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ABSTRACT

This report presents findings of a survey designed to examine why the parents of 1,927 children withdrew them from Montgomery County Maryland Public Schools in 1979-80 in order to enroll them in private schools. In the introductory section, the report provides background information and describes the survey (based on random telephone interviews with parents). The second section lists reasons frequently cited by parents for withdrawing or transferring their children from public to private schools: lack of discipline, overcrowding, nature of curriculum content, lack of religious values, problem of racial integration. Section three describes the racial composition of the transferred group, students' economic levels, and parental attitudes towards schools' handling of drug abuse, teaching and grading policies, school safety, student diversity, and education in general. A final discussion examines whether reasons for student withdrawal were related to policies of the Board of Education. Appended to the report are statistical results of the parent survey. (WAM)

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# A Survey of MCPS Withdrawals to Attend Private School

FEBRUARY, 1981

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Superintendent of Schools

Prepared by the Department of Educational Accountability

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

# A SURVEY OF MCPS WITHDRAWALS TO ATTEND PRIVATE SCHOOL

by

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with

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February, 1980

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# EXECUTIVE SUMMARY

From 1974-79, enrollment in Montgomery County Public Schools (MCPS) dropped by 15 percent; at the same time, nonpublic school enrollment increased by 7 percent. During that time, transfers from MCPS to nonpublic schools remained relatively constant, averaging 2 percent annually. Speculation about the reasons for these unfavorable enrollment patterns caused staff and parents to raise questions as to why students in MCPS transfer to nonpublic schools. As a result, the Board of Education asked the Department of Educational Accountability to investigate the causes and to assess whether Board policies were affecting the withdrawal rate.

A two-phased study was designed:

Phase I addressed the reasons why parents withdrew their children from MCPS for nonpublic school placement during the most recent period, from the end of school in June, 1979, to March 21, 1980. Two surveys were planned, the first soon after the withdrawal and the second survey (for those same parents) about a year later.

Phase II, now in progress, will look at the reasons why parents enter a child in MCPS from private school and will begin to investigate why some parents initially enroll their children in private schools.

The results from the first survey in Phase I are presented in this report. The study was based on telephone interviews with a random sample of parents who had transferred their children to private schools. The main objective was to identify the reasons why these parents had withdrawn their children from MCPS and placed them in nonpublic schools. Beyond that, the study sought to determine the characteristics, preferences, and attitudes of these families and whether policies of the Board of Education were related to the reasons for withdrawal.

## Methodology

The subjects for the study were randomly drawn from 1927 children who had transferred from MCPS to nonpublic schools in Maryland between the end of school in June, 1979, and March 21, 1980. The racial makeup of the group differed somewhat from that of the total MCPS enrollment. The minority groups were underrepresented (15 percent of the withdrawals vs. 20 percent of the total MCPS enrollment), and white families constituted a somewhat larger proportion (85 percent vs. 80 percent).

Three-hundred-thirteen families participated in the telephone interviews. Characteristics of the sample were closely aligned to known characteristics of the transferred group they represented: racial makeup, sex and grade in school of the child withdrawn, and the administrative area of the school from which the withdrawal occurred.

The universe for this study comprises only about 2 percent of the enrollment in MCPS, specifically, those who decided to transfer their children to nonpublic schools and who could afford the financial burden of tuition in the private schools. As such, care should be taken not to give inordinate weight to the views of this group in policy-making decisions, since there is no reason to believe that their views reflect the opinions of the 98 percent of the parents who keep their children in Montogomery County Public Schools.

Reasons for withdrawal

Parents were asked to name, in the order of importance, their three most important reasons for withdrawing their children from MCPS. Almost one fourth (24 percent) said that their reason of highest importance was Religion/Values. Discipline topped the list of reasons of second most importance (18 percent).

When the parents' three most important reasons for withdrawal were considered as a group, Discipline (53 percent*) topped the list. Concerns about Religion/Values (44 percent*) and Class Size/Individualization (38 percent*) placed them as the second and third most frequently named reasons for transfers to nonpublic schools.

- Discipline appears as one of the three most frequently identified reasons for all of the subgroups and topped the list of reasons for withdrawing in all five administrative areas, but was especially high in Area 5. Discipline was cited less frequently as a reason for leaving MCPS as the level of education of parents increased and was cited more frequently by parents in schools with low achievement rankings.

- Religion/Values (44 percent*) ranked second to Discipline as a reason for transferring to nonpublic schools: 33 percent* Religion reasons, 10 percent* Values.

- Class Size/Individualization ranked third in the frequency with which it was identified as a reason for withdrawal from MCPS.

- Over half (59 percent) of those interviewed had considered putting their children into nonpublic schools for a year or more before actually taking action.

- Integration ranked quite low among parents as a reason for leaving MCPS. None of the parents in Areas 4 and 5 named integration as among their most important reasons. In the remaining areas, the percents were Area 1 (2 percent*), Area 2 (6 percent*), and Area 3 (4 percent*).

- Most (82 percent) of the children withdrawn from MCPS have been enrolled in church-related schools: 58 percent in Catholic schools and 19 percent in non-Catholic church-related schools.

*Except as otherwise indicated a single asterisk on a reported percent indicates "based on multiple responses" throughout the report.

- Almost one third (31 percent) of the total group of parents interviewed felt that Academic Standards in MCPS were too low or nonexistent.

- Teaching the Basics was claimed to be "underemphasized" and without adequate follow-up by 38 percent of the parents.

- Some parents stated (42 percent) that not enough homework was assigned or that their children had none at all when they were attending MCPS.

## Characteristics of Families Withdrawing Their Children

Half of the mothers (50 percent) and 40 percent of the fathers had attended nonpublic schools for part or all of their elementary and secondary education. Parents were mostly long-time residents of the county: 57 percent for 10 or more years, and 62 percent resided in their present house or apartment in 1975.

Parents were more highly educated than the overall county population: 28 percent of the minority parents and 18 percent of the white families held advanced degrees.

Few parents considered the option to transfer their children to another school in MCPS rather than to a private school. Most said that no single incident had caused them to opt for private schools. Surprisingly, 43 percent continued to enroll at least one child in the public schools in Montgomery County.

## Relationship of the Findings to Policies of the Board of Education

Although many of the reasons that parents gave for withdrawing their children from MCPS and placing them in nonpublic schools relate to topics covered in MCPS regulations, no Board of Education policy was found to be a motivating factor causing withdrawals. In fact, many of the policies enacted by the Board of Education over the past five years seem to be directly focused on parents' reasons for withdrawal (i.e., policies on class size, discipline, and homework).

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# INTRODUCTION

## BACKGROUND

Declining enrollment in the public schools is usually thought to be the result of a declining birth rate; however, substantial increases in private school enrollments appear to be contributing to declining enrollment in Montgomery County. In the five-year period from 1974-79, private school enrollment in Montgomery County increased from 22,813 to 24,979, an increase of 10 percent. During the same period, Montgomery County Public Schools (MCPS) enrollment decreased by 17 percent from 124,324 to 102,633. The Montgomery County public and private school enrollment data depicted in Table 1 illustrates the enrollment gains in private schools when compared with corresponding data for MCPS. For example, MC private school kindergarten enrollment increased by 63 percent between 1974 and 1979, while MCPS lost 37 percent of its kindergarten enrollment in the same period. Furthermore, the loss in kindergarten enrollment in MCPS appears to be continuing, though possibly at a somewhat lower rate. MCPS lost 1 percent of its kindergarten enrollment in 1978-79, while kindergarten in the county's private schools gained 19 percent.

Even when considering the children who return to Montgomery County Public Schools from private schools, more children leave MCPS for private placement than enroll in MCPS from private schools. Although this net loss to MCPS has been decreasing during the past five years, this student exodus becomes more important as enrollment continues to decline and is the motivation for this study.

## OBJECTIVES OF THE STUDY

As a result of these enrollment patterns, questions were raised by staff and parents as to why some Montgomery County residents initially enroll their children in private schools and why still others withdraw their children from MCPS to place them in private schools. A careful examination of parent thinking concerning public and private schools could help identify methods of making the public schools a more effective and attractive option for parents. The Board of Education asked the Department of Educational Accountability to investigate these questions and to assess whether Board policies were affecting the situation.

The study of reasons why parents withdraw their children for private school placement will take place in two phases. Phase I, the results of which are reported here, is a descriptive survey of parents who have withdrawn their children from an MCPS public school for private school placement. Parents will be surveyed twice, the first time soon after they have withdrawn a child and the same parents, a second time, about a year later.

Phase II of the study, now in progress, will look at the reasons why parents enter a child in Montgomery County Public Schools after withdrawing them from a nonpublic school in Montgomery County. In addition, Phase II will begin to investigate the issue of why some parents never enroll their children in the public schools, but enroll them initially in private schools.

TABLE 1

Fall Enrollment Statistics: Montgomery County (MC)* and Maryland (Md)**
1974, 1978, and 1979

| Level | 1974 | 1978 | 1979 | Percentage Change | |
|---|---|---|---|---|---|
| | | SUMMARY | | Five Year | One Year |
| MCPS Total | 124,324 | 107,403 | 102,633 | -17.4 | - 4.4 |
| MC Private Total | 22,813 | 24,387 | 24,979 | + 9.5 | + 2.4 |
| Md. Public Total | 890,714 | 809,933 | 777,725 | -12.7 | - 4.0 |
| Md. Private Total | 125,937 | 126,172 | 126,917 | - 0.8 | - 0.6 |
| Prekindergarten | | | | | |
| MCPS | 709 | 622 | 711 | + 0.3 | +14.3 |
| MC Private | 3,863 | 4,442 | 4,786 | +23.9 | + 7.7 |
| Md. Public | 3,808 | 4,626 | 4,955 | +30.1 | + 7.1 |
| Md. Private | 14,032 | 15,305 | 16,139 | -15.0 | + 5.5 |
| Kindergarten | | | | | |
| MCPS | 8,502 | 5,395 | 5,351 | -37.1 | - 0.8 |
| MC Private | 970 | 1,321 | 1,576 | +62.5 | +19.3 |
| Md. Public | 54,879 | 43,418 | 42,583 | -22.4 | - 1.9 |
| Md. Private | 5,946 | 6,371 | 6,972 | +17.3 | - 9.4 |
| Grades 1-12 | | | | | |
| MCPS | 115,113 | 101,413 | 96,571 | -16.1 | - 4.7 |
| MC Private | 17,980 | 18,624 | 18,617 | +3.54 | - |
| Md. Public | 832,027 | 761,889 | 730,187 | -12.2 | - 4.2 |
| Md. Private | 105,959 | 104,496 | 103,806 | - 2.0 | - 0.7 |

*Data for public schools from Facts About Maryland Public Education for each of the years 1974, 1978, and 1979.

**Data for nonpublic schools from State of Maryland Department of Education Nonpublic Pupil Membership Report as of September 30, 1974, 1978, and 1979.

The objectives of this study are to determine:

1. The reasons Montgomery County parents withdraw their children from the public schools and place them in private schools.

2. If the reasons for withdrawal are related to the characteristics and attitudes of parents.

3. If the reasons for withdrawal are related to policies of the Board of Education.

## METHODOLOGY

### SAMPLE

The respondents for Phase I of this study are parents who withdrew a child to attend private schools. This group, consisting of 1927 students withdrawn from MCPS for private school placement in Maryland between the end of the 1978-79 school year and March 21, 1980, constituted the universe from which the sample was drawn. Two withdrawal codes were used to identify these children in the MCPS pupil data base:

15: Withdrawn to transfer to a nonpublic school in Montgomery County

16: Withdrawn to transfer to a Maryland nonpublic school outside Montgomery County

As can be seen in Table 2 the witndrawals of this group were proportionately larger for children entering Grade 1 (22 percent), Grade 7 (10 percent), and Grade 9 (9 percent).

TABLE 2

Grade Levels of MCPS Withdrawals for Private School Placement
June 22, 1979 - March 21, 1980

| Grade at the Time of Withdrawal | N | % |
|---|---|---|
| Head Start | 15 | .8 |
| Kindergarten | 145 | 7.5 |
| 1 | 414 | 21.5 |
| 2 | 129 | 6.7 |
| 3 | 120 | 6.2 |
| 4 | 127 | 6.6 |
| 5 | 130 | 6.7 |
| 6 | 103 | 5.3 |
| 7 | 186 | 9.7 |
| 8 | 100 | 5.2 |
| 9 | 176 | 9.1 |
| 10 | 144 | 7.5 |
| 11 | 80 | 4.2 |
| 12 | 27 | 1.4 |
| Special Education | 31 | 1.6 |
| TOTAL | 1,927 | 100.0 |

These are natural breaks, i.e., many children attend kindergarten in a public school before enrolling in a private school that has no kindergarten; seventh grade is the time when children move to the junior high school; and the ninth grade is seen as the first year of high school with withdrawals tending to be high at that level so that children may start with their graduating class.

Selection of the sample for the survey was accomplished by randomly drawing students' names from the universe of 1927 records until a total of 313 telephone interviews had been completed with their parents or guardians. The random sample drawn for the survey fits closely with the universe for four characteristics: racial makeup, sex, grade, and administrative detail. (See Table A-1.) The findings reported here are based on a telephone survey of parents of these 313 students. Appendix C analyzes the interview attempts that were not completed.

Telephone numbers for the sample came from the MCPS pupil data base. If the phone number was not available from this source or if it proved to be incorrect, attempts were made to locate phone numbers from various other sources. These sources included a call to the school from which the child was withdrawn, the local telephone directory, and Haines 1980 Maryland Suburban Criss-Cross Directory (Addressokey and Telokey).

## DATA COLLECTION AND ANALYSIS

The survey instrument was developed based on a literature search and the types of information needed to respond to the study objectives. A copy of the survey instrument is attached as Appendix B. The questions address the reasons for withdrawal, incidents that led to withdrawal, length of time parents had considered the option to withdraw, parents' opinions of MCPS, and demographic and family characteristics of those who had exercised the option to withdraw their children from MCPS for nonpublic school placement. Both open-ended and multiple choice items were included. Questions about the reasons for withdrawals and opinions were open-ended on the assumption that any reading of possible answer choices in these areas might tend to bias the responses.

Subsets of questions about participation in magnet school programs and programs for the gifted were also included. Results of this part of the survey will be reported with the results of studies of these programs now underway in the Department of Educational Accountability.

A random sample of families was drawn for a tryout of the survey instrument, and the interview guide was modified based on the experience gained in the tryout. As a result of the tryout, it was decided to eliminate children withdrawing from special schools or self-contained special education classes in the regular schools because their survey would more appropriately be associated with a study of the special education program.

The responses for the open-ended questions were categorized, and SPSS crosstabulation programs were used to identify significant factors relating to the withdrawal of children from MCPS for nonpublic school placement. The results of these analyses are reported for the following factors: grade in school, sex of the child withdrawn, racial group membership, education level of the parents, administrative area, and the school rank based on the composite score of the last applicable systemwide test.

LIMITATIONS

The universe for this study comprises only about 2 percent of the enrollment in MCPS, specifically, those who decided to transfer their children to nonpublic schools and who could afford the financial burden of tuition in the private schools. As such, care should be taken not to give inordinate weight to the views of this group in policy-making decisions, since there is no reason to believe that their views reflect the opinions of the 98 percent of the parents who keep their children in Montgomery County Public Schools.

