School District Board has demonstrated an awareness of this problem area since before 1966, and this evaluation is only of the school year 1969-70.

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Redlands, California is a suburban community located 63 miles due East of Los Angeles, neighboring San Bernardino, Colton and Riverside. It is known as a bedroom community and is conservative in its makeup. The total school enrollment is approximately 13,000 (K through 12). Redlands has felt the impact of the changes in population and industry very slightly. The Norton Air Force Base and the nearby Aerospace Companies located in San Bernardino and Redlands are the major employers of Redlands' citizens. Residential areas reflect the racial, social and economic patterns of Redlands, as they do in most cities. The community is divided physically by the freeway and the railroad tracks which defines the community into its two major areas known as the "Northside" and the "Southside" of town. The Southside contains the upper socio-economic housing and the Northside contains the lower socio-economic groups. An exception to this division is the University of Redlands area which is located in North Redlands, but to the East of the main part of the community. The development of schools which are naturally isolated and have certain socio-economic characteristics was a natural outgrowth of the housing patterns. The School Board has continued its efforts over the years to avoid the occurrence of de facto segregated schools.

In September 1966 the Redlands Unified School District transferred approximately sixty students in the Lincoln attendance area to McKinley Elementary School. In 1967 approximately ninety students in the Lincoln attendance area were transferred to Smiley Elementary School. The School Board, since 1966 and before, has been attempting to improve the quality of education for all its citizens. They have been doing this by (1) selecting new school sites carefully to insure proper racial and ethnic balances, (2) by limiting class size at each grade level throughout the district, (3) where

mandated by the State, have transported students to other schools to remain consistent with these class size limitation. The school district also has supported Special Education classes which are scattered throughout the school district to produce a better balanced system. These include EMR, TMR, OH and EH classes. The condemning of two elementary schools because of the Field Act slowed the processes of desegregation in Redlands by reducing the number of classrooms available within the school district.

Aware of the shortcomings of a "piecemeal approach" to desegregation, the decision was made to transfer students from the Lincoln attendance area to McKinley and Smiley in the Spring of 1966. Desegregation efforts were initially directed toward the urgent conditions at Lincoln School, but other schools in the district were not being ignored. On September 9, 1968 the Board of Trustees of the Redlands Unified School District appointed an Ad Hoc Committee of 22 members to look into the problem of segregated schools in the district and to recommend possible solutions. The Board expressed the hope that a long range plan for desegregation would be suggested and priorities established for each step of the plan.

The Ad Hoc Committee was convened on October 7, 1968 and met twice monthly on the first and third Tuesdays of each month. All meetings were open to the public so that deliberations of the committee could be heard by interested citizens, and they, in turn, could be heard in the course of the evening. Two sub-committees were formed by the Ad Hoc Committee, the School Visitation and Parents' Committees on November 4, 1968. These sub-committees immediately became active, elected their chairman and started visiting schools, individual classrooms, meeting with teachers and students, and holding information sharing meetings at several schools and in numerous

private homes. These sub-committees shared their findings and feelings with the total committee so that all of the Ad Hoc Committee members were apprised of any data that would possibly assist in making final recommendations. The Ad Hoc Committee was provided resource materials by the central administrative staff to assist it in its approaches to the solutions of the problems of racial and ethnic imbalance. The committee studied research papers and programs being conducted on desegregation in other communities. They heard intergroup relations specialists from Riverside, from Los Angeles, and from the State Department Bureau of Intergroup Relations. Two committee organizations, the Redlands Human Relations Council and the Mexican-American Political Association presented position papers to the committee for its consideration. They were invaluable aids in assisting the committee to focus on specific educational needs of the Redlands schools and changes needed to improve educational opportunity for all children.

It was apparent to the Ad Hoc Committee on the Problems of School Desegregation that the leadership of the schools and members of the greater community, including teachers and other school personnel were not in complete agreement in our proceedings with desegregation. Discussion of cross-busing as a possible solution to the problem of de facto desegregation created a great deal of community concern. A small group of minority representatives on the Ad Hoc Committee contended that one-way busing of Lincoln students was discriminatory. Members of the minority community in the Lincoln School area circulated a petition to keep the school open. They presented a petition which contained five hundred signatures to bolster their request that Lincoln not be converted. At the School Board meeting of May 27, 1969 a representative of the Lincoln Parent Advisory Group withdrew its objection to the plan to convert Lincoln School; consequently, the Board took action to adopt recommendations of the Ad Hoc Committee by a three to two vote.