## FINDINGS

### STUDY OBJECTIVE 1: REASONS FOR WITHDRAWAL

The following section describes the results of the telephone survey as related to the first objective of the study which is to:

Determine why Montgomery County residents withdraw their children from the public schools and place them in private school.

#### Making the Decision To Withdraw

The decision to withdraw their children from MCPS was not a spur-of-the-moment decision for parents. Over half (59 percent) of those interviewed had considered putting their children into nonpublic schools for a year or more before actually taking action: 36 percent first considered such a move two or more years ago and 23 percent first considered it in the school year before withdrawing them (see Table A-2).

Most parents did not consider transferring their children to another public school rather than withdrawing them from MCPS (see Table A-3). Only 12 percent considered this alternative; only 3 percent filed a written transfer request. Though not filing a written request, some (9 percent) did talk with school or area office staffs or with other parents before giving up on the idea of seeking a transfer. Some said that they were convinced by MCPS staff that the transfer would not be approved. Others were told that programs they were interested in were full or that approval of the transfer would probably not be approved because it would adversely affect racial balance.

Disposition of this small group of formal transfer requests was as follows: ten were filed, six were granted, and three were denied. Three said that the denial influenced their decision to withdraw for private school placement.

#### Incidents That Led to Withdrawal

Most parents (75 percent) said that no particular incident resulted in their decision to opt for private schools (see Table A-4). Disciplinary incidents were mentioned most frequently (7 percent), followed by incidents relating to school or MCPS staff (4 percent), student interest or achievement (2 percent), and parental involvement in the school (2 percent). (See Table A-5.)

#### The Three Most Important Reasons for Withdrawal

Parents were asked to name, in the order of their significance, the three most important reasons why they had withdrawn their children from MCPS in favor of private schools. To analyze the data, the reasons parents named were summarized and categorized. The categories are listed here and are further defined in Table A-5:

- Discipline
- Student Interest/Achievement
- School/MCPS Staff
- Class Size/Individualization
- Curriculum
- Parent Involvement
- Religion/Values
- Integration
- Other

Table 3 shows whether parents named each reason for withdrawal as their most important, second most important, or third most important. In the column headed Total, it shows the frequency with which each reason was named as being among the three most important reasons.

TABLE 3

Parents' Three Most Important Reasons for Withdrawal

| Reasons for Withdrawal | Most Important | | Second Most Important | | Third Most Important | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N* | % |
| | 308 | 100 | 271 | 100 | 206 | 100 | 308 | 100 |
| Discipline | 49 | 15.9 | 78 | 28.8 | 36 | 17.5 | 163 | 52.9 |
| Religion/Values | 74 | 24.0 | 28 | 10.3 | 32 | 15.5 | 134 | 43.5 |
| Class Size/ Individualization | 51 | 16.6 | 39 | 14.4 | 26 | 12.6 | 116 | 37.7 |
| Other | 39 | 12.7 | 34 | 12.5 | 42 | 20.4 | 115 | 37.3 |
| Student Interest/ Achievement | 41 | 13.3 | 34 | 12.5 | 24 | 11.7 | 99 | 32.1 |
| Curriculum | 32 | 10.4 | 32 | 11.8 | 24 | 11.7 | 88 | 28.6 |
| School/MCPS Staff | 15 | 4.9 | 14 | 5.2 | 11 | 5.3 | 40 | 13.0 |
| Parent Involvement | 5 | 1.6 | 8 | 3.0 | 9 | 4.4 | 22 | 7.1 |
| Integration | 2 | 0.6 | 4 | 1.5 | 2 | 1.0 | 8 | 2.6 |

*N=Number of respondents. Percentages based on multiple responses.

In the total group of parents interviewed, about one fourth (24 percent) named Religion/Values as their most important reason for transferring their children to nonpublic schools. This was followed by 17 percent who named Class Size/Individualization as most important and 16 percent placing Discipline at the top of the list. Discipline ranked highest both as the reason of second and third most importance.

When the three reasons were considered as a group, Discipline (at 53 percent*) was named more frequently than any other, with Religion/Values (at 44 percent*) in second place and Class Size/Individualization (38 percent*) ranked third.

Each of these reasons is discussed below and expanded upon in the tables in Appendix A.

The reasons for leaving MCPS are compared in Table A-7 for white and minority families. Both groups left MCPS largely for the same reasons: Discipline, Religion/Values, and Class Size/Individualization. Among white families Discipline (55 percent*) was named most frequently followed by Religion/Values (45 percent*) and Class Size/Individualization (37 percent*). Minority families assigned top and equal importance to Discipline and Class Size/Individualization (both 42 percent*) and ranked Religion/Values as their third most important reason for withdrawal.

Minority parents withdrew their children from MCPS for reasons relating to discipline less frequently than the white families: 42 percent* compared to 55 percent*. Discipline was also named less frequently by minority families as the most important reason for leaving MCPS: 7 percent for minority families compared to 17 percent for white families.

Discipline

Discipline was the overriding reason provided (53 percent*) why parents withdrew their children from MCPS and placed them in nonpublic schools. Slightly less than half (45 percent) of the parents surveyed were pleased with MCPS' maintenance of discipline (13 percent said they were "very satisfied"; 32 percent were "satisfied"). In contrast 97 percent were pleased (78 percent "very satisfied"; 20 percent "satisfied") with discipline in private schools their children were attending. Most of the suggestions for improvement in MCPS sighted by parents related to discipline. Parents called for more authority for teachers, less individual student freedom, more respect for others, and strong leadership on the part of teachers and administrators. More than half of the parents interviewed (57 percent) expressed "no opinion" with reference to the handling of drug abuse in MCPS. Nineteen percent were pleased (6 percent were "very satisfied"; 13 percent, "satisfied"). Almost one fourth were displeased (12 percent "not satisfied" and 12 percent "very unhappy"). Many parents (41 percent) reported that they had no opinion regarding the handling of drug abuse in private schools. Over half (57 percent) were pleased (40 percent, "very satisfied" and 18 percent "satisfied"). Only 2 percent were critical of the private school in this respect: 2.3 percent "not satisfied"; none, "very unhappy".

- Discipline appeared as the major reason for leaving MCPS in all five administrative areas but was most frequently mentioned in Area 5 (84 percent*) and was least frequently mentioned in Area 3 (47 percent*).

- Among parents of children enrolled in schools ranked in the top achievement quarter, concern for Discipline decreased as the school level increased from elementary to junior high to senior high school (51, 30, and 20 percents*) Discipline was of greater concern to parents in schools ranked low achievement. This was true for all families as a group and for white families. The results are inconclusive for the combined minorities because of the small sample size.

- Discipline was the top ranked reason for withdrawal in all three levels of parents education; however, it declined as the parents' level of education increased from High School (67 percent*) to College (56 percent*) to Advanced Studies (38 percent).

- The importance of discipline as a reason for withdrawal was not significantly different for male and female students withdrawn.

Religion/Values

Religion/Values ranked second (44 percent[1]) only to Discipline as the most frequently mentioned reason for MCPS transfers to nonpublic schools.

- Religion/Values ranked second as a reason for withdrawing their children from MCPS for all families as a group and for white families. It ranked third among the combined minorities. This concern was higher in schools ranked low for their achievement in systemwide testing than in the top-ranked schools.

- The percentage of parents citing Religion/Values as a reason for leaving MCPS declined as the school level increased from elementary to senior high school.

- About one fourth (24 percent) of the families listed Religion/Values as their reason of highest importance for withdrawing their children from MCPS for nonpublic school placement.

- Concern for Religion/Values was greatest in Area 4 (60 percent*) and Area 5 (64 percent*) and lowest in Area 1 (31 percent*) and Area 3 (34 percent*).

- Teaching of Values in MCPS was criticized by 42 percent of the parents interviewed. Less than 1 percent were critical of this area in the private schools. Parents charged primarily that MCPS underemphasized values instruction (or neglected it completely) and that there was an inconsistency in values instruction in MCPS.

Class Size/Individualization

This area ranked third (38 percent*) in the frequency with which it was identified as a reason for withdrawal from MCPS.

- Parents most frequently left MCPS because of Class Size/Individualization in Area 3 (50 percent*) and least frequently in Area 5 (16 percent*).

[1]Percentage based on multiple responses. (33.1 percent for Religion reasons; 10.4 percent for Values.)

- Class Size/Individualization was a more frequently named reason for withdrawal of children from top-ranked schools.

- About half (51 percent) of the parents were pleased with MCPS teaching of students with diverse needs (22 percent were "very satisfied"; 29 percent, "satisfied"). Most of those who were critical said that MCPS lacked sufficient provisions for extra help and attention to individual needs. Some said that children were allowed to "slide by."

- Almost three fourths (73 percent) were highly pleased with the way private schools handled the diverse needs of their students.

Student Interest/Achievement

Student Interest/Achievement ranked fourth (32 percent*) in importance as a reason why parents withdrew their children from MCPS.

- Student Interest/Achievement appeared to be of increasing concern as the children progressed to higher school levels in all achievement quarters.

- Satisfaction with MCPS academic standards was low (13 percent, "very satisfied" and 46 percent, "satisfied") when compared with the level of satisfaction expressed about this topic in the private schools (79 percent, "very satisfied" and 19 percent "satisfied"). Most of the dissatisfaction expressed about MCPS related to parents' assertions that academic standards were too low or nonexistent.

- Many parents (62 percent) were satisfied with MCPS grading policies (17 percent, "very satisfied" and 45 percent, "satisfied".) Dissatisfaction with grading policies dealt primarily with too easy grading standards, a lack of consistency and follow-through, and failure to issue progress reports. Almost all parents (97 percent) were pleased with grading policies in the private schools (56 percent, "very satisfied" and 41 percent, "satisfied").

Curriculum

Reasons related to the Curriculum ranked fifth (28.6 percent*) among the reasons parents gave for withdrawing their children from MCPS.

- Most of the suggestions for improvements in MCPS curriculum called for more structure, more challenging work, higher standards, and more follow-up on homework.

- Though the differences were small, the percentage of parents citing curriculum as a reason for leaving MCPS increased as the parents' level of education increased.

- MCPS received a very low satisfaction rating in Giving Homework. The most frequent criticism was that little or no homework was assigned. Private schools, however, were ranked very highly for their homework practices.

- About half (53 percent) were pleased with Teaching the Basics in MCPS. Most of those who were critical felt that there was too little emphasis in these areas and not enough follow-up.

- About three fourths of the parents (73 percent) were pleased with the Variety of Curricular Offerings in MCPS.

- Extracurricular Activities in MCPS evoked criticism from 17 percent of those interviewed. Most of the critical comments reported that none (or not enough) activities were offered. Criticism of Extracurricular Activities in the private schools was similar to criticism of MCPS both in amount and nature of the activities (too few or not enough extracurricular activities).

School/MCPS Staff

School/MCPS staff ranked sixth (13 percent*) as a reason for parents' withdrawal of their children from MCPS.

- Few parents attributed their reasons for withdrawing their children from MCPS to actions of MCPS staff members.

- Among parents as a whole, 61 percent reported that they were "very satisfied" or "satisfied" with the school administrators in MCPS. Most of those who were critical said that they had an unsatisfactory relationship with the principal or assistant principal.

- Parents were highly pleased with the administrators in the private schools: 97 percent reported that they were "very satisfied" or "satisfied" with them.

- Less than one-third (29 percent) were critical of teachers, saying primarily that they lacked interest in the children, made little effort on behalf of the children, seemed unprofessional or incompetent, and seemed not to understand their mission.

Parent Involvement

Parent Involvement ranked seventh (7 percent*) among the reasons why children were transferred to a nonpublic school.

- Few parents felt that MCPS practices regarding Parent Involvement were sufficient to warrant transferring their children to private schools.

- Almost three quarters (74 percent) of the parents were pleased with MCPS' involvement of parents in the school. Those who were critical of this area in MCPS said there was not enough parent involvement and cited lack of communication between parents and the schools.

- About one third (35 percent) of the parents interviewed felt dissatisfied with the responsiveness of MCPS to the concerns of parents. The parents interviewed found the private school much more responsive to their concerns; only 2 percent were displeased.

## Integration

Integration ranked eighth (3 percent*) as a cause for children being transferred from MCPS to nonpublic schools. Significantly, none of the minority families cited reasons classified as "Integration" for transferring their children to private schools.

- Integration as a reason for withdrawal ranked quite low in all administrative areas (ranging from 2 to 6 percent* in Areas 1, 2, and 3) and was cited by no parents in Areas 4 and 5.

- Integration was mentioned by only 3 percent* of parents at the elementary level. Half of these parents had withdrawn children from schools ranked in the lowest achievement quarter.

- Integration was not mentioned by parents at the junior high level and by only 2 percent* at the senior high school level.

- About one fourth (23 percent) indicated displeasure with the classmates of their children in MCPS, but the reasons they cited showed no clearly identifiable relationship to integration. Most dealt with poor discipline or "double standards" of behavior.

- Busing, sometimes instituted as a procedure to achieve racial balance, was criticized because it created an imbalance of neighborhood children and no lasting relationships. Less than 1 percent* reported that racial slurs had occurred. Only one mentioned an unresolved racial incident.

STUDY OBJECTIVE 2: CHARACTERISTICS AND ATTITUDES OF PARENTS

This section of the report describes the results of the study as related to the second objective, which is to:

Determine if the reasons for withdrawal are related to the characteristics and attitudes of parents.

This section of the report summarizes the findings of the study relating to 1) the characteristics, preferences, and attitudes of parents who have withdrawn their children from MCPS and 2) their rating of satisfaction with various school-related topics.

Characteristics

- Although a large number of the families surveyed (78 percent) had more than one school-aged child, surprisingly, 43 percent of the families who withdrew a child to attend a nonpublic school had at least one child continuing to attend MCPS schools. (See Tables A-14 and A-15.)

- Half (50 percent) of the mothers and 40 percent of the fathers had attended nonpublic schools for part or all of their elementary or secondary education. (See Table A-16.)

- Parents who took their children out of MCPS were themselves well educated and were, in fact, more highly educated than the overall population in Montgomery County. Advanced degress were held by 28 percent of the minority parents and 18.1 percent of the white parents. (See Table A-17.)

- Although parents withdrawing their children were mostly long-time Montgomery County residents (57 percent for 10 or more years), their length of residency tended to be lower than all adults living in the county (65 percent for 10 or more years). (See Table A-20.)

Attitudes

Satisfaction with the Schools

Parents were asked to rate their satisfaction with various school-related topics during the time their children were attending their last MCPS school and again for the time when they were in their current private school. Parents who indicated dissatisfaction were asked to explain their reasons. As might have been expected, the level of parents' satisfaction was considerably higher when the children were in private school. Completely unexpected though was the size of the parent group that was "very satisfied" or "satisfied" with there children's education in MCPS. Each topic area is discussed below and expanded data provided in the tables in Appendix A.

## Teaching and the Grading Policy

MCPS received its harshest and most clearly defined criticism in five areas that might be described collectively as "teaching and the grading policy"; yet four of the five were given "very satisfied" or "satisfied" ratings by half or more of the parents interviewed. (See Table A-22.)

- Considerably more parents (97 percent) said that they were "very satisfied" or "satisfied" with the grading policy in private schools than MCPS (62 percent). Parents dissatisfied with the MCPS grading policy felt that it was too easy or inconsistent.

- While only 50 percent to 59 percent of parents were "very satisfied" or "satisfied" with the areas of Teaching of Values, Teaching the Basics, and Academic Standards in MCPS, 97 percent to 98 percent were likewise satisfied with these topics in private schools.

- Approximately one third (31 percent) of the parents interviewed felt that Academic Standards in MCPS were too low or nonexistent.

- Teaching the Basics was found to be "underemphasized" and without adequate follow-up by 38 percent of the parents interviewed.

- Parents were very dissatisfied with the public schools' practices in Giving Homework. Parents agreed (42 percent) that not enough homework or none at all was assigned their children when they were attending MCPS.

## Discipline and the Handling of Drug Abuse

- Parents' lowest satisfaction ratings appeared for MCPS in Maintaining Discipline: Laxity and inconsistency were cited by 45 percent as the reason for their dissatisfaction.

- Although only a relatively small number of parents (18 percent) expressed dissatisfaction with the way MCPS was Handling Drug Abuse problems, a large number (57 percent) expressed no opinion.

## Diversity Among Children in the School

- Parents were more pleased with their children's "Classmates in the Schools" when they attended private schools then when they attended public school (95 percent "very satisfied" and "satisfied" compared to 74 percent).

- Parents were likewise more pleased with "teaching students with diverse needs" in private schools then in public schools (73 percent "very satisfied" and "satisfied" compared to 51 percent).

Curriculum and Materials

- Although there was consistently greater satisfaction in private schools among all three categories (Books and Materials, Variety of Curricular Offerings, and Extracurricular Offerings), the differences were not as large as in other topic areas.

School Safety

- MCPS' highest satisfaction rating (83 percent) was with School Safety, and there were only a few criticisms.

Parents' Report Cards for MCPS

Parents were asked to grade the quality of MCPS on an A, B, C, D, F scale and, for grades less than "A", to explain what MCPS should do to earn that top rating. The following points summarize the data in Table A-46 through Table A-49:

- The data show a positive correlation between high quality ratings and high achievement levels. Schools that ranked in the top half for their performance on systemwide testing received higher quality ratings from the parents than did those ranked in the lower half.

- The data reveal a general decline in the percentage of high grades given MCPS from Kindergarten up through Grade 12.

- The education level of the parents appeared to have been a factor in parents opinions of MCPS. For example, while the percentage of high grades (A's and B's) was about the same regardless of the education levels of the parents, the percentage of low grades dropped from 22 percent for parents with high school education to 6 percent for those with advanced study.

- Opinions of the quality of MCPS varied, but not greatly, across the five administrative areas. The highest percentage of low ratings "D" or "F" were given in Area 4 (25 percent). In Area 5, 16 percent of the parents said MCPS' quality was poor (or "D"), but none considered it to be low enough for an "F" rating. In the remaining areas (1-3), the percentages of low ratings for quality ranged from 6 to 16 percent.

- Parents withdrawing their children from MCPS to place them in nonpublic schools rated MCPS considerably lower than parents participating in a survey of the county at large. In the community survey, public school parents rated MCPS more highly than private school parents or those with no children in school. Eighty percent of the public school parents rated MCPS "A" or "B," as compared with 36 percent of those who withdrew their children for private school placement.

## What MCPS Could Do to Earn an "A"

Along with giving a grade to MCPS parents were asked to suggest their ideas for improving MCPS. The following points summarize the suggestions. (See Table A-52.)

- Discipline, the most frequently identified reason for withdrawal, also ranked highly (54 percent*) in the suggestions made for improving MCPS. Parents called for more authority for teachers, less individual student freedom, more respect for others, and strong leadership on the part of teachers and administrators.

- Curriculum (47 percent*) almost matched discipline in the frequency with which it was identified as an area needing improvement. Suggestions for improvement continued the trends for more structure, more challenging work, higher standards, and more follow-up on homework.

- Lowering of class sizes and more individualization ranked highly (41 percent*) as areas needing improvement.

- Many of the changes suggested related to school staff (35 percent*). A call for "better qualified teachers" topped the list.

## The "Ideal" School

Families that considered transfers to other public schools described the most attractive features in schools they would have liked to (or did) transfer their children into. The responses were greatest (57 percent*) in the area of curriculum. This was followed by 33 percent* for parental involvement and 27 percent* for discipline. (See Table A-50).

An "ideal" school profile based on these parents' descriptions of desirable features would place a major emphasis on curriculum. The ideal school would provide a diverse curriculum with increased emphasis on academic offerings and "really nice" materials. Programs for gifted and talented youngsters would have more advanced instruction and an accelerated mathematics program. "Better" performance would be expected. There would be an emphasis on basic skills, a policy on homework, and, correspondingly, higher test scores.

STUDY OBJECTIVE 3: POLICIES OF BOARD OF EDUCATION

The following section describes the results of the study as related to the third objective which is to:

Determine if the reasons for withdrawal are related to policies of the Board of Education.

Many of the reasons that parents gave for withdrawing their children from MCPS and placing them in nonpublic schools relate to topics covered in MCPS regulations. Although few parents directly indicated that a particular Board of Education action or policy was the reason they withdrew their child from MCPS, all of the major reasons for withdrawal are topics of one or more Board of Education regulations. Table A-54 shows the correspondence between selected MCPS regulations from MCPS Policies and Procedures (Volume 1 and 2) and reasons that parents gave for withdrawing their children from MCPS.

During the course of the study, no single Board of Education policy was found to be the motivating factor which caused parents to withdraw their children and place them in private schools. In fact, many of the policies enacted by the Board of Education over the past five years seem to be directly focused on parents' reasons for withdrawal (i.e., policies on class size, discipline, homework). The conservative nature of recent Boards of Education appears to be supported by the results of this study, in that, the concerns and dissatisfactions of the parents surveyed are very much in line with the directions of the Board of Education.

This section of the report will briefly discuss the relationships between the top-ranked reasons for withdrawal to private schools and Board of Education policies:

Discipline

The only conceivable negative relationship between Board of Education policy and discipline as a reason for withdrawal is the extent that the Board Policy on Student Rights and Responsibilities (and the resulting handbook) can be interpreted to provide excessive individual student freedom. Board policy would, in fact, appear to be moving in line with these parents views. An example of this would be the recent revision of MCPS Regulation 515-1 Pupil Attendance to include provisions of loss of credit for excessive unexcused absences. Although little evidence was provided to indicate that Board Policy on Discipline increased withdrawals, it was evident that discipline was the major reason for parents to withdraw their children for private school placement and that the lack of stronger Board of Education Policies on Discipline might have contributed to these withdraws.

Interestingly, in the Gallup polls of the public attitutdes toward public schools (1969-1980),[1] Discipline was the problem cited most frequently in all except one year. In 1973, following the fifth year of his surveys, Gallup concluded that". . . while discipline is properly a responsibility of the home, the schools must perforce be more effective in mitigating this problem, or they will suffer the consequences."[2]

Religion/Values

Religion/Values was cited by parents as the most important reason for withdrawal (24 percent); and when the three most important reasons were considered as a group, it was second only to Discipline (53 to 43 percent). However, as the First Admendment to the United States Constitution ensures the separation of church and state, there is consequently no Board policy on religion which has increased the number of parents who have withdrawn their children for this reason. In fact, there may be no Board of Education policy position on this topic which could signifiantly impact on this situation.

Although religious education is beyond the scope of public school education, values, however, were of concern to many parents which raises questions that have implications for withdrawal to private schools. Is it the obligation of the schools to teach values to children, or is it more appropriately the charge of parents to provide this guidance? To what extent does the school system's obligation extend beyond the teaching of academics? Does "providing a wholesome learning atmosphere" imply or necessitate the teaching of values? Is it possible to clearly define limits in the teaching of values?

Class Size/Individualization

This reason for withdrawal ranked second as the most important reason (17 percent) and third when the three most important reasons were grouped. Once again, there was no evidence found that would indicate that recent Board of Education policies or actions have increased the number of withdrawals because of Class Size/Individualization. To the contrary, recent board initiatives to reduce the number of large classes and monitor average class sizes would indicate that the Board is moving in the direction indicated by the data.

[1]George H. Gallup, The Gallup Polls of Attitudes Toward Education 1969-73. Stanley Elam, editor. 10th Annual Poll of the Public's Attitudes Toward the Public Schools, in the Phi Delta Kappan, September 1978. Vol. 60, No. 1, p. 34.

[2]The 12th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools, in the Phi Delta Kappan, September 1980, p. 33.

# APPENDIX A

TABLE A-1

Characteristics of the Sample Compared with the Population of Children Withdrawn from MCPS for Private School Placement

| Characteristics | Sample N = 313 | | Population N = 1927 | |
|---|---|---|---|---|
| | N | % | N | % |
| **Race** | | | | |
| American Indian | 0 | 0.0 | 1 | 0.1 |
| Asian | 8 | 2.5 | 57 | 3.0 |
| Black | 20 | 6.4 | 132 | 6.9 |
| White | 267 | 85.3 | 1641 | 85.2 |
| Hispanic | 18 | 5.8 | 96 | 5.0 |
| **Sex** | | | | |
| Male | 175 | 55.9 | 1060 | 55.0 |
| Female | 138 | 44.1 | 867 | 45.0 |
| **Grade** | | | | |
| Special Education | 0 | 0.0* | 31 | 1.6 |
| Head Start-Kindergarten | 7 | 2.2 | 160 | 8.3 |
| 1 - 3 | 123 | 39.3 | 663 | 34.4 |
| 4 - 6 | 71 | 22.7 | 360 | 18.7 |
| 7 - 9 | 75 | 24.0 | 462 | 24.0 |
| 10 - 12 | 37 | 11.8 | 251 | 13.0 |
| **Area** | | | | |
| 1 | 65 | 20.8 | 441 | 22.9 |
| 2 | 70 | 22.4 | 393 | 20.4 |
| 3 | 86 | 27.5 | 456 | 23.7 |
| 4 | 67 | 21.3 | 384 | 19.9 |
| 5 | 26 | 8.0 | 222 | 11.5 |
| Special Education | 0 | 0.0* | 31 | 1.6 |

*Special Education students withdrawing for external placement were excluded from the study.

TABLE A-2

When Parents First Considered Putting Their Children in Private School

| When Transfer Was First Considered | Total N | Total % |
|---|---|---|
| | 309 | 100 |
| Same school year the withdrawal occurred | 125 | 40.5 |
| School year before the withdrawal occurred | 71 | 23.0 |
| Two or more years before the withdrawal occurred | 112 | 36.2 |
| Not sure | 1 | 0.3 |

TABLE A-3

Parents' Considerations of Transfers to Other Montgomery County Public Schools Prior to Withdrawal

| Nature of the Request | N | % |
|---|---|---|
| | 309 | 100 |
| Parents did not consider transfer request | 271 | 87.7 |
| Parents considered transfer, but did not file a written request | 28 | 9.1 |
| Parents filed a written request for transfer | 10 | 3.2 |

TABLE A-4

Parents' Identification of Incidents Causing Withdrawal from MCPS

| Categories of Incidents | N<br>308 | %<br>100 |
|---|---|---|
| No Particular Incident | 233 | 75.6 |
| Discipline | 23 | 7.5 |
| Student Interest/Achievement | 7 | 2.3 |
| School/MCPS Staff | 12 | 3.9 |
| Class Size/Individualization | 3 | 1.0 |
| Curriculum | 4 | 1.3 |
| Parental Involvement in the School | 7 | 2.3 |
| Religion/Values | 2 | 0.6 |
| Integration | 3 | 1.0 |
| Other | 14 | 4.5 |

TABLE A-5

Reasons for Transferring From MCPS
to a Nonpublic School*

| Reasons | Total Responding N = 308 |
|---|---|
| **Discipline** | |
| Lack of discipline | 52.9% |
| Open classrooms/lack of structured behavior | |
| Drug abuse | |
| Inadequate supervision | |
| Victimization or intimidation of the child | |
| Permissiveness | |
| Lack of respect/abusive language | |
| Crime or vandalism in the school | |
| Inadequate follow-up on unexcused absences | |
| Suspension/expulsion | |
| **Student Interest and Achievement** | |
| Unsatisfactory progress or grades in school | 32.1% |
| Student not challenged/not pushed to do his or her best | |
| Unhappy in school/poor self-image/fearful/emotional handicap | |
| Student lacked interest/motivation/self-discipline | |
| Student wanted to go to private school | |
| To develop different friendships | |
| Disagreement with school policy of passing children even if they are not learning | |
| To allow child to repeat a grade in a different setting | |
| **School/MCPS Staff** | |
| Dissatisfied with teacher | 13.0% |
| Dissatisfied with school administrators or counselors | |
| Teacher inefficient or lacked interest | |
| Teacher did not like or care about the child | |
| Teacher insensitivity to children | |
| Too much teacher turnover/absence-too many substitutes | |
| Negative teacher attitude inappropriate behavior | |
| Teacher recommended a transfer to nonpublic school | |
| **Class Size/Individualization** | |
| Not enough individualization/not meeting the child's needs/not enough teachers | 37.7% |
| School/class size too large | |
| Inadequate facilities/programs/teachers for a learning disabled child | |
| Improper handling of child's problems | |
| Not enough attention to the average child | |

(Continued)

TABLE A-5 (Continued)

| Reasons | Total Responding N = 308 |
|---|---|
| Curriculum | 28.6% |
| Low academic standards/absence of academic emphasis | |
| Curriculum content lacked breadth/quality/or was inappropriate | |
| Lack of emphasis on basic skills | |
| Lack of structure in the curriculum | |
| Seeking a challenging college prepatory curriculum | |
| Absence of/not enough homework-no follow-up on assigned work | |
| Sensed a deterioration of the academic program or educational standards | |
| Lack of emphasis on study skills/how to learn | |
| Parent Involvement | 7.1% |
| Inadequate communication or unsatisfactory relationship between parents and the school/MCPS staff | |
| Inadequate attention to parents' concerns | |
| School failure to contact parents concerning poor grades or behavioral problems | |
| Poor attitude/lack of cooperation on the part of MCPS | |
| School situation causing family turmoil | |
| Failure of schools to return calls | |
| Religion/Values | 43.5% |
| To provide a religious education | |
| Undesirable social situation/different value system | |
| Absence of moral and ethical standards/character building | |
| Absence of prayer/God in the schools | |
| School's overconcern with social and psychological aspects of behavior | |
| Integration | 2.6% |
| Racial prejudice/discrimination/reverse discrimination | |
| Busing out of neighborhood/prefer neighborhood schools | |
| Decline of school standards after busing | |
| Other | 37.3% |
| To provide a better all-around situation for the child/a better education | |
| Anticipated problems in transition to another school (different level or school closure) | |
| Convenience: unify family schedules, transportation, and holidays | |

(Continued)

TABLE A-5 (Continued)

| Reasons | Total Responding N = 308 |
|---|---|
| Moving residence/tuition requirement | |
| General dissatisfaction with the classroom/school situation | |
| General disagreement with MCPS policies | |
| School atmosphere unsatisfactory/school dirty | |
| Required daycare/babysitter not available in MCPS | |
| To increase opportunity for acceptance in a better private school | |
| Inappropriateness of books or materials | |
| Father had attended the private school | |
| To learn native tongue | |
| No longer needed daycare | |
| Had to enter private school when accepted or not at all | |
| Not comfortable with walking to school | |
| Child alone because mother worked | |
| Other parents did not control their children | |
| Another environment was recommended, based on testing by a private agency | |
| Athletic experiences available at private school | |

*Percentages based on multiple responses.