The recommendations included the following: (1) conversion of the Lincoln Elementary School to other district use and the assignment of other students to Kingsbury, Kimberly, Mariposa, (2) adoption of the Superintendent's Twelve-Point Program for supportive services to assist the desegregation processes, including the hiring of the intergroup relations specialist, (3) in-depth term study of the Redlands Schools by the Bureau of Intergroup Relations, (4) continuance of an Advisory Committee on Desegregation to continue the next steps toward a truly integrated school system.

Among the items of concern to the minority community in accepting one-way busing was the manner in which the district chose to utilize Title I ESEA funds. It was decided that supportive services were to follow the students to the new schools, the resource teachers would help Lincoln School students achieve academically, and provide assistance to the teachers as they worked with these disadvantaged students. As a part of the Ad Hoc Committee recommendations, an Advisory Committee would be set up to explore further recommendations to help desegregate Lugonia by the Fall of 1970. Approval of a Title III ESEA Program in April to integrate first grade EMR students into regular classrooms at Mariposa School was dove-tailed nicely into the desegregation plan. The use of the Miller-Unruh reading specialists to provide additional academic help was also utilized.

After reviewing a great deal of information, and studying various plans the Ad Hoc Committee reached majority agreement on a plan to convert Lincoln School and re-assign its pupils to five different schools. After receiving assurances that the extra services given the students of Lincoln would follow the students to facilitate integration and to meet the major concerns of Lincoln parents, and after becoming aware of the financial status of the district and the limitations placed upon the various plans because of the district's financial status, the Ad Hoc Committee recommended that the School Board convert Lincoln School and re-assign its pupils.

The district's moral commitment toward integration is supported by district funds for transportation and some equipment needs. The resources of the entire community have been utilized as we continue to move forward toward the implementation of desegregation in the Redlands Unified School District.

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Questionnaire
and
Questionnaire Responses

An attempt was made to elicit a response from as wide a cross section of our school community as possible. Every effort was made to include low and high income, racial, ethnic and different school area responses.

The forms used were also given as broad a distribution as possible to assure a sampling from the greater number of the involved participants throughout the community of our program on school desegregation.

The Redlands Unified School District continued in its desegregation efforts in 1969 with the conversion of Lincoln School to other educational purposes. To accomplish this desegregation a busing program was instituted. The opinions and impressions of the parents, teachers, and students involved in the desegregation program were gathered in a study developed by the Office of Intergroup Relations of the Redlands Unified School District.

The year 1969-70 represents the first year of a desegregation evaluation in Redlands; therefore, comparisons with past efforts cannot be made. Similarly, attitudes of the parents, teachers and students had not been studied prior to this evaluation. For these reasons, this report is largely a description of how the bused parents, bused children and teachers and principals in the receiving schools felt after the 1969-70 school year. Participating in the study were 174 bused parents, 182 bused children, and 86 elementary teachers and principals.

In many cases teacher, student and parent were responding to similar questions. Hence, three perspectives on many of the same issues can be presented. To maximize these comparison possibilities, questions to parents, students and teachers were arranged according to their subject matter. The following broad topical areas are discussed:

- 1) Bused Student Questionnaire
 - I. Child-School Relations
 - A. Child-School
 - B. Busing
 - C. Teacher-Principal
 - D. Peer
- 2) Bused Parent Questionnaire-Aide Administered
 - I. Child-School Relations
 - A. Child-School
 - B. Busing
 - C. Teacher-Principal
 - D. Peer
 - II. Parent-School Relations
- 3) Teacher-Principal Questionnaire
 - I. Child-School Relations

- A. Child-School
- B. Busing
- C. Peer
- D. Parent

II. Parent-School Relations

Certainly one of the most important questions about desegregation is, "What is the nature of the bused child's interaction with the new school community?" Data in Attachment A give some clues. In general, the students liked attending school last year. Sixty-nine percent said that they enjoyed school. Ninety-three percent of the parents said their child likes his new school. The teachers in the desegregated classrooms and their principals support this general positive feeling toward school; seventy-eight percent reported that the students felt accepted at school. Indeed, 90% of the parents felt that their child has made a good adjustment socially.

In replies to questions relevant to academic adjustment, the opinions vary somewhat more. For example, 37% of the students felt that they can do arithmetic, and 30% felt they can do reading as well as the other students in their room. Forty-seven percent felt that they cannot do arithmetic, and forty-one percent felt they cannot read as well as other students. These student attitudes do not seem to correspond with the parents' attitudes. Ninety percent of the parents reported that their children had made a good adjustment academically.

Regarding academic achievement, the children and teachers have similar perceptions. For example, 53% of the teachers found the new students less capable in arithmetic; 64% found the new students less capable in reading. Thirty percent reported no differences in arithmetic ability between the incoming and receiving students. Eighteen percent said that there was no difference in reading skills.

Though the teachers report some academic deficiencies for the new students, forty-one percent of the teachers felt that there was no need for new programs. Thirty-three percent felt just the opposite; they saw a need for new programs. Ten percent were undecided. According to 45% of the teachers, some type of a summer transition program would be desirable. But, 21% saw no need for it, and 27% were undecided or had no opinion.

Were the incoming students unruly in class? Seventy percent of the teachers did not think so. Did these new students lack self-discipline? Fifty-one percent of the teachers did not think so. It would appear that the majority of teachers do not share the negative judgments implied in these questions. However, one should not overlook the fact that 19% of the teachers felt that the incoming students were unruly, and 36% felt that they lacked self-discipline. (See Attachment A)

As in other communities, desegregation in Redlands involved a certain amount of busing of minority children. Reaction to this idea in the beginning was not all positive. So it is crucial that we know how the bused children and parents felt after the one-year busing period. Eighty-four percent of the children reported that they enjoyed riding the bus; 16% said that they did not enjoy riding the bus. Congruence between children and parents existed on this question. Eighty percent of the parents reported that their child enjoyed riding the bus. Only 18% of the parents indicated that their child did not like to ride the bus.

Does busing add or detract from the child's education? According to 74% of the teachers, busing does not detract from the child's education. Parents concur; 79% of the parents said that busing does not detract from their child's education. Sixty-four percent of the teachers felt that busing to their school should be continued.

When asked whether they would like to ride the bus next year, 33% of the bused children said that they would. Only 16% said they would not. However, the perplexing finding is that 45% of the children gave no response to this question. One cannot be sure what meaning this large "no response" percent has.

In the context of this study, only one lead exists as to why 45% of the children did not indicate whether they wanted to ride the bus next year. According to 41% of the parents, their child did not find it easy to participate in recreation and other after-school activities. One might hypothesize that the children feel something of what some psychologists call an approach-avoidance conflict. Busing, for these children, may have positive and negative aspects. On the one hand, the children enjoy the bus ride, their new school and new friends. On the other hand, the children, or at least so the parents say, find it difficult to participate in after-school activities. Some of the bused children may find it difficult to arrange for transportation home after extra curricular activities. It should be noted that forty-five percent of the parents reported that their children found it easy to participate in recreation and other after-school activities.

(See Attachment B)

Certainly one of the most important dimensions of the desegregation process is the way the incoming student feels in the classroom. Does he feel accepted by teachers and students? According to 67% of the bused students, the teachers treated them fairly. On this question, 9% of the students felt they were treated unfairly, and 24% did not answer.

Did the students feel that they were treated differently at the new school? Forty-five percent said, "no, we were not treated differently at this school by our teachers and principal." Thirty-three percent said they were, and 22% did not respond.

From the students' perspectives, the first year in the new school produced mixed results. It is important that 67% indicated that their teachers treated them fairly. But 3% did not think so, and 24% did not answer; this figure totals 33% of the students and suggests the need to investigate reasons for lack of response. Did the nonresponders feel that they were treated unfairly, but afraid to say so? Or, conversely, did they feel that things went so well there was no need to comment?