TABLE A-6

Parents' Three Most Important Reasons for Withdrawal

| Reasons for Withdrawal | Most Important N | Most Important % | Second Most Important N | Second Most Important % | Third Most Important N | Third Most Important % | Total N* | Total % |
|---|---|---|---|---|---|---|---|---|
| | 308 | 100 | 271 | 100 | 206 | 100 | 308 | 100 |
| Discipline | 49 | 15.9 | 78 | 28.8 | 36 | 17.5 | 163 | 52.9 |
| Student Interest/ Achievement | 41 | 13.3 | 34 | 12.5 | 24 | 11.7 | 99 | 32.1 |
| School/MCPS Staff | 15 | 4.9 | 14 | 5.2 | 11 | 5.3 | 40 | 13.0 |
| Class Size/ Individualization | 51 | 16.6 | 39 | 14.4 | 26 | 12.6 | 116 | 37.7 |
| Curriculum | 32 | 10.4 | 32 | 11.8 | 24 | 11.7 | 88 | 28.6 |
| Parent Involvement | 5 | 1.6 | 8 | 3.0 | 9 | 4.4 | 22 | 7.1 |
| Religion/Values | 74 | 24.0 | 28 | 10.3 | 32 | 15.5 | 134 | 43.5 |
| Integration | 2 | 0.6 | 4 | 1.5 | 2 | 1.0 | 8 | 2.6 |
| Other | 39 | 12.7 | 34 | 12.5 | 42 | 20.4 | 115 | 37.3 |

*Number of respondents. Percentages based on multiple responses.

TABLE A-7

Parents' Three Most Important Reasons for Withdrawal
(White Families and Combined Minorities)

| Reasons for Withdrawal | Most Important | | Second Most Important | | Third Most Important | | Total | |
|---|---|---|---|---|---|---|---|---|
| White Families | N | % | N | % | N | % | N* | % |
| | 265 | 100 | 237 | 100 | 182 | 100 | 265 | 100 |
| Discipline | 46 | 17.4 | 69 | 29.1 | 30 | 16.5 | 145 | 54.7 |
| Student Interest/ Achievement | 36 | 13.6 | 31 | 13.1 | 21 | 11.5 | 88 | 33.2 |
| School/MCPS Staff | 12 | 4.5 | 12 | 5.1 | 10 | 5.5 | 34 | 12.8 |
| Class Size/ Individualization | 43 | 16.2 | 31 | 13.1 | 24 | 13.2 | 98 | 37.0 |
| Curriculum | 25 | 9.4 | 29 | 12.2 | 22 | 12.1 | 76 | 28.7 |
| Parent Involvement | 5 | 1.9 | 8 | 3.4 | 8 | 4.4 | 21 | 7.9 |
| Religion/Values | 68 | 25.7 | 25 | 10.5 | 27 | 14.8 | 120 | 45.3 |
| Integration | 2 | 0.8 | 4 | 1.7 | 2 | 1.1 | 8 | 3.0 |
| Other | 28 | 10.6 | 28 | 11.8 | 38 | 20.8 | 94 | 35.5 |
| Combined Minorities | N | % | N | % | N | % | N* | % |
| | 43 | 100 | 34 | 100 | 24 | 100 | 43 | 100 |
| Discipline | 3 | 7.0 | 9 | 26.5 | 6 | 25.0 | 18 | 41.9 |
| Student Interest/ Achievement | 5 | 11.6 | 3 | 8.8 | 3 | 12.5 | 11 | 25.6 |
| School/MCPS Staff | 3 | 7.0 | 2 | 5.9 | 1 | 4.2 | 6 | 14.0 |
| Class Size/ Individualization | 8 | 18.6 | 8 | 23.5 | 2 | 8.3 | 18 | 41.9 |
| Curriculum | 7 | 16.3 | 3 | 8.8 | 2 | 8.3 | 12 | 27.9 |
| Parent Involvement | 0 | 0.0 | 0 | 0.0 | 1 | 4.2 | 1 | 2.3 |
| Religion/Values | 6 | 14.0 | 3 | 8.8 | 5 | 20.8 | 14 | 32.6 |
| Integration | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Other | 11 | 25.6 | 6 | 17.6 | 4 | 16.7 | 21 | 48.8 |

*N=Number of respondents. Percentages based on multiple responses.

TABLE A-8

Parents' Most Important Reasons For Withdrawal*
(By Sex of Child)

| Reasons for Withdrawal | Male N | Male % | Female N | Female % | Total N | Total % |
|---|---|---|---|---|---|---|
| | 172 | 100 | 135 | 100 | 307 | 100 |
| Discipline | 90 | 52.3 | 73 | 54.1 | 163 | 53.1 |
| Student Interest/ Achievement | 63 | 36.6 | 35 | 25.9 | 98 | 31.9 |
| School/MCPS Staff | 18 | 10.5 | 22 | 16.3 | 40 | 13.0 |
| Class Size/ Individualization | 78 | 45.3 | 37 | 27.4 | 115 | 37.5 |
| Curriculum | 45 | 26.2 | 43 | 31.9 | 88 | 28.7 |
| Parent Involvement | 14 | 8.1 | 8 | 5.9 | 22 | 7.2 |
| Religion/Values | 68 | 39.5 | 66 | 48.9 | 134 | 43.6 |
| Integration | 5 | 2.9 | 3 | 2.2 | 8 | 2.6 |
| Other | 58 | 33.7 | 56 | 41.5 | 114 | 37.1 |

*Number of respondents. Percentages based on multiple responses.

TABLE A-9

Parents' Most Important Reasons for Withdrawal*
(By Education of Parent Interviewed)

| Reasons for Withdrawal | Education of Parents: High School N | High School % | College N | College % | Advanced Studies N | Advanced Studies % | Total N | Total % |
|---|---|---|---|---|---|---|---|---|
| | 55 | 100 | 166 | 100 | 87 | 100 | 308 | 100 |
| Discipline | 37 | 67.3 | 93 | 56.0 | 33 | 37.9 | 163 | 52.9 |
| Student Interest/ Achievement | 16 | 29.1 | 54 | 32.5 | 29 | 33.3 | 99 | 32.1 |
| School/MCPS Staff | 8 | 14.5 | 18 | 10.8 | 14 | 16.1 | 40 | 13.0 |
| Class Size/ Individualization | 19 | 34.5 | 64 | 38.6 | 33 | 37.9 | 116 | 37.7 |
| Curriculum | 12 | 21.8 | 49 | 29.5 | 27 | 31.0 | 88 | 28.6 |
| Parent Involvement | 3 | 5.5 | 12 | 7.2 | 7 | 8.0 | 22 | 7.1 |
| Religion/Values | 26 | 47.3 | 75 | 45.2 | 33 | 37.9 | 134 | 43.5 |
| Integration | 2 | 3.6 | 4 | 2.4 | 2 | 2.3 | 8 | 2.6 |
| Other | 23 | 41.8 | 54 | 32.5 | 38 | 43.7 | 115 | 37.3 |

*N=Number of respondents. Percentages based on multiple responses.

TABLE A-10

Parents' Most Important Reasons for Withdrawal*
(By Area)

| Reasons for Withdrawal | Administrative Area 1 N | 1 % | 2 N | 2 % | 3 N | 3 % | 4 N | 4 % | 5 N | 5 % | Total N | Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 64 | 100 | 70 | 100 | 86 | 100 | 67 | 100 | 25 | 100 | 312 | 100 |
| Discipline | 31 | 48.4 | 36 | 51.4 | 40 | 46.5 | 40 | 59.7 | 21 | 84.0 | 168 | 53.8 |
| Student Interest/ Achievement | 17 | 26.6 | 21 | 30.0 | 29 | 33.7 | 25 | 37.3 | 7 | 28.0 | 99 | 31.7 |
| School/MCPS Staff | 12 | 18.8 | 8 | 11.4 | 13 | 15.1 | 8 | 11.9 | 2 | 8.0 | 43 | 13.8 |
| Class Size/ Individualization | 26 | 40.6 | 18 | 25.7 | 43 | 50.0 | 24 | 35.8 | 4 | 16.0 | 115 | 36.9 |
| Curriculum | 17 | 26.6 | 18 | 25.7 | 25 | 29.1 | 20 | 29.9 | 8 | 32.0 | 88 | 28.2 |
| Parent Involvement | 8 | 12.5 | 5 | 7.1 | 7 | 8.1 | 3 | 4.5 | 0 | 0.0 | 23 | 7.4 |
| Religion/Values | 20 | 31.3 | 33 | 47.1 | 29 | 33.7 | 40 | 59.7 | 16 | 64.0 | 138 | 44.2 |
| Integration | 1 | 1.6 | 4 | 5.7 | 3 | 3.5 | 0 | 0.0 | 0 | 0.0 | 8 | 2.6 |
| Other | 29 | 45.3 | 26 | 37.1 | 34 | 39.5 | 15 | 22.4 | 9 | 36.0 | 113 | 36.2 |

*N=Number of respondents. Percentages based on multiple responses.

TABLE A-11

Parents' Most Important Reasons for Withdrawal*
(By School Level)

| Reasons for Withdrawal | School Level | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Elementary | | Jr. High-Middle | | Senior High | | Total | |
| | N | % | N | % | N | % | N | % |
| | 185 | 100 | 71 | 100 | 49 | 100 | 305 | 100 |
| Discipline | 102 | 55.1 | 33 | 46.5 | 26 | 53.1 | 161 | 52.8 |
| Student Interest/ Achievement | 44 | 23.8 | 23 | 32.4 | 29 | 59.2 | 96 | 31.5 |
| School/MCPS Staff | 25 | 13.5 | 10 | 14.1 | 7 | 14.3 | 42 | 13.8 |
| Class Size/ Individualization | 70 | 37.8 | 27 | 38.0 | 18 | 36.7 | 115 | 37.7 |
| Curriculum | 47 | 25.4 | 29 | 40.8 | 9 | 18.4 | 85 | 27.9 |
| Parent Involvement | 11 | 5.9 | 6 | 8.5 | 3 | 6.1 | 20 | 6.6 |
| Religion/Values | 98 | 53.0 | 23 | 32.4 | 9 | 18.4 | 130 | 42.6 |
| Integration | 6 | 3.2 | 0 | 0.0 | 1 | 2.0 | 7 | 2.3 |
| Other | 68 | 36.8 | 29 | 40.8 | 12 | 24.5 | 109 | 35.7 |

*N=Number of respondents. Percentages based on multiple responses.

TABLE A-12

Parents' Most Important Reasons for Withdrawal
(By Rank of School on Systemwide Testing)*

| Reasons for Withdrawal | School Rank Based on Systemwide Testing** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 Top One Fourth | | 2 | | 3 | | 4 Low One Fourth | | Total | |
| | N | % | N | % | N | % | N | % | N | % |
| All Families | 83 | 100 | 79 | 100 | 66 | 100 | 72 | 100 | 300 | 100 |
| Discipline | 33 | 39.8 | 34 | 43.0 | 47 | 71.2 | 47 | 65.3 | 161 | 53.7 |
| Student Interest/ Achievement | 22 | 26.5 | 36 | 45.6 | 16 | 24.2 | 22 | 30.6 | 96 | 32.0 |
| School/MCPS Staff | 12 | 14.5 | 11 | 13.9 | 8 | 12.1 | 11 | 15.3 | 42 | 14.0 |
| Class Size/ Individualization | 41 | 49.4 | 33 | 41.8 | 16 | 24.2 | 25 | 34.7 | 115 | 38.3 |
| Curriculum | 21 | 25.3 | 24 | 30.4 | 20 | 30.3 | 20 | 27.8 | 85 | 28.3 |
| Parent Involvement | 9 | 10.8 | 6 | 7.6 | 5 | 7.6 | 1 | 1.4 | 21 | 7.0 |
| Religion/Values | 27 | 32.5 | 30 | 38.0 | 35 | 53.0 | 38 | 52.8 | 130 | 43.3 |
| Integration | 1 | 1.2 | 1 | 1.3 | 2 | 3.0 | 3 | 4.2 | 7 | 2.3 |
| Other | 38 | 45.8 | 23 | 29.1 | 21 | 31.8 | 26 | 36.1 | 108 | 36.0 |

*N=Number of respondents. Percentages based on multiple responses.
**Schools ranked on achievement composite score in grade 5, 7, or 11.

TABLE A-13

Types of Private Schools Children Are Now Attending

| | Type of School | | |
|---|---|---|---|
| | Catholic | Non-Catholic Church Related | Not Church Related |
| N | 178 | 57 | 73 |
| % | 57.8 | 18.5 | 23.7 |

TABLE A-14

Number of Schoolaged Children in Families Withdrawing Children for Private School Placement

| | Number of Schoolaged Children | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| N | 69 | 127 | 73 | 24 | 14 | 2 |
| % | 22.3 | 41.1 | 23.6 | 7.8 | 4.5 | 0.7 |

TABLE A-15

Types of Schools Attended by Children in the Same Family

| Number of Children | | | Number of Families | |
|---|---|---|---|---|
| In Public School | In Private School | | N | % |
| | | | 309 | 100 |
| 0 | 1 | | 70 | 22.7 |
| 0 | 2 | | 70 | 22.7 |
| 0 | 3 | | 24 | 7.8 |
| 0 | 4 | | 9 | 2.9 |
| 0 | 5 | | 2 | 0.7 |
| | | TOTAL | 175 | 56.7 |
| 1 | 1 | | 53 | 17.2 |
| 1 | 2 | | 25 | 8.1 |
| 1 | 3 | | 4 | 1.3 |
| 1 | 4 | | 3 | 1.0 |
| 1 | 5 | | 1 | 0.3 |
| | | TOTAL | 86 | 27.8 |
| 2 | 1 | | 26 | 8.4 |
| 2 | 2 | | 7 | 2.3 |
| 2 | 3 | | 2 | 0.7 |
| | | TOTAL | 35 | 11.3 |
| 3 | 1 | | 5 | 1.6 |
| 3 | 2 | | 3 | 1.0 |
| 3 | 3 | | 1 | 0.3 |
| | | TOTAL | 9 | 2.9 |
| 4 | 1 | | 4 | 1.3 |
| | | TOTAL | 4 | 1.3 |

TABLE A-16

Types of Schools Parents Attended

| Type of School | Total | | | |
|---|---|---|---|---|
| | Mother | | Father | |
| | N | % | N | % |
| | 308 | 100 | 307 | 100 |
| Public | 153 | 49.7 | 183 | 59.6 |
| Private | 104 | 33.8 | 89 | 29.0 |
| Both | 51 | 16.6 | 33 | 10.7 |
| Not Sure | 0 | 0.0 | 2 | 0.7 |

TABLE A-17

Education of the Parents Interviewed

| Level of Education Completed | White | | Minorities | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| | 265 | 100 | 43 | 100 | 308 | 100 |
| High school incomplete | 8 | 3.0 | 0 | 0.0 | 8 | 2.6 |
| High school graduate | 38 | 14.3 | 8 | 18.6 | 46 | 14.9 |
| Technical, trade, or business school | 21 | 7.9 | 2 | 4.7 | 23 | 7.5 |
| College incomplete | 42 | 15.8 | 5 | 11.6 | 47 | 15.3 |
| College graduate | 86 | 32.5 | 11 | 25.6 | 97 | 31.5 |
| Graduate study | 22 | 8.3 | 5 | 11.6 | 27 | 8.8 |
| Advanced degree | 48 | 18.1 | 12 | 27.9 | 60 | 19.5 |