These mixed results are even more apparent on the question, "Do you feel your teacher or principal treated you differently at this school?" Forty-five percent clearly said, "No." But 33% said they were treated differently, and 22% did not respond. Hence, 55% of the students have either a negative or unknown response. Of course, in this question some ambiguity exists. What is meant by "differently?" Does different treatment have positive or negative connotations? One suspects that, in the viewpoint of the researcher, it has negative implications. But different treatment may or may not have negative implications in the child's point of view. At any rate, it is important to investigate further the reasons for the high percentage of negative and non-responses.

Mixed reactions are not characteristic of the parents. Ninety-two percent felt that their child had been treated fairly in school by the teachers; 94% of the parents felt that the principal had treated their child fairly. Furthermore, 92% of the parents reported that teachers were interested in the learning of the children. Eighty-nine percent of the parents felt that the teachers were interested in the child as a person. (See Attachment C)

For every student, an extremely important aspect of the school milieu is the quality of the interaction he has with the other students. Do the students accept one another? Several questions apply to this concern. Seventy-three percent of the bused students reported that they had made new friends; 53% said they enjoyed eating lunch at the cafeteria; and 57% reported that they enjoyed playground activities. Though these responses suggest a positive reaction to the first year of desegregated education, it should be noted that none of them necessarily imply any sort of structural integration on the part of new students. New friends, after all, might be other individuals of similar ethnic or racial background.

This rather cautious interpretation of the social acceptance the new students experienced is supported by student responses to the question, "Do you feel you are treated differently by other students in your school?" Thirty-six percent said they were not treated differently, but thirty percent said they were. Equally significant, 34% did not respond to this question.

Unfortunately, again the ambiguity of the meaning of "different treatment" occurs. But, if we can assume some negative connotations of "different treatment," as is often the case in desegregated settings, then it would appear that 30% of the students experienced a feeling of "differentness." For some reason, 34% of the students did not even answer. In future studies, it would be important to clarify what this "differentness" means, why it exists, what can be done to alleviate it, and then investigate from year to year to determine whether any changes in students perceptions occur.

A uniformly positive response comes from the parents. Eighty-nine percent of the parents said that their child has been treated fairly in school by the other students. According to 94% of the parents, their child accepted other students in school, and 90% of the parents said that their child was accepted by other students. Did race cause many problems among students?

Seventy-two percent of the parents say, "No." (See Attachment D)

The response of the parents is echoed in the opinions expressed by the teachers. According to 84% of the teachers, the receiving students accepted the new students. Seventy-one percent of the teachers indicated that race did not cause any problems among students. (See Attachment D)

Several goals for comprehensive desegregation have been proposed. One criterion is the degree to which parents of the incoming students are structurally integrated into the life of the new school. In this survey, several questions pertain to this subject. Eighty-three percent of the parents reported that they visited school this year; 87% said they can visit school at any time, and 93% reported that they felt welcome and accepted during their school visits.

Though 66% of the parents felt that they had been contacted by school personnel more this year, 71% desired more school-home contact. Twenty-six percent of the bused parents had become involved in school activities (PTA, Carnival, Room Mother) this year; seventy-one percent had not. One would wonder how this 26% involvement figure corresponds with the involvement of parents of non-bused children.

Parents of bused children feel accepted at school and feel that they can visit at any time. About one-fourth of them are involved in school activities. School-home contact has increased this year, but more is desired. Since 24% of the parents reported that their son or daughter's teacher had made a home visit, it might be feasible to encourage other teachers to make such visits. (See Attachment E)

Twenty-nine percent of the teachers made these home visits last year, and a good percentage of the teachers who visited received a warm welcome and felt that they had a better grasp of the various cultures of their students. As with the parents, a majority of the teachers, 69%, desired more home-school

communication. Related to this desire, 47% of the teachers did not feel that parental involvement in school was adequate; 35% said that it was. (See Attachment F)

Although 51% of the teachers indicated that parents had not increased school visits last year, these same teachers did not feel that parents were unconcerned or uninvolved in their child's schooling. According to 76% of the teachers, parents are concerned about how their children are doing in school. Fifty-eight percent of the teachers said that parents were involved in their children's learning activities. (See Attachment G)

Just as the bused student finds himself in a new situation, so too does the teacher. Some feeling for the teachers' reactions was acquired. For 76% of the teachers race caused no problems among teachers; only 6% said that it did. Forty-three percent of the teachers said that they did something special to help the new students adjust; 42% said they did not do anything special. Apparently the majority of the teachers, 65%, felt that their teaching methods were successful in dealing with the new students.

Thirteen percent said their methods were not successful and seventeen percent were not sure. Fifty-one percent of the teachers said they had participated in inservice courses, but only 33% found the courses helpful. (See Attachment H)

It has already been reported that the teachers and parents did not feel that desegregation detracted from the education of children. But this leaves us with the question, "Does desegregation add to the children's education?" This is the positive side of the desegregation question.

What do the parents have to say about desegregation in Redlands? Seventy-one percent reported that their child is more interested in school

this year. Fifteen percent of the parents did not respond, and 14% did not feel that their child was more interested. According to 71% of the parents, their child is receiving a better education today. (See Attachment F)

The results of the comparative reading averages for the first, second, and third grades of all students from the former Lincoln School area seem to accent the parents' questionnaire results. The Pre and Post tests results show that there has been a significant increase in reading achievement at each grade level.

COMPARATIVE READING AVERAGES
FOR
DESEGREGATED SCHOOL

<u>GRADE</u>	<u>TEST</u>		<u>LINCOLN</u> <u>'68-'69</u>	<u>"LINCOLN"</u> <u>'69-'70</u>	<u>TOTAL DISTRICT</u> <u>'69-'70</u>
1.8	Cooperative Primary	N	68*	63	1,002
		R.S.	27	22	24
		G.P.	1.5	1.8	1.8
		National P.R.	14%	44%	55%
		State P.R.	37%		
2.8	Stanford	N	53	62	862
		R.S.	32**	35**	47
		G.P.	2.2	2.3	2.8
		National P.R.	18%	23%	46%
		State P.R.	35%	40%	57%
3.8	Stanford	N	37	63	856
		R.S.	50***	53***	65
		G.P.	2.9	3.0	3.5
		National P.R.	16%	20%	38%
		State P.R.	30%	34%	53%

N No. of Cases
R.S. Raw Score
G.P. Grade Placement
P.R. Percentile Rank

* Stanford Reading
** Significant at .01 level
* * Significant at .05 level

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S U M M A R Y

In reviewing the program of desegregation in the Redlands schools we find that among those principally affected, the children, parents and teachers, the reaction of desegregation can be categorized as "positive."

The students enjoyed school last year, a sentiment expressed by their parents in an even greater proportion. This general positive student feeling toward school was reported by the surveyed teachers and principals as well.

Although parents felt that their children had made a good academic adjustment, the children themselves reported some mixed feelings. Forty-seven percent said that they could not do arithmetic as well as the other students in their room. Forty-one percent reported that they could not read as well as the other students in their room. In general, the teachers concurred with the childrens' self-evaluations.

The majority of the teachers reported that the incoming students were less capable in reading and arithmetic. The teachers seemed to be undecided as to the need for special programs; 33% saw a need for and 41% saw no need for such programs.

In general the majority of teachers reported that the new students were not unruly in class. For 51% of the teachers, adequate self-discipline was exhibited by the new students.

Continued success of the Redlands program depends upon community acceptance of the busing process. After one year of busing, the children reported that they enjoyed riding the bus. Parents indicated also that their children enjoyed riding the bus. Neither teachers nor parents felt that busing detracted from the education of the children.

Do the children want to ride the bus next year?

Interpretation of replies to this question was somewhat inconclusive.

Thirty-eight percent of the children reported that they wanted to ride the bus next year; 16% said they did not, and 45% gave no reply. One does not know what factors are contributing to this high "no response" rate. Do some students enjoy the bus ride, but feel that they miss out on after-school activities because of lack of transportation?

The majority of students felt that they were treated fairly by the teachers and principal. As with the question about school enjoyment, the percentage of parents who felt that their children had been treated fairly was greater than the percentage of students who felt this way. Parents felt that teachers were interested in the child as a learner and a person.

Further investigation may be warranted to determine why 33% of the students felt that they were treated differently by their teachers and principals. Forty-three percent felt that they were not treated any differently; 22% did not respond. At issue is the meaning the children have of "different treatment."