TABLE A-18

Place of Residence in April 1975

| Residence | Total N | Total % |
|---|---|---|
| | 309 | 100 |
| Current house or apartment | 191 | 61.8 |
| Elsewhere in Montgomery County | 60 | 19.4 |
| Prince George's County | 10 | 3.2 |
| Elsewhere in Maryland | 3 | 1.0 |
| District of Columbia | 1 | 0.3 |
| Northern Virginia | 1 | 0.3 |
| Other Area in U.S.A. | 30 | 9.7 |
| Other Area Outside U.S.A. | 13 | 4.2 |

TABLE A-19

Citizenship of the Head of Household

| Country | N | % |
|---|---|---|
| | 314 | 100 |
| United States | 283 | 90.1 |
| Other country | 30 | 9.6A |
| No answer | 1 | 0.3 |

TABLE A-20

Length of Unbroken Residency in Montgomery County

| Length of Residency | N | % |
|---|---|---|
| | 309 | 100 |
| Less than 1 y | 1 | 0.3 |
| 1-3 years | 42 | 13.6 |
| 4-9 years | 88 | 28.5 |
| 10-14 years | 86 | 27.8 |
| 15 or more years | 91 | 29.4 |
| Not sure | 1 | 0.3 |

TABLE A-21

Characteristics of Parents Withdrawing Their Children from MCPS for Private School Placement Compared with Characteristics of Montgomery County*

| Characteristics | MCPS % | Montgomery County at Large % |
|---|---|---|
| Education of Parent Interviewed | | |
| Elementary School (K-8) | 0 | 1 |
| High School Incomplete | 3 | 5 |
| High School Graduate | 15 | 20 |
| Total: High School | 18 | 26 |
| Technical, Trade or Business School | 8 | 4 |
| College Incomplete | 15 | 19 |
| College Graduate | 32 | 25 |
| Total: College | 55 | 48 |
| Graduate Study | 8 | 12 |
| Advanced Degree | 20 | 14 |
| Total: Advanced Study | 28 | 26 |
| Length of Residency in Montgomery County | | |
| Less Than 1 Year | 0.3 | 5 |
| 1-3 Years | 14 | 11 |
| 4-9 Years | 29 | 18 |
| Total: Less than 10 Years | 43.3 | 34 |
| 10-14 Years | 28 | 17 |
| 15 Years or More | 29 | 48 |
| Total: 10 Years or More | 57 | 65 |
| Don't Know/No answer | 0.3 | 1 |

*Data about Montgomery County from the 1979 Community Survey of Attitudes Toward Education and the Montgomery County, Maryland Public Schools. Data about MCPS from the 1980 survey of transfers to nonpublic schools, N = 308.

TABLE A-22

Parents' Satisfaction with Five Aspects of Teaching

| Parents' Ratings | MCPS N | MCPS % | Private School N | Private School % |
|---|---|---|---|---|
| | 309 | 100 | 309 | 100 |
| Grading Policy | | | | |
| Very Satisfied | 51 | 16.5 | 174 | 56.3 |
| Satisfied | 140 | 45.3 | 126 | 40.8 |
| Not Satisfied | 75 | 24.3 | 3 | 1.0 |
| Very Unhappy | 21 | 6.8 | 0 | 0.0 |
| No Opinion | 22 | 7.1 | 6 | 1.9 |
| Academic Standards | | | | |
| Very Satisfied | 40 | 12.9 | 245 | 79.3 |
| Satisfied | 143 | 46.3 | 59 | 19.1 |
| Not Satisfied | 97 | 31.4 | 3 | 1.0 |
| Very Unhappy | 21 | 6.8 | 0 | 0.0 |
| No Opinion | 8 | 2.6 | 2 | 0.6 |
| Teaching the Basics | | | | |
| Very Satisfied | 49 | 15.9 | 239 | 77.3 |
| Satisfied | 115 | 37.2 | 64 | 20.7 |
| Not Satisfied | 102 | 33.0 | 3 | 1.0 |
| Very Unhappy | 35 | 11.3 | 0 | 0.0 |
| No Opinion | 8 | 2.6 | 3 | 1.0 |
| Teaching of Values | | | | |
| Very Satisfied | 34 | 11.0 | 252 | 81.6 |
| Satisfied | 121 | 39.2 | 49 | 15.9 |
| Not Satisfied | 95 | 30.7 | 2 | 0.6 |
| Very Unhappy | 34 | 11.0 | 0 | 0.0 |
| No Opinion | 25 | 8.1 | 6 | 1.9 |
| Giving Homework | | | | |
| Very Satisfied | 25 | 8.1 | 201 | 65.0 |
| Satisfied | 89 | 28.8 | 94 | 30.4 |
| Not Satisfied | 118 | 38.2 | 8 | 2.6 |
| Very Unhappy | 44 | 14.2 | 0 | 0.0 |
| No Opinion | 33 | 10.7 | 6 | 1.9 |

TABLE A-23

Parents' Criticisms of Grading Policy

| Criticism | MCPS | | Private School | |
|---|---|---|---|---|
| | N | % | N | % |
| | 309 | 100 | 309 | 100 |
| Too easy/not consistent/no follow through no progress reports | 39 | 12.6 | 0 | 0.0 |
| Report cards/conferences unsatisfactory | 18 | 5.8 | 1 | 0.3 |
| Lack common standards for grading | 16 | 5.2 | 2 | 0.6 |
| Grades do not show when the child is below grade level/social promotions (children are just pushed through)/ grading system is too hard/grades are high, but performance is low | 9 | 2.9 | 0 | 0.0 |
| Children are not forced to finish their work/no extra help for children in the school/more emphasis on marks than on learning | 4 | 1.3 | 0 | 0.0 |
| The grading system is too hard for parents or children to understand | 4 | 1.3 | 0 | 0.0 |
| Did not specify | 6 | 1.9 | 0 | 0.0 |

TABLE A-24

Parents' Criticisms of Academic Standards

| Criticism | MCPS | | Private School | |
|---|---|---|---|---|
| | N | % | N | % |
| | 309 | 100 | 309 | 100 |
| Too low or nonexistent | 95 | 30.7 | 1 | 0.3 |
| Not consistent or not defined/set in a poor learning environment | 8 | 2.6 | 0 | 0.0 |
| Not appropriate for the child | 6 | 1.9 | 0 | 0.0 |
| Too high | 2 | 0.6 | 0 | 0.0 |
| Based on irrelevant personal characteristics | 2 | 0.6 | 0 | 0.0 |
| Did not specify | 5 | 1.6 | 2 | 0.6 |

TABLE A-25

Parents' Criticisms of Teaching the Basics

| Criticism | MCPS | | Private School | |
|---|---|---|---|---|
| | N | % | N | % |
| | 309 | 100 | 309 | 100 |
| Under emphasis/inadequate follow-up | 118 | 38.2 | 1 | 0.3 |
| Too many "experimental" programs | 5 | 1.6 | 0 | 0.0 |
| Not taught in a recognizable sequence from top to bottom/paced too fast for the child/average child is neglected | 4 | 1.3 | 0 | 0.0 |
| High grades for low performance | 4 | 1.3 | 0 | 0.0 |
| Overemphasis/too much drill on grammar not enough writing | 1 | 0.3 | 0 | 0.0 |
| Did not specify | 5 | 1.6 | 2 | 0.6 |

TABLE A-26

Parents' Criticisms of Teaching of Values

| Criticism | MCPS | | Private School | |
|---|---|---|---|---|
| | N | % | N | % |
| | 309 | 100 | 309 | 100 |
| MCPS underemphasizes or neglects the teaching of values altogether/no consistency in values instruction | 113 | 36.6 | 1 | 0.3 |
| MCPS "hands are tied" by law--the teaching of values in public school is prohibited | 3 | 1.0 | 0 | 0.0 |
| Teachers, some insensitive to children's feelings, immature and frequently absent, do not set an example for children | 3 | 1.0 | 0 | 0.0 |
| Overemphasis | 1 | 0.3 | 0 | 0.0 |
| Did not specify | 9 | 2.9 | 1 | 0.3 |

TABLE A-27

Parents' Criticisms of Giving Homework

| Criticism | MCPS | | Private School | |
|---|---|---|---|---|
| | N | % | N | % |
| | 309 | 100 | 309 | 100 |
| Not enough homework assigned or none at all | 131 | 42.4 | 1 | 0.3 |
| No follow-up on homework by the teachers | 9 | 2.9 | 0 | 0.0 |
| Assignments sporadic and not checked when done | 7 | 2.3 | 0 | 0.0 |
| Busy work—no real purpose | 5 | 1.6 | 0 | 0.0 |
| Not equitably distributed | 3 | 1.0 | 0 | 0.0 |
| Not appropriate for child | 1 | 0.3 | 1 | 0.3 |
| Too much homework | 1 | 0.3 | 3 | 1.0 |
| Did not specify | 5 | 1.6 | 3 | 1.0 |

TABLE A-28

Parents' Satisfaction with Discipline and Handling of Drug Abuse

| Parents' Ratings | MCPS | | Private School | |
|---|---|---|---|---|
| | N | % | N | % |
| | 309 | 100 | 309 | 100 |
| Maintaining Discipline | | | | |
| Very Satisfied | 41 | 13.3 | 240 | 77.7 |
| Satisfied | 99 | 32.0 | 63 | 20.4 |
| Not Satisfied | 108 | 35.0 | 6 | 1.9 |
| Very Unhappy | 56 | 18.1 | 0 | 0.0 |
| No Opinion | 5 | 1.6 | 0 | 0.0 |
| Handling Drug Abuse | | | | |
| Very Satisfied | 19 | 6.1 | 122 | 39.5 |
| Satisfied | 40 | 12.9 | 54 | 17.5 |
| Not Satisfied | 37 | 12.0 | 7 | 2.3 |
| Very Unhappy | 38 | 12.3 | 0 | 0.0 |
| No Opinion | 175 | 56.6 | 126 | 40.8 |

TABLE A-29

Parents' Criticisms of Maintaining Discipline

| Criticism | MCPS N | MCPS % | Private School N | Private School % |
|---|---|---|---|---|
| | 309 | 100 | 309 | 100 |
| Discipline too slack or inconsistent | 139 | 45.0 | 4 | 1.3 |
| Students were too disruptive. Groups of children terrorized others | 9 | 2.9 | 0 | 0.0 |
| Chaos in open classrooms | 8 | 2.6 | 0 | 0.0 |
| Lack of sufficient resources to deal with the social situation. Need more parent involvement in maintaining discipline | 4 | 1.3 | 0 | 0.0 |
| Dissatisfied with the form of discipline imposed | 2 | 0.6 | 0 | 0.0 |
| Did not specify | 1 | 0.3 | 2 | 0.6 |

TABLE A-30

Parents' Criticisms of Handling Drug Abuse

| Criticism | MCPS N | MCPS % | Private School N | Private School % |
|---|---|---|---|---|
| | 309 | 100 | 309 | 100 |
| MCPS did not deal adequately with this problem | 55 | 17.8 | 4 | 1.3 |
| Not enough police intervention/school administrators did not cooperate with the police or the parents | 7 | 2.3 | 0 | 0.0 |
| Programs existed for this problem, but were not well implemented | 2 | 0.6 | 0 | 0.0 |
| More discipline was needed to counteract peer pressure | 1 | 0.3 | 0 | 0.0 |
| Parents were not informed of drug incidents in the schools | 2 | 0.6 | 0 | 0.0 |
| There was no follow-up on children arrested in "drug busts" | 1 | 0.3 | 0 | 0.0 |
| Did not specify | 2 | 0.6 | 3 | 1.0 |

TABLE A-31

Parents' Satisfaction with Relationships with Staff at the Schools

| Parents' Ratings | MCPS N | MCPS % | Private School N | Private School % |
|---|---|---|---|---|
| | 309 | 100 | 309 | 100 |
| Teachers | | | | |
| Very satisfied | 72 | 23.3 | 203 | 65.7 |
| Satisfied | 140 | 45.3 | 99 | 32.0 |
| Not Satisfied | 71 | 23.0 | 4 | 1.3 |
| Very Unhappy | 17 | 5.5 | 0 | 0.0 |
| No Opinion | 9 | 2.9 | 3 | 1.0 |
| School Administrators | | | | |
| Very Satisfied | 63 | 20.4 | 202 | 65.4 |
| Satisfied | 125 | 40.5 | 97 | 31.4 |
| Not Satisfied | 63 | 20.4 | 4 | 1.3 |
| Very Unhappy | 28 | 9.1 | 0 | 0.0 |
| No Opinion | 30 | 9.7 | 6 | 1.9 |
| Responding to Parent Concerns | | | | |
| Very Satisfied | 79 | 25.6 | 216 | 69.9 |
| Satisfied | 113 | 36.6 | 80 | 25.9 |
| Not Satisfied | 73 | 23.6 | 7 | 2.3 |
| Very Unhappy | 34 | 11.0 | 0 | 0.0 |
| No Opinion | 10 | 3.2 | 6 | 1.9 |
| Involving Parents in the School | | | | |
| Very Satisfied | 75 | 24.3 | 192 | 62.1 |
| Satisfied | 153 | 49.5 | 99 | 32.0 |
| Not Satisfied | 55 | 17.8 | 15 | 4.9 |
| Very Unhappy | 20 | 6.5 | 0 | 0.0 |
| No Opinion | 6 | 1.9 | 3 | 1.0 |

TABLE A-32

Parents' Criticisms of Teachers

| Criticism | MCPS | | Private School | |
|---|---|---|---|---|
| | N | % | N | % |
| | 309 | 100 | 309 | 100 |
| Lacked interest in the child, made little effort on behalf of the children | 32 | 10.4 | 1 | 0.3 |
| Some not professional/seemed not to understand their mission/not competent | 32 | 10.4 | 0 | 0.0 |
| Lacked time to have conferences with parents/not enough communication between teachers and parents | 7 | 2.3 | 1 | 2.3 |
| Parents had a personal problem with the teacher/teacher was prejudiced | 5 | 1.6 | 0 | 0.0 |
| Some on tenure should not be teaching/could not handle the children. Some were afraid of the students/the administration/parents | 4 | 1.3 | 0 | 0.0 |
| Teachers did not have administrative backup | 2 | 1.6 | 0 | 0.0 |
| Did not specify | 6 | 1.9 | 4 | 1.3 |

TABLE A-33

Parents' Criticisms of School Administrators

| Criticism | MCPS | | Private School | |
|---|---|---|---|---|
| | N | % | N | % |
| | 309 | 100 | 309 | 100 |
| Had an unsatisfactory relationship with the principal/assistant principal | 60 | 19.4 | 3 | 1.0 |
| Administrators were incompetent | 15 | 4.9 | 0 | 0.0 |
| Too much turnover. Some administrators were good; some were bad | 3 | 1.0 | 0 | 0.0 |
| Did not back up the teachers | 3 | 1.0 | 0 | 0.0 |
| Personal problems of the child not resolved | 3 | 1.0 | 0 | 0.0 |
| The school refused to call the parents when the child was absent | 1 | 0.3 | 0 | 0.0 |
| Did not specify | 6 | 2.0 | 1 | 0.3 |