In the realm of peer interaction, the new students reported that they had made new friends, enjoyed eating in the cafeteria and liked the playground activities. But, as suggested in the report, none of these activities necessarily implies conditions of integration. Indeed, further study of this area would be worthwhile. For some reason, thirty percent of the students felt that they were treated differently by the other students; 34% did not respond. Only 36% of the new students reported that they were not treated differently by the other students.

From the viewpoint of the vast majority of the parents, their children accepted and were accepted by the rest of the students. Race caused few problems among the students. The teachers say the same; 84% of the teachers reported that the receiving students accepted the new students. Race was not a source of tension in student relations.

The parents visited the school last year, feel they can do so at any time, and feel welcome and accepted when they do. Both teachers and parents want more home-school communication. Home visits by teachers might be encouraged. Of the teachers who made such visits, a good percentage felt that they were welcome in the homes and that the visit improved teacher understanding of each child's background. In general, the teachers reported that parents are concerned and involved with their child's learning.

Some of the students felt that they were treated differently by the teachers. Forty-three percent of the teachers did something special to help the new students adjust. Forty-two percent did not do anything special. What does this "something special" represent? How did special activities or treatment affect the children? These are points requiring clarification.

C O N C L U S I O N S

What are the outcomes of a year of desegregated education?

Seventy percent of the parents said that their children are more interested in school and are receiving a better education today. The children say that they enjoy school, but some of them feel that in arithmetic and reading skills they do not compare with the other students. Teachers concur with the students that reading and arithmetic are areas of difficulty. The need for special programs is a subject of contention among teachers.

Students like to ride the bus, but are somewhat uncertain as to whether they want to next year. Fair treatment by students and teachers was not an issue, but "different treatment" was. More research into the meaning of "different treatment" is needed.

Though home-school cooperation exists, both teachers and parents desire more opportunities to communicate. In this regard, teacher home visits seem valuable. What we see here is that more of this should be done. We are looking forward to more communication of this type between teachers and parents.

Looking at the year ahead, there will be a greater effort to identify the "something special" done for the students, or for the teachers, or for the parents, as well as defining "different treatment" in our questionnaire. In other words, our evaluation will be more specific since we now have a greater basis for comparison. We are planning a program of integration from kindergarten through twelfth grade, which will improve the quality of education during this continuing period of transition.

BUSED PARENT QUESTIONNAIRE - AIDE ADMINISTERED

I. Child School Relations	Yes	No	Undecided	Opinion	
				No	Response
A. Child - School					
1. Does your child like his school?	(93.10%) 162	(6.32%) 11			(0.58%)
2. Has your child made a good adjustment academically?	(89.66%) 156	(6.90%) 12			(3.45%)
3. Has your child made a good adjustment socially?	(89.66%) 156	(7.47%) 13			(2.87%)

STUDENT QUESTIONNAIRE

I. Child - School Relations					
2. School Experience:					
a. Do you like attending school this year?	(69.23%) 126	(4.40%) 8			(26.38%)
b. Do you feel you can read as well as other students in your room?	(30.22%) 55	(40.66%) 74			(29.12%)
c. Do you feel you can do arithmetic as well as others in your room?	(36.81%) 67	(46.70%) 85			(16.48%)

TEACHER - PRINCIPAL QUESTIONNAIRE

I. Child - School Relations

A. Child - School

	Yes	No	Undecided	No Opinion	No Response
11. Would you approve of a summer program to improve the transition from home to new schools?	(45.35%) 39	(20.93%) 18	(16.28%) 14	(10.46%) 9	(6.98%) —
13. Did the students feel accepted in your school?	(77.91%) 67	(0.00%) 0	(12.79%) 11	(0.00%) 0	(9.30%) —
17. Did you find the incoming students less capable in reading?	(63.95%) 55	(18.60%) 16	(4.65%) 4	(3.49%) 3	(9.30%) —
18. Did you find the new students less capable in arithmetic?	(53.49%) 46	(30.23%) 26	(5.81%) 5	(0.00%) 0	(10.47%) —
19. Did you feel the incoming students were unruly in class?	(18.60%) 16	(69.77%) 60	(5.81%) 5	(0.00%) 0	(5.82%) —
20. Did you feel that the incoming students were lacking in self-discipline?	(36.05%) 31	(51.16%) 44	(6.93%) 6	(0.00%) 0	(5.82%) —
22. Do you feel that new programs for disadvantaged children need to be initiated in your school?	(32.56%) 28	(40.70%) 35	(10.46%) 9	(5.81%) 5	(10.47%) —

TEACHER - PRINCIPAL QUESTIONNAIRE

I. Child-School Relations	Yes	No	Undecided	No Opinion	No Response
B. Busing					
6. Do you feel that busing detracts from the child's education?	(10.46%) 9	(74.42%) 64	(10.45%) 9	(0.00%) 0	(4.65%)
23. Do you think busing to your school should be continued?	(63.95%) 55	(15.12%) 13	(12.79%) 11	(1.16%) 1	(6.98%)

STUDENT QUESTIONNAIRE

B. Busing					
1. Bus Experience:					
a. Do you enjoy riding the bus?	(84.06%) 153	(15.93%) 29			(0.00%)
b. Would you like to ride the bus next year?	(38.46%) 70	(16.48%) 30			(45.06%)
3e. Do you enjoy talking to the bus drivers?	(72.53%) 132	(19.78%) 36			(7.69%)

BUSED PARENT QUESTIONNAIRE - AIDE ADMINISTERED

B. Busing					
4. Does your child enjoy riding the bus?	(79.88%) 139	(18.20%) 32			(1.72%)
6. Did your child find it easy to participate in recreation and other after-school activities?	(45.40%) 79	(41.38%) 72			(13.22%)
21. Do you feel that busing detracts from your child's education?	(13.22%) 23	(78.76%) 137			(8.05%)

STUDENT QUESTIONNAIRE

I. Teacher - Principal	Yes	No	Undecided	No Opinion	No Response
C. Teacher - Principal					
D. Adult Experience:					
a. Do you feel your teacher or principal treated you differently at this school?	(32.97%) 60	(44.50%) 81			(22.53%)
b. Do you feel your teachers treat you fairly?	(67.03%) 122	(9.34%) 17			(23.63%)
c. Do you enjoy talking with your teachers?	(65.93%) 120	(9.34%) 17			(24.37%)

RUSED PARENT QUESTIONNAIRE -- AIDE ADMINISTERED

C. Teacher - Principal					
12. Do you feel your child has been treated fairly in school:					
a. by teachers?	(91.95%) 160	(6.32%) 11			(1.72%)
b. by principal?	(94.75%) 164	(3.45%) 6			(2.30%)

Treatment by
Teacher-Principal
Attachment C

STUDENT QUESTIONNAIRE

Child - School	Yes	No	Undecided	No Opinion	No Response
D. Peer					
2d. Do you feel you are treated differently by other students in your school?	(30.22%) 55	(36.26%) 66			(33.52%)
e. Have you made many new friends?	(72.53%) 132	(5.49%) 10			(21.98%)
f. Do you enjoy eating lunch at the cafeteria?	(57.69%) 105	(8.79%) 16			(33.52%)
g. Do you enjoy the playground activities?	(67.03%) 122	(9.34%) 17			(23.63%)

BUSSED PARENT QUESTIONNAIRE - AIDE ADMINISTERED

D. Peer					
12. Do you feel your child has been treated fairly in school: a. by students?	(88.50%) 154	(9.20%) 16			(2.30%)
14. Do you feel that your child has accepted other students in school?	(93.68%) 163	(2.30%) 4			(4.02%)
15. Do you feel your child has been accepted by the other students in school?	(89.66%) 156	(3.45%) 6			(6.90%)
18. Do you feel that race has caused many problems among students?	(21.84%) 38	(72.41%) 126			(5.75%)

TEACHER - PRINCIPAL QUESTIONNAIRE

C. Peer					
12. Did the receiving students accept the new students in your building?	(83.72%) 72	(0.00%) 0	(8.14%) 7	(1.16%) 1	(6.98%)
15. Did race cause any problems among students?:	(15.12%) 17	(70.93%) 61	(0.00%) 0	(2.32%) 2	(11.63%)