TABLE A-34

Parents' Criticisms of Responsiveness to Parent Concerns

| Criticism | MCPS | | Private School | |
|---|---|---|---|---|
| | N | % | N | % |
| | 309 | 100 | 309 | 100 |
| Inability to accommodate special needs The failure to transfer a child to another class because of racial balance | 27 | 8.7 | 1 | 0.3 |
| Lack of responsiveness of the teachers | 22 | 7.1 | 1 | 0.3 |
| Lack of adequate communication with the schools or the administration | 22 | 7.1 | 0 | 0.0 |
| Lack of responsiveness of the principal/assistant principal or counselors | 17 | 5.5 | 1 | 0.3 |
| Parents felt pushed aside, brushed off, or not dealt with as individuals | 12 | 3.9 | 0 | 0.0 |
| Lack of responsiveness of the Board of Education or elective officials | 1 | 0.3 | 0 | 0.0 |
| Did not specify | 0 | 0.0 | 1 | 0.3 |

TABLE A-35

Parents' Criticisms of Parental Involvement in the School

| Criticism | MCPS | | Private School | |
|---|---|---|---|---|
| | N | % | N | % |
| | 309 | 100 | 309 | 100 |
| Not enough involvement of parents | 35 | 11.3 | 8 | 2.6 |
| Lack of communication between parents and the schools | 18 | 5.8 | 2 | 0.6 |
| Inappropriate utilization of parent volunteers | 11 | 3.6 | 2 | 0.6 |
| Too much involvement of parents | 6 | 1.9 | 1 | 0.3 |
| Transportation is a problem for schools not in the neighborhood | 1 | 0.3 | 0 | 0.0 |
| Did not specify | 4 | 1.3 | 2 | 0.3 |

TABLE A-36

Parents' Satisfaction with Diversity Among Children in the School

| Parents' Ratings | MCPS N | MCPS % | Private School N | Private School % |
|---|---|---|---|---|
| | 309 | 100 | 309 | 100 |
| Classmates in the School | | | | |
| Very satisfied | 70 | 22.7 | 149 | 48.2 |
| Satisfied | 159 | 51.5 | 146 | 47.2 |
| Not Satisfied | 56 | 18.1 | 9 | 2.9 |
| Very Unhappy | 15 | 4.9 | 0 | 0.0 |
| No Opinion | 9 | 2.9 | 5 | 1.6 |
| Teaching Students with Diverse Needs | | | | |
| Very satisfied | 67 | 21.7 | 115 | 37.2 |
| Satisfied | 90 | 29.1 | 112 | 36.2 |
| Not Satisfied | 81 | 26.2 | 34 | 11.0 |
| Very Unhappy | 41 | 13.3 | 3 | 1.0 |
| No Opinion | 30 | 9.7 | 45 | 14.6 |

TABLE A-37

Parents' Criticisms of Classmates in the School

| Criticism | MCPS N | MCPS % | Private School N | Private School % |
|---|---|---|---|---|
| | 309 | 100 | 309 | 100 |
| Classmates were poorly disciplined/double standards of behavior expectations | 35 | 11.3 | 4 | 1.3 |
| Few common interests/problems with some classmates/did not easily accept newcomers | 23 | 7.4 | 3 | 1.0 |
| Busing created an imbalance of neighborhood children with no lasting relationships/ school had gone down/too much time required for dealing with the handicapped | 5 | 1.6 | 0 | 0.0 |
| Peer pressure was a bad influence in matters of sex and drugs | 2 | 0.6 | 0 | 0.0 |
| Racial slurs | 1 | 0.3 | 0 | 0.0 |
| Not enough diversity in backgrounds | 1 | 0.3 | 0 | 0.0 |
| Did not specify | 4 | 1.3 | 2 | 0.6 |

TABLE A-38

Parents' Criticisms of Teaching Children with Diverse Needs

| Criticism | MCPS N | MCPS % | Private School N | Private School % |
|---|---|---|---|---|
| | 309 | 100 | 309 | 100 |
| Lacked sufficient provision for extra help for diverse needs/individual values | 58 | 18.8 | 19 | 6.1 |
| Average and above average children allowed to slide by | 20 | 6.5 | 1 | 0.3 |
| Gifted children were neglected | 19 | 6.1 | 2 | 0.6 |
| Failed to provide for the handicapped | 15 | 4.9 | 4 | 1.3 |
| Failed to provide for the disadvantaged | 2 | 0.6 | 0 | 0.0 |
| Planned programs for diverse needs were not implemented | 2 | 0.6 | 1 | 0.3 |
| Did not specify | 6 | 1.9 | 10 | 3.2 |

TABLE A-39

Parents' Satisfaction with the Curriculum and Materials

| Parents' Ratings | MCPS N | MCPS % | Private School N | Private School % |
|---|---|---|---|---|
| | 309 | 100 | 309 | 100 |
| Books and Materials | | | | |
| Very satisfied | 101 | 32.7 | 152 | 49.2 |
| Satisfied | 146 | 47.2 | 134 | 43.4 |
| Not Satisfied | 45 | 14.6 | 20 | 6.5 |
| Very Unhappy | 11 | 3.6 | 1 | 0.3 |
| No Opinion | 6 | 1.9 | 2 | 0.6 |
| Variety of Curricular Offerings | | | | |
| Very satisfied | 77 | 24.9 | 113 | 36.6 |
| Satisfied | 147 | 47.6 | 158 | 51.1 |
| Not Satisfied | 28 | 9.1 | 22 | 7.1 |
| Very Unhappy | 6 | 1.9 | 0 | 0.0 |
| No Opinion | 51 | 16.5 | 16 | 5.2 |
| Extracurricular Offerings | | | | |
| Very satisfied | 70 | 22.7 | 89 | 28.8 |
| Satisfied | 143 | 46.3 | 152 | 49.2 |
| Not Satisfied | 44 | 14.2 | 40 | 12.9 |
| Very Unhappy | 10 | 3.2 | 3 | 1.0 |
| No Opinion | 42 | 13.6 | 25 | 8.1 |

TABLE A-40

Parents' Criticisms of Books and Materials

| Criticism | MCPS | | Private School | |
|---|---|---|---|---|
| | N | % | N | % |
| | 309 | 100 | 309 | 100 |
| Not enough books or materials/inadequate library | 39 | 12.7 | 7 | 2.3 |
| Disapproved of the criteria for selection | 9 | 2.9 | 1 | 0.3 |
| Children unable to bring home books/ were provided with poorly prepared "ditto sheets | 6 | 1.9 | 0 | 0.0 |
| Papers supplied children were already used on one side | 1 | 0.3 | 1 | 0.3 |
| Parents purchased books | 0 | 0.0 | 10 | 3.2 |
| Did not specify | 1 | 0.3 | 2 | 0.6 |

TABLE A-41

Parents' Criticisms of the Variety of Curricular Offerings

| Criticism | MCPS | | Private School | |
|---|---|---|---|---|
| | N | % | N | % |
| | 309 | 100 | 309 | 100 |
| The variety was too small/or too weak/ more subjects should have been introduced/more ways of presenting the subjects should have been provided | 23 | 7.4 | 17 | 5.5 |
| Too much variety | 7 | 2.3 | 1 | 0.3 |
| All children were expected to "stay together" (at the same instructional level) | 1 | 0.3 | 1 | 0.3 |
| More time should have been spent on the basics--not "this other nonsense" | 1 | 0.3 | 0 | 0.0 |
| Did not specify | 2 | 0.6 | 3 | 1.0 |

TABLE A-42

Parents' Criticisms of Extracurricular Offerings

| Criticism | MCPS N | MCPS % | Private School N | Private School % |
|---|---|---|---|---|
| | 309 | 100 | 309 | 100 |
| Not enough, or no activities, offered | 40 | 12.9 | 32 | 10.4 |
| Too many activities offered | 7 | 2.3 | 0 | 0.0 |
| Activities offered at inconvenient hours for working parents or at times conflicting with religious commitments | 3 | 1.0 | 1 | 0.3 |
| Too far from school | 1 | 0.3 | 1 | 0.3 |
| Did not specify | 3 | 1.0 | 9 | 2.9 |

TABLE A-43

Parents' Satisfaction with School Safety

| Parents' Ratings | MCPS N | MCPS % | Private School N | Private School % |
|---|---|---|---|---|
| | 309 | 100 | 309 | 100 |
| Very satisfied | 109 | 35.3 | 152 | 49.2 |
| Satisfied | 147 | 47.6 | 140 | 45.3 |
| Not Satisfied | 28 | 9.1 | 6 | 1.9 |
| Very Unhappy | 14 | 4.5 | 1 | 0.3 |
| No Opinion | 11 | 3.6 | 10 | 3.2 |

TABLE A-44

Parents' Criticisms of School Safety

| Criticism | MCPS | | Private School | |
|---|---|---|---|---|
| | N | % | N | % |
| | 309 | 100 | 309 | 100 |
| Lack of emphasis on safety in the building or on the grounds. Too much running in the halls or classrooms | 18 | 5.8 | 3 | 1.0 |
| Personal threats against or abuse of the child/thefts | 10 | 3.2 | 0 | 0.0 |
| Unsafe on buses | 5 | 1.6 | 0 | 0.0 |
| Recess, school playground were problems | 4 | 1.3 | 0 | 0.0 |
| No crossing guards or poor patrols/unsafe pathways leading to the school | 3 | 1.0 | 2 | 0.6 |
| Failure to call the home when children were absent or ill | 2 | 0.6 | 0 | 0.0 |
| Did not specify | 0 | 0.0 | 2 | 0.6 |

TABLE A-45

Parents Withdrawing Children for Private School Placement Rate MCPS for Quality
(By Rank of School on Systemwide Testing)

| Ratings | School Rank Based on Systemwide Testing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 Top One Fourth | | 2 | | 3 | | 4 Low One Fourth | | Total | |
| | N | % | N | % | N | % | N | % | N | % |
| Total | 82 | 100 | 79 | 100 | 67 | 100 | 72 | 100 | 300 | 100 |
| A | 9 | 11.0 | 10 | 12.7 | 6 | 9.0 | 5 | 6.9 | 30 | 10.0 |
| B | 26 | 31.7 | 19 | 24.1 | 14 | 20.9 | 18 | 25.0 | 77 | 25.7 |
| C | 34 | 41.5 | 30 | 38.0 | 24 | 35.8 | 28 | 38.9 | 116 | 38.7 |
| D | 2 | 2.4 | 8 | 10.1 | 11 | 16.4 | 5 | 6.9 | 26 | 8.7 |
| Fail | 1 | 1.2 | 4 | 5.1 | 5 | 7.5 | 5 | 6.9 | 15 | 5.0 |
| Don't Know/No Answer | 10 | 12.2 | 8 | 10.1 | 7 | 10.4 | 11 | 15.3 | 36 | 12.0 |

TABLE A-46

Parents Withdrawing Children for Private School Placement Rate MCPS for Quality
(By Grade of Child)

| Ratings | Head Start Kindergarten | | Grades 1 - 3 | | Grades 4 - 6 | | Grades 7 - 9 | | Grades 10 - 12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| | 7 | 100 | 119 | 100 | 71 | 100 | 74 | 100 | 36 | 100 | 307 | 100 |
| A | 1 | 14.3 | 16 | 13.4 | 6 | 8.5 | 6 | 8.1 | 2 | 5.6 | 31 | 10.1 |
| B | 1 | 14.3 | 29 | 24.4 | 18 | 25.4 | 19 | 25.7 | 11 | 30.6 | 78 | 25.4 |
| C | 4 | 57.1 | 44 | 37.0 | 27 | 38.0 | 31 | 41.9 | 15 | 41.7 | 121 | 39.4 |
| D | 1 | 14.3 | 10 | 8.4 | 6 | 8.5 | 6 | 8.1 | 4 | 11.1 | 27 | 8.8 |
| Fail | 0 | 0.0 | 5 | 4.2 | 8 | 11.3 | 2 | 2.7 | 0 | 0.0 | 15 | 4.9 |
| Don't Know/ No Answer | 0 | 0.0 | 15 | 12.6 | 6 | 8.5 | 10 | 13.5 | 4 | 11.1 | 35 | 11.4 |

TABLE A-47

Parents Withdrawing Children for Private School Placement
Rate MCPS for Quality
(By Education of Parent Interviewed)

| Ratings | Education of Parent Interviewed | | | | | |
|---|---|---|---|---|---|---|
| | High School | | College | | Advanced Study | |
| | N | % | N | % | N | % |
| | 55 | 100 | 169 | 100 | 89 | 100 |
| A | 6 | 10.9 | 13 | 7.7 | 12 | 13.5 |
| B | 13 | 23.6 | 45 | 26.6 | 22 | 24.7 |
| C | 18 | 32.7 | 61 | 36.1 | 44 | 49.4 |
| D | 7 | 12.7 | 17 | 10.1 | 3 | 3.4 |
| Fail | 5 | 9.1 | 8 | 4.7 | 2 | 2.2 |
| Don't Know/ No Answer | 6 | 10.9 | 25 | 14.8 | 6 | 6.7 |

TABLE A-48

Parents Withdrawing Children for Private School Placement Rate MCPS for Quality
(By Area)

| Ratings | Administrative Area 1 N | 1 % | 2 N | 2 % | 3 N | 3 % | 4 N | 4 % | 5 N | 5 % | Total N | Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 65 | 100 | 70 | 100 | 85 | 100 | 67 | 100 | 25 | 100 | 312 | 100 |
| A | 6 | 9.2 | 8 | 11.4 | 6 | 7.1 | 8 | 11.9 | 3 | 12.0 | 31 | 9.9 |
| B | 22 | 33.8 | 13 | 18.6 | 22 | 25.9 | 15 | 22.4 | 7 | 28.0 | 79 | 25.3 |
| C | 26 | 40.0 | 28 | 40.0 | 39 | 45.9 | 20 | 29.9 | 10 | 40.0 | 123 | 39.4 |
| D | 3 | 4.6 | 7 | 10.0 | 3 | 3.5 | 10 | 14.9 | 4 | 16.0 | 27 | 8.7 |
| Fail | 2 | 3.1 | 4 | 5.7 | 2 | 2.4 | 7 | 10.4 | 0 | 0.0 | 15 | 4.8 |
| Don't Know/No Answer | 6 | 9.2 | 10 | 14.3 | 13 | 15.3 | 7 | 10.4 | 1 | 4.0 | 37 | 11.9 |

TABLE A-49

Comparison of MCPS Ratings by Community at Large and
Parents Withdrawing Their Children for Private School Placement

| atings | Parents Withdrawing Children from MCPS for Private School Placement % | Montgomery County at Large* No Children in School % | Public School Parents % | Private School Parents % | Total % |
|---|---|---|---|---|---|
| A | 10 | 11 | 12 | 12 | 11 |
| B | 26 | 43 | 68 | 30 | 50 |
| C | 39 | 27 | 14 | 27 | 23 |
| D | 9 | 3 | 1 | 6 | 3 |
| ail | 5 | 0 | 1 | 6 | 1 |
| on't Know/ No Answer | 11 | 16 | 4 | 19 | 12 |

ata for Montgomery County at large from the 1979 Community Survey of Attitudes Toward Education and the ontgomery County, Maryland Public Schools.