Peer Relationships
Child, Parent, Teacher
Attachment D

BUSED PARENT QUESTIONNAIRE - AIDE ADMINISTERED

11. Parent - School Relations		Yes	No	Undecided	No Opinion	No Response
A. Parent						
5.	Have you become involved in school activities. (PTA, Carnival, Room Mother)?	(26.44%) 46	(71.26%) 124			(2.30%)
7.	Have you visited your school this year?	(83.33%) 145	(13.79%) 24			(2.87%)
a.	Did you visit your school last year?	(78.16%) 136	(13.22%) 23			(8.62%)
8.	Do you feel you can visit your school at any time?	(86.78%) 151	(8.62%) 15			(4.60%)
9.	Do you feel welcome and accepted during your school visits?	(92.53%) 161	(5.17%) 9			(2.30%)
10.	Do you feel you have been contacted by school personnel more this year?	(65.52%) 114	(23.56%) 41			(10.92%)
11.	Would you like to see more contact between your school and your home?	(71.26%) 124	(21.26%) 37			(7.47%)
13.	Has your child's teacher visited your home?	(23.56%) 41	(73.56%) 128			(2.87%)
16.	Did you do anything to help your child adjust to his new school?	(55.75%) 97	(35.63%) 62			(8.62%)
F. Outcome						
17.	Do you feel your child is more interested in school this year?	(71.26%) 124	(13.79%) 24			(14.94%)
20.	Do you feel your child is receiving a better education today?	(70.69%) 123	(12.07%) 21			(17.24%)

Parent - School
Relations

Attachment E

TEACHER - PRINCIPAL QUESTIONNAIRE

III. Teacher - Home

A. Teacher Visits

	Yes	No	Undecided	No Opinion	No Response
5. Have you made home visits this year?	(29.97%) 25	(62.79%) 54	(0.00%) 0	(0.00%) 0	(8.14%)
7. Would you like to see more communication between school and home?	(68.60%) 59	(8.14%) 7	(8.14%) 7	(6.98%) 6	(8.14%)
8. Did you feel a warm welcome during your home visits?	(27.91%) 24	(0.00%) 0	(2.32%) 2	(41.86%) 36	(27.91%)
9. Did home visits give you a better grasp of your children's culture?	(29.07%) 25	(4.65%) 4	(1.16%) 1	(37.21%) 32	(27.91%)
10. Would you have preferred a home visit to the incoming students' homes with your Community Aide before school started?	(23.26%) 20	(39.53%) 34	(12.79%) 11	(16.28%) 14	(8.14%)

TEACHER - PRINCIPAL QUESTIONNAIRE

Parent - School	Yes	No	Undecided	No Opinion	No Response
D. Parent					
1. Do your parents seem concerned about their children in your school?	(75.58%) 65	(13.95%) 12	(9.30%) 8	(0.00%) 0	(1.16%)
2. Do you find involvement of parents in their children's learning activities?	(58.14%) 50	(26.74%) 23	(11.63%) 10	(0.00%) 0	(3.49%)
II. Parent-School Relations					
A. Parent Visits					
3. Do you feel parents have increased their visits to your school?	(24.42%) 21	(51.16%) 44	(4.65%) 4	(11.63%) 10	(8.14%)
4. Do you feel that parental involvement is adequate in your school?	(34.88%) 30	(46.51%) 40	(10.46%) 9	(3.49%) 3	(4.65%)

TEACHER - PRINCIPAL QUESTIONNAIRE

IV. Teacher - Teacher	Yes	No	Undecided	No Opinion	No Response
14. Did you do something special to help the new students adjust to your building?	(43.02%) 37	(41.86%) 36	(0.00%) 0	(6.98%) 6	(8.14%)
16. Did race cause any problems among teachers?	(5.81%) 5	(76.74%) 66	(4.65%) 4	(4.65%) 4	(8.14%)
21. Do you feel your teaching methods were successful in dealing with your new students?	(65.12%) 56	(12.79%) 11	(17.44%) 15	(0.00%) 0	(4.65%)
24. Have you participated in In-Service Courses?	(51.16%) 44	(39.53%) 34	(0.00%) 0	(0.00%) 0	(9.30%)
25. Did the In-Service Courses' work help you in your school?	(32.56%) 28	12.79% 11	(6.28%) 5	(22.09%) 19	(25.58%)