TABLE A-50

Parents' Descriptions of Features of Montgomery County Public Schools Attracting Transfers*

| Features | N = 30 |
|---|---|
| Discipline | 26.7% |
| It was a traditional school (closed vs. open classrooms); a more structured school. | |
| Quite classrooms; more discipline. | |
| Student Interest/Achievement | 23.3% |
| The child's friends would be there; it was a neighborhood school; the child could walk to school. | |
| The child would be able to work up to his own ability. | |
| Satisfaction seemed to be reflected in the classroom. | |
| School Staff | 20.0% |
| An overall high quality of teaching; better teachers. | |
| The teachers were warm and careing. | |
| The school was well-managed-not just holding the children until they become of age. | |
| Class Size/Individualization | 20.0% |
| The children were grouped and helped each other. | |
| Classes were smaller. | |
| Curriculum | 56.7% |
| A diversity of curriculum with really nice materials; more academic offerings; a good program description. | |
| A more structured school with more structure in the classroom. | |
| Gifted programs and more advanced instruction in these programs; an accelerated mathematics program; a more challenging program. | |
| Better performance, higher test scores, an emphasis on basic skills and a homework policy. | |
| Parent Involvement | 33.3% |
| Principal was active, was known, and was liked by the parent. | |
| Principal talked at length with the parents during visitation. He seemed interested in what they had to say; he listened. | |
| The school staff had a positive attitude and concern for the children; the teacher explained the class when parents visited the school. | |

(Continued)

TABLE A-50 (Continued)

| Features | N = 30 |
|---|---|
| Values | 3.3% |
| A better class of students--an absence of "indifferent" students. | |
| Integration | 6.7% |
| The percentage of minorities was lower. | |
| The school had a balance of socioeconomic levels. | |
| Other | 50.0% |
| The whole atmosphere was better; children were happy. The school was bright and clean. | |
| Classrooms had a good appearance and business-like atmosphere. | |
| School was close to home or convenient or transportation was easier. | |
| School had provisions for day care. | |
| A better all around situation for learning; more afterschool activities. | |
| A good reputation among the parents. | |

*N=number of respondents. Percentages do not add to 100 because of multiple responses.

TABLE A-51

Descriptions of Incidents Causing Withdrawal From MCPS

| Incidents | Total Responding N = 308 |
|---|---|
| No Particular Incident | 75.6% |
| Discipline | 7.5% |
| Parent's observations of poor discipline in the schools, unsatisfactory resolution of a disciplinary incident. | |
| A drug or alcohol incident; the child's difficulty in handling peer pressures relating to drugs. | |
| Injury or physical abuse of the child or intimidation of the child. | |
| The child became disruptive in school--another parent complained about the child's behavior. | |
| The teacher called the child's father at work so that he could tell the child to behave. | |
| An easily distracted child was placed in an open classroom. | |
| The parent read a news report that 40 percent of the teacher's time is spent for discipline. | |
| The child left the school grounds without the parent's knowledge. | |
| The students were victimizing the teacher. | |
| Student Interest/Achievement | 2.3% |
| The child wanted to transfer to a private school; the child refused to go back to the public school after the Christmas holidays. | |
| The child destroyed a project that he had worked very hard on because he felt that the teacher wouldn't look at it anyway. | |
| The child had a sudden drop in grades. | |
| To avoid repeating the school year. | |
| The school planned to pass a child who was not ready for the next grade level. | |
| School/MCPS Staff | 3.9% |
| The child was subjected to a large teacher turnover. | |
| Parents preferred a different teacher than the one assigned to the child; the child was assigned to the same teacher for a second year. | |
| The principal was insensitive to the child's need for extra help. | |
| An unsatisfactory incident with the counselors. | |
| The teacher graded the child unfairly. | |
| The teacher was insensitive to the children--was "picking" on the children. | |
| Class Size/Individualization | 1.0% |
| The parent learned of projected large class sizes. | |
| The child was inappropriately placed to balance class sizes. | |
| The child was moved from a higher reading group to a lower one. | |



(Continued)

TABLE A-51 (Continued)

| Incidents | Total Responding N = 308 |
|---|---|
| Curriculum | 1.3% |
| The parent observed an unsatisfactory school program. | |
| The child was disturbed by brutality displayed in a cultural arts program. | |
| The child never brought home papers so the parent could monitor progress. | |
| Parental Involvement in the School | 2.3% |
| Parents were not notified of the child's unsatisfactory work until report card time. | |
| Lack of cooperation with the parents concerning the child's school work. | |
| Lack of cooperation with the parent to effect a transfer to another MCPS school. | |
| A very unsatisfactory parent - teacher conference. | |
| Values | 0.6% |
| The child's lunch was stolen and nothing was done about it. | |
| There was an undesirable social situation in a fifth grade classroom. | |
| Integration | 1.0% |
| A racial incident was not satisfactorily resolved. | |
| Other | 4.5% |
| The parents were moving to another area; the child could walk to the private school; there was a potential tuition requirement. | |
| Transition to a junior high school that parents did not want the child to attend. | |
| A need to unify family schedules. | |
| Transfer to a new school or a new teacher was denied. | |
| Child was required to enroll in the private school in Grade 7 or not at all. | |
| An opening occurred at the private school of choice. | |
| Wife started working and required daycare service not available in MCPS. | |

TABLE A-52

What MCPS Should Do to Earn a Grade of "A" for Quality*

| Parents' Most Frequent Suggestions | Total Responding N = 234 |
|---|---|
| Discipline | 54% |
| Give the teacher (or the school) more authority. | |
| Eliminate open classrooms or provide a traditional option--more structured behavior. | |
| Allow less individual freedom. Establish more rules--institute a dress code. | |
| Teach respect for teachers and peers both in language and behavior | |
| Provide more supervision--more strong, loving leadership. | |
| Student Interest and Achievement | 10% |
| Stimulate student interest, motivation, self-discipline, sense of responsibility. | |
| Provide more challenge. Push the children harder. | |
| Retain (in grade) those who are not learning. | |
| Tighten the grading policy. | |
| School/MCPS Staff | 35% |
| Provide better qualified teachers. | |
| Improve teacher attitude, the quality of teaching, their dedication, responsiveness, and accountability. | |
| Improve the quality of teaching. | |
| Provide more help for children after school--more follow-up on the part of teachers. | |
| Know the children more personnally--be sensitive to their feelings--care about them--show more concern for them as individuals. | |
| Have a more personal relationship with children and their families. | |
| Improve school administration. | |
| Provide more authority and backing for teachers. | |
| Assume more responsibility for the school--more accountability for the principal. | |
| Provide better counselors. Improve communication in MCPS. | |
| Provide more teaching--less "play time." | |
| Set higher expectations of children, motivate them. | |
| Improve continuity when teachers are ill or resign. | |
| Eliminate noncontributing staff. | |
| Provide more pay for teachers--less for administration. | |
| Class Size/Individualization | 41% |
| Lower school sizes, class sizes, pupil teacher ratios. | |
| Provide more individualization, teachers, help for teachers. | |
| Give more attention to the average child. | |
| Group children homogeneously. | |
| Separate disruptive children from those who want to learn. | |
| Provide more (and better) facilities for children with special needs | |



(Continued)

TABLE A-52 (Continued)

| Parents' Most Frequent Suggestions | Total Responding N = 234 |
|---|---|
| Curriculum | 47% |
| Increase emphasis on the basics. Increase the number of required courses. | |
| Raise academic standards. | |
| Improve test scores. Improve testing procedures. | |
| Spend more time on academics, less on nonessentials. | |
| Increase structure in the curriculum consistency in the program. | |
| Provide more homework—more appropriate assignments--more follow-up on homework. | |
| Improve the quality of the curriculum. Enrich the curriculum. | |
| Develop more creative approaches. Provide a more challenging college preparatory curriculum. | |
| Improve programs for the gifted. | |
| Increase emphasis on study skills—how to learn. | |
| Parent Involvement | 11% |
| Improve communication and relationships between parents and the school. | |
| Provide for more parental involvement. | |
| Religion and Values | 4% |
| Teach values: right and wrong, self-discipline, pride in academic accomplishment. | |
| Return prayer and God to the schools. Study all of the religions in the schools. | |
| Emphasize moral and ethical standards—character building. | |
| Integration | 2% |
| Show greater sensitivity to minority groups—raise expectations of their performance. | |
| Other | 13% |
| Improve MCPS policies: school closures, grading system, open vs. closed classrooms, progressive vs. traditional classrooms. | |
| Reassess the school closure policy. | |
| Reduce "experimentation" with programs. | |
| Reduce the bureaucracy. Improve responsiveness of the Board of Education. | |
| Reevaluate goals. | |

*N=Number of respondents. Percentages based on multiple responses.

TABLE A-53

MCPS Regulations Related to Parents' Reasons for Transferring Their Children to Nonpublic Schools

| Parents Reasons for Withdrawal | Related MCPS Regulations | |
|---|---|---|
| | Regulation No. | Subject |
| Discipline | * | Agreement Between Montgomery County Education Association and Board of Education of Montgomery County for School Years 1980-82. (Article 22) |
| | 202-3 | Mutual Respect, Nonprejucical Treatment of Individuals and the Educational Climate |
| | 230-15 | Trespassing, Disturbances, and Disorders on MCPS Property |
| | 230-16 | Intoxicants on MCPS Property |
| | 270-7 | Investigations and Arrests and Questioning of Pupils |
| | 285-10 | Drug Abuse and Guidelines for Drug Abu Counseling |
| | 501-1 | Student Rights and Responsibilities |
| | 515-1 | Pupil Attendance |
| | 515-3 | Suspension or Explusion of an MCPS Student |
| | 550-1 | Maintenance of Classroom Control and Discipline |
| | 550-2 | Protection of Employees, Students and Property |
| Student Interest/ Achievement | 325-3 | Secondary Summer School Sessions |
| | 355-3 | Placement, Promotion, Retention, and Acceleration of Pupils |
| | 355-4 | Grading and Reporting Student Progress |
| Class Size/ Individualization | 510-5 | School Academic Grouping Practices |

TABLE A-53 (Continued)

| Parents Reasons for Withdrawal | Related MCPS Regulations | |
|---|---|---|
| | Regulation No. | Subject |
| Curriculum | * | MCPS Program of Studies (Vol. 1-6) |
| | 255-3 | Role and Membership of the Council on Instruction |
| | 301-3 | Homework |
| | 310-1 | Enrollment of High School Students at Montgomery College |
| | 310-3 | High School Graduation Requirement |
| | 345-1 | Development and Approval of Curriculum and Supporting Materials |
| | 360-1 | Establishment and Continued Implementation of Programs on Family Life and Human Development |
| | 365-2 | Evaluation and Selection of Books and Materials |
| Parent Involvement | 201-7 | Participation in Meetings of the Board of Education |
| | 255-2 | Guidelines for Advisory Groups Appointed by the Board of Education |
| | 270-9 | Community Involvement-Inquiries and Complaints |
| | 270-10 | Community Participation in Decision making at the Local Level |
| | 355-4 | Grading and Reporting Student Progress |
| Integration | 202-4 | Goals and Guidelines for the Achievement of Good Human Relations |
| | 215-1 | Transportation of Pupils |
| | 215-2 | Operation and Care of MCPS Buses |
| | 265-1 | Establishing School Boundaries |

*Official MCPS document, but not classified as a regulation.

# APPENDIX B: THE SURVEY QUESTIONNAIRE

INTERVIEW SCRIPT

Card Col.

Hello, this is _____
I'm working with the Montgomery County Public School System's Department of Educational Accountability. May I speak with the

parents of _____?

(INQUIRE AS TO WHETHER THE PERSON INTERVIEWED IS THE 1: MOTHER, 2: FATHER, 3: GUARDIAN OF THE CHILD.) ☐ I: 44

(IF THE PERSON REACHED INDICATES THAT HE OR SHE IS NOT THE PERSON TO INTERVIEW, SAY) Do you have a number where the parents of this child may be reached?
(IF YES, WRITE THE NUMBER: _____)

The school system is surveying parents who withdrew their children from public school to place them in a private school. We would like to have you participate in the study because our records indicate that you recently withdrew your child from a Montgomery County public school. Is that correct?
(1: YES, 2: NO) ☐ I: 45

(IF NO, SAY:) I'm sorry. It was my understanding

that _____ had been

withdrawn from _____
school to attend a private school. Thank you for the information you have given me. I'm sorry to have disturbed you. Goodbye.

(IF YES, CONTINUE)

We hope to use the information we gather to suggest changes which would make parents less likely to withdraw their children. It would be very helpful to us if you would be willing to answer some questions about the reasons you withdrew _____(child's name). Our findings will be summarized to give school officials a general picture as to why parents withdraw children from the Montgomery County public schools and place them in private schools. A copy of the report will be available for you to read in the Educational Services Center located in Rockville after June 1st.

Please understand that I'm not calling in order to convince you to change your mind about your decision, and everything you say will be kept confidential.

Would it be convenient for you to answer a few questions now, or should I call back at a better time? The survey takes about 15 minutes

(IF YES, PROCEED WITH THE INTERVIEW)
(IF NO, ASK) When is a better time to call back?
(RECORD THE TIME: _____)

Will I be able to reach you at this number?

(IF NOT, RECORD THE NUMBER _____)

SURVEY QUESTIONNAIRE

Card Col.

1. When did you first consider putting your child in a private school? Was it: (READ THE FOLLOWING CHOICES.)

   In the same school year that the withdrawal occurred?. . . . . .1

   In the school year before the withdrawal occurred?. . . . . .2 ☐ I: 46

   Two or more years before the withdrawal occurred?. . . . . .3

2. Please think for a minute about the reasons why you withdrew your child from the public school. Then state the 3 most important reasons in the order of their importance, naming the most important one first.

   a. MOST IMPORTANT _____ * ☐☐ I: 47-48

   _____

   b. SECOND _____ * ☐☐ I: 49-50

   _____

   c. THIRD _____ * ☐☐ I: 51-52

   _____

3. a. Was there some particular incident that caused you to take this action at the time that you did?

   Yes . . . 1
   No . . . 2 ☐ I: 53

   (IF YES, SAY:) Would you describe this incident for me?

   _____

   _____ * ☐ I: 54

   _____

3. b. Students get A, B, C, D, or failing grades to show the quality of their work. Suppose you had a chance to grade the Montgomery County Public Schools the same way. What grade would you give them?

A. . . . . .1
B. . . . . .2
C. . . . . .3
D. . . . . .4
Fail . . . . . .5
Don't Know/No Answer .9
(IF LESS THAN AN A, SAY)

☐ I: 55

c. In your opinion, what things would the Montgomery County Public Schools have to do to earn an A?

_____ * ☐☐ I: 56-57

_____ * ☐☐ I: 58-59

_____ * ☐☐ I: 60-61

I will read a list of topics which have to do with school in general. I would like you to consider your satisfaction with each topic when your child was in the last public school he/she attended. To indicate your satisfaction with each topic I would like you to use the following Satisfaction Scale. (READ THE SCALE.)

SATISFACTION SCALE
(READ SCALE)

10 = Very Satisfied
20 = Satisfied
3_ = Not Satisfied
4_ = Very Unhappy
90 = No opinion/Don't know/
Not applicable/No Answer

Now, I will read the list and you are to use the scale to rate your satisfaction with the public school.

(READ THE LIST OF ASPECTS. HAVE THE INTERVIEWEE RESPOND FOR THE PUBLIC SCHOOL. RECORD RESPONSES ON THE BLANKS BESIDE EACH ASPECT OR TOPIC. YOU MAY RE-READ THE SCALE WHEN NEEDED BY PARENT.)

Now, I will read the list again and ask you to use the same scale to rate your satisfaction with the private school your child is now attending. (READ THE LIST AGAIN AND RECORD THE RESPONSES.)

(FOR TOPICS RATED 3 OR 4) Ask: What do you feel is the major source of your dissatisfaction? (THEN CODE THE SECOND DIGIT FROM THE CHOICES LISTED WITH EACH TOPIC, OR WRITE IN THE SOURCE OF DISSATISFACTION IF IT IS NOT ONE OF THE CHOICES GIVEN.)

| TOPIC | PUBLIC | PRIVATE | CARD COL. |
|---|---|---|---|
| 4. Academic standards . . . . . (1) Too high? (2) Too low? Other public: _____ Other private: _____ | | | I: 62-65 |
| 5. Handling drug abuse . . . . . Comment public: _____ Comment private: _____ | | | I: 66-69 |
| 6. Teaching values . . . . . (1) Over emphasis? (2) Under emphasis? Other public: _____ Other private: _____ | | | I: 70-73 |
| 7. School safety. . . . . (1) Bldg & grounds? (2) Buses? (3) Personal threats? Other public: _____ Other private: _____ | | | I: 74-77 |
| 8. Involving parents in the school. . . . . (1) Too much? (2) Not enough? Other public: _____ Other private: _____ | | | II: 7-10 |

| TOPIC (continued) | PUBLIC | PRIVATE | CARD COL. |
|---|---|---|---|
| 9. Providing books and materials . . . . . (1) Not enough? (2) Criteria for selection? Other public: Other private: | | | II: 11-14 |
| 10. Grading policies . . . . . (1) Report cards? (2) Honors courses? Other public: Other private: | | | II: 15-18 |
| 11. Teaching the basics . . . . . (1) Over emphasis? (2) Under emphasis? Other public: Other private: | | | II: 19-22 |
| 12. Classmates in the school . . . . . (1) Poorly disciplined? (2) Few common interests? Other public: Other private: | | | II: 23-26 |
| 13. Teaching students with diverse needs . . . . . (1) Gifted? (2) Average? (3) Disadvantaged? (4) Handicapped? Other public: Other private: | | | II: 27-30 |
| 14. Maintaining discipline . . . . . (1) Too strict? (2) Too slack? Other public: Other private: | | | II: 31-34 |
| 15. Responding to parent concerns. . . . . (1) Teachers? (2) Princ/asst princ? (3) BOE, elected officials? Other public: Other private: | | | II: 35-38 |
| 16. Teachers . . . . . (1) Lack of interest in the child? Other public: Other private: | | | II: 39-42 |
| 17. Giving homework . . . . . (1) Too much? (2) Not enough? Other public: Other private: | | | II: 43-46 |
| 18. Extracurricular activities . . . . . (1) Too many? (2) Not enough? Other public: Other private: | | | II: 47-50 |
| 19. School administrators (princ./asst princ.) . . . . . Comment public: Comment public: | | | II: 51-54 |
| 20. Variety of curricular offerings. . . . . (1) Too great? (2) Too small? Other public: Other private: | | | II: 55-58 |

21. a. Before withdrawing your child from the public school in Montgomery County did you attempt to transfer him/her to another Montgomery County public school?

Yes, but did not file a written request for the transfer (ASK: TO WHAT SCHOOL? GO TO # 22). . . . . 1
Yes, and did file a written request for the transfer (ASK: TO WHAT SCHOOL? GO TO # 21 b.) . . . . . 2
No (GO TO # 23 OR MAGNET QUESTION, if Applicable). . . . . 3

☐ II: 59

(IF YES, WRITE NAME OF SCHOOL: _____
CODE SCHOOL # FOLLOWED BY AREA)

* ☐☐☐☐ II: 60-63

b. Was the transfer request granted?

Yes (GO TO #22). . 1
No (GO TO # 21 c). 2

☐ II: 64

c. Did the transfer denial influence your final decision to withdraw your child from the public school in Montgomery County?

Yes . . . . . .1
No. . . . . .2

☐ II: 65

22. Think about the other Montgomery County school that you wanted to/or did transfer your child to. Describe four features of that school which you found most appealing.

_____ * ☐☐ II: 66-67

_____ * ☐☐ II: 68-69

_____ * ☐☐ II: 70-71

_____ * ☐☐ II: 72-73

---

NOTE: INSERT MAGNET SCHOOL ITEMS HERE IF APPROPRIATE.

---

23. a. How long did your child attend Montgomery County public schools?

| | | | |
|---|---|---|---|
| One year or less . . . 1 | 3+ to 4 years . . . 4 | ☐ | II: 74 |
| One+ years to 2 years. 2 | 4+ to 5 years . . . 5 | | |
| 2+ to 3 years. . . . . 3 | 5+ to 6 years . . . 6 | | |
| | More than 6 years . 7 | | |

b. Which Montgomery County public school did he/she last attend?

(WRITE NAME OF SCHOOL_____ ★
CODE SCHOOL #, FOLLOWED BY AREA) ☐☐☐☐ II: 75-78

c. How long was he/she in that school?

| | | | |
|---|---|---|---|
| One year or less . . . 1 | 3+ to 4 years . . . 4 | ☐ | II: 79 |
| One+ years to 2 years. 2 | 4+ to 5 years . . . 5 | | |
| 2+ to 3 years. . . . . 3 | 5+ to 6 years . . . 6 | | |
| | More than 6 years . 7 | | |

24. a. How many different Montgomery County public schools did he/she attend?

| | | | |
|---|---|---|---|
| 1 school . . . . . 1 | 4 schools . . . . . 4 | ☐ | III: 7 |
| 2 schools. . . . . 2 | 5 or more . . . . . 5 | | |
| 3 schools. . . . . 3 | | | |

b. What kind of private school is he/she attending now? Is it a (READING THE FOLLOWING ALTERNATIVES)

| | | |
|---|---|---|
| Catholic school. . . . . .1 | ☐ | III: 8 |
| Non-catholic, church related school. . . . .2 | | |
| Private school, not church related . . . . .3 | | |
| Don't know/no answer . . . . . .9 | | |

25. a. How many school aged children do you have, other than _____ (IF NONE, GO TO # 26.) ☐☐ III: 9-10

b. (IF ONE OR MORE, SAY:) Does this other child (or do these other children) attend public or private school?

All are in MCPS public schools. . . . . 1
All are in non-MCPS public schools. . . . . 2
All are in parochial or other private schools. . . . . 3
Some in private, some in public schools . . 4

☐ III: 11

c. (IF CHILDREN ATTEND BOTH PUBLIC AND PRIVATE SCHOOLS, SAY)

Including _____, how many of your children are in public schools and how many are in private schools? (RECORD THE NUMBERS.)

PUBLIC SCHOOL ☐☐ III:12-13

PRIVATE SCHOOL ☐☐ III:14-15

26. a. When you were in elementary or secondary school, did you attend public or private school?

Public School. . . . . 1
Private school . . . . . 2
Both . . . . . 3
Don't know/No answer . . . . . 9

☐ III: 16

b. What type of elementary or secondary school did your spouse attend? (USE SAME SCALE AS ABOVE.)

☐ III: 17

27. How long have you lived in Montgomery County; that is, what is the length of your last period of unbroken residency?

Less than one year . . . . . .1
1 - 3 years. . . . . .2
4 - 9 years. . . . . .3
10 - 14 years. . . . . .4
15 or more years . . . . . .5
Don't know/no answer . . . . . .9

☐ III: 18

28. To the nearest year, how long have you lived in your present house or apartment?

Less than 6 months. . . . . 90
Otherwise, record number of years
Don't know/no answer. . . . . 99

III:19-20

(IF LESS THAN 5 YEARS, ASK)

29. Which of the following best describes where you lived in April, 1975?

Current house or apartment. . . . . 1
Elsewhere in Montgomery County. . . . 2
In Prince George's County . . . . . 3
Elsewhere in Maryland . . . . . 4
District of Columbia. . . . . 5
Northern Virginia . . . . . 6
Other area (Please specify)_____7*

III: 21

_____

30. What was the highest grade (or year) of school you completed?

Elementary school (K-8) . . . . . .1
High school incomplete. . . . . .2
High school graduate. . . . . .3
Technical, trade, or business school.4
College incomplete. . . . . .5
College graduate. . . . . .6
Graduate study. . . . . .7
Advanced degree . . . . . .8
Don't know/no answer. . . . . .9

III: 22

31. What is the country of citizenship for the head of your household?

USA . . . . . .1
Other (name). . . . . .2

III: 23

---

(INSERT QUESTIONS ABOUT MCPS PROGRAMS FOR GIFTED AND TALENTED STUDENTS, IF APPROPRIATE)

(SAY) This next set of questions refers to your experience with the programs for gifted and talented students in the Montgomery County public schools.

---

(CLOSURE)

That was the last question in the interview. Thank you very much for taking the time to answer these questions for us.

With your permission, I'll call again a year from now to ask about your satisfaction with the school your child is attending at that time. May I call again next year?

Yes. . . .1
No . . . .2

III: 24

(IF THE INTERVIEWEE ASKS ABOUT THE REPORT AGAIN, SAY)
The report will be available for you to read after the first of June at the Educational Services Center in Rockville.

The office to call there is the Division of Statistical Services in the Department of Educational Accountability. The number is 279-3539.

Goodbye.

MAGNET SCHOOL QUESTIONS:

1. Have you heard of the Magnet School Program in your area?

   Yes (GO TO THE NEXT QUESTION) . .1
   No (SKIP THE NEXT QUESTION) . . .2

   ☐ III: 25

2. Did your child participate in a magnet program in the last Montgomery County public school he/she attended?

   Yes . . . . . .1
   No. . . . . .2

   ☐ III: 26

## ADD-ON QUESTIONS CONCERNING GIFTED STUDENTS

Card Col.

1. Has your child participated in a public school program for gifted children in Montgomery County or elsewhere?

   Montgomery County? (GO TO #2). . . . . 1
   Elsewhere? (GO TO #2). . . . . 2
   No (GO TO #3). . . . . 3

   ☐ III: 27

2. a. Was the child in such a program at the time he/she was withdrawn for the private school transfer?

   Yes (GO TO #2b) . . . . . 1
   No (GO TO #3) . . . . . 2

   ☐ III: 28

   b. What features of this program did you feel were particularly good?

   _____ * ☐☐ III: 29-30
   _____
   _____ * ☐☐ III: 31-32
   _____

   c. What features did you feel needed improvement?

   _____ * ☐☐ III: 33-34
   _____
   _____ * ☐☐ III: 35-36
   _____

3. a. Did you apply for transfer into a program for gifted children in a Montgomery County Public school before or at the time you were considering transfer to a private school? (IF YES, SAY) Was the application for transfer approved or denied?

   Yes, the transfer was approved (GO TO #3b). . . 1
   Yes, the transfer was denied (GO TO #4) . . . . 2
   No application was made (GO TO #5). . . . . 3

   ☐ III: 37

   b. Did your child participate in that program?

   Yes (GO TO #5). . . . . 1
   No (GO TO #5) . . . . . 2

   ☐ III: 38

4. What reasons were you given for the denial of your request for a transfer to the gifted child program?

_____

_____

_____

_____

* [ ] III: 39-40

* [ ] III: 41-42

* [ ] III: 43-44

5. What programs or special features does the private school your child is now attending have that you felt were lacking in the Montgomery County public school?

_____

_____

_____

_____

* [ ] III: 45-46

* [ ] III: 47-48

* [ ] III: 49-50

6. a. Has your child been screened in a Montgomery County program to identify gifted children, or do you have other evidence that he/she should be in a program for gifted children?

Yes, the child has been screened. . . . . 1
Yes, the parent has other evidence of giftedness (DESCRIBE BELOW) . . . . . 2
No. . . . . 3

[ ] III: 51

b. (IF ANSWER CHOICE #2, SAY:) What evidence of giftedness do you have?

_____

_____

_____

_____

_____

* [ ] III: 52-53

* [ ] III: 54-55

* [ ] III: 56-57

7. a What special programs do you feel would be best suited to your child? Would you choose a program for: (READ THE ANSWER CHOICES.)

The academically gifted?. . . . . 1
The artistically gifted?. . . . . 2
Leadership development? . . . . . 3
The musically gifted? . . . . . 4
Development of vocational or trade skills 5
Some other area? (PLEASE DESCRIBE). . . . 6 *

III: 58-59

b. (IF ANSWER CHOICE #6, DESCRIBE HERE.)

_____

_____

_____

_____

(FOR PARENTS OF CHILDREN IN GRADES 7 - 12 ONLY)

8. To what extent did the potential for admission to a highly selective college or university influence your decision to place your child in a private school? (READ THE SCALE AND RECORD COMMENTS.)

Very much . . . . . 1
Somewhat. . . . . 2
Very little . . . . . 3
Not at all. . . . . 4

III: 60

(COMMENTS) _____

_____

_____

_____

# APPENDIX C: THE INTERVIEWS

## THE INTERVIEWS

In all, 473 names were drawn and parents telephoned before 313 interviews were completed. As shown in Table C-1, 66.2 percent of the attempted interviews were completed. The most frequent reasons for incompletion (13.5 percent) were due to wrong telephone numbers, discontinued telephone service, changes to unlisted numbers or to numbers outside this calling area.

Table C-1

Outcomes of Interview Attempts

| N | % | Outcome |
|---|---|---|
| 313 | 66.2 | Completed interviews |
| 33 | 7.0 | Enrolled but never attended MCPS |
| 4 | 0.8 | Coding erros, children were not withdrawn for private school |
| 17 | 3.6 | Refusals |
| 10 | 2.1 | Said they would call back, and did not |
| 64 | 13.5 | Wrong numbers, service discontinued; changed t unlisted numbers; phone number changed to out of this calling area |
| 5 | 1.1 | Did not speak English |
| 3 | 0.6 | Back in public school |
| 24 | 5.1 | Not completed for various reasons, though called a number of times |

Seven percent of the calls were to parents of children who had been enrolled in MCPS but had never attended an MCPS school. Most of these children had gone to Kindergarten Round-Up and then to a nonpublic kindergarten.

The length of time required for an interview ranged from 9 minutes to 85 minutes but averaged 23.6 minutes. Interviewers were instructed to place calls for each interview not completed on the first call at different times during the day (morning, afternoon, and evening). Appointments were scheduled for the interviews if parents preferred this.

The number of telephone calls required for the 313 completed interviews is shown in Table C-2.

Table C-2

Number of Interviews Completed

| | 1st Call | 2nd Call | 3rd Call | 4th Call | 5th Call | 6th Call | 7th Call | 8th Call | Total |
|---|---|---|---|---|---|---|---|---|---|
| No. of Calls | 74 | 74 | 68 | 47 | 27 | 19 | 3 | 1 | 313 |
| % | 23.6 | 23.6 | 21.7 | 15.0 | 8.6 | 6.1 | 1 | 0.3 | 100 |

Almost half (47.2 percent) of the completed interviews occurred on the first or second attempt, and beyond five calls, the productivity of additional attempts dropped off dramatically. Only 7.4 percent were completed beyond that point.

The average interview time was 23.6 minutes and the range from 9 to 85 minutes.