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ABSTRACT

This is one part of an evaluation of the Los Angeles Unified School District's Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) student integration programs. The evaluation is based on data collected from staff, students, and parents during 1982-83 at schools that are at least 70% non-Anglo. This volume contains the last three of six sections in the report's technical portion. Each section focuses on a different program or set of related programs: Section D, Magnet Programs (with primary attention to implementation); Section E, Permits With Transportation and Continued Voluntary Permits, two voluntary transportation/integregation programs; and Section F, the Year-Round School Program, an effort to relieve student over-crowding. For each program the Prologue describes the geographic area it serves and its political context at district, State, and Federal levels. Program history, an overview of its offerings, the methodology used to conduct the study, and findings are also provided for each program. Outcomes are discussed in terms of four areas (related to the four "harms of racial isolation" identified in the Crawford decision): achievement, attitudes toward school, post-secondary opportunities, and social interaction among students of different ethnic backgrounds. (Author/KH)

INTEGRATION EVALUATION REPORTS: MAGNET, PERMITS WITH TRANSPORTATION, AND YEAR-ROUND SCHOOLS PROGRAMS 1982-83

PUBLICATION NO. 436
PART II

RESEARCH AND EVALUATION BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

REPORT ON THE DISTRICT INTEGRATION PROGRAMS
1982-83
PUBLICATION NO. 436

A Report Prepared for the

Research and Evaluation Branch

of the

LOS ANGELES UNIFIED SCHOOL DISTRICT

July 1, 1983

LOS ANGELES UNIFIED SCHOOL DISTRICT

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REPORT ORGANIZATION

This document is the result of the combined efforts of several independent evaluations conducted through LAUSD's Research and Evaluation Branch. Each of these evaluations focused on one or more programmatic components or activities which operated during the 1982-83 school year. Specifically, the evaluations were concerned with the components of the PHBAO programs, the Permits With Transportation (PWT) program, the Magnet School programs, and the Year-Round Schools program (YRS). In keeping with the terminology of LAUSD's Submission to the Court, the latter four programs are referred to as programs for voluntary integration throughout this report.

The findings are presented in two separate reports: a technical report and an executive summary. The technical report consists of three volumes: findings from the PHBAO programs, findings from the voluntary integration programs, and appendices. The executive summary presents the highlights and recommendations from each evaluation.

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MAGNET SCHOOL PROGRAMS
SECTION D

Magnet School Programs

Evaluation Report

Submitted to

Los Angeles Unified School District

July 1, 1983

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PROLOGUE

This report has been prepared as part of a two-year effort to evaluate the Voluntary Integration and Year-Round Schools (YRS) programs for the Los Angeles Unified School District (LAUSD). The report is intended to meet the requirement imposed by the Court Order of September, 1981. Specifically, the Superior Court ordered the Los Angeles Unified School District to provide by July 15, 1983 "...a full report of the measures taken and achieved under its voluntary integration plan." In response to this mandate, our studies have focused on both elements. With respect to "measures taken" we have considered the implementation of programs as well as the actions taken by the LAUSD in response to earlier findings of the Evaluation Planning Team (EPT). We base our judgments on the "results achieved" on the District's progress in ameliorating the harms of racial isolation as referenced in the original Crawford report. Our judgments of the District's efforts on both implementing measures and achieving results are based on multiple data sources. Quantitative and interpretive data from earlier reports and from the current year's studies are of course, important inputs. In addition, these data are complemented by our own interviews, discussions, and professional judgments based on three years of examining the Voluntary Integration and Year-Round Schools programs.

The Evaluation Planning Team members were originally invited to participate in the LAUSD evaluation efforts under the mandatory desegregation plan. The relationship of the Team to the District has been complex. The identification of issues has been shared by the Team and LAUSD. The development and design of specific evaluation questions, methodology, and instruments have been prerogatives of the Evaluation Planning Team, in consultation with District personnel. Data collection has been conducted using LAUSD personnel and personnel of neighboring universities, as well as the Team members. The analyses, interpretations, and recommendations for this report, as our earlier reports, represent the work of the Team members. Throughout, we have worked within the constraints of resources, time, personnel, and information bases.

Context

In our work, we have become especially aware of the importance of context in the analysis and interpretation of findings, particularly so because our process has extended over a number of years, and we have found that assumptions, points-of-view, and facts change over time.

Let us consider the context in three parts: 1) the nature of the greater Los Angeles Area served by the LAUSD, 2) the changes in LAUSD, and 3) the effect of State and Federal policy changes on the operations of LAUSD.

The Greater Los Angeles Area. The area serviced by LAUSD is a clear factor in any District study. Its boundaries include 464 square miles, within which could be placed the combined areas of all of Boston, Cleveland, Denver, Manhattan, Milwaukee, Philadelphia, Providence, and Washington, D.C. The District serves all of the city of Los Angeles, seven other incorporated cities, and portions of 18 other municipalities. The city of Los Angeles is more than 50 miles across at its widest point, split by the Santa Monica Mountains. The San Fernando Valley alone, with an area of 235 square miles and a population of 1.5 million, is second only in size to Los Angeles in California and seventh in population in the country.

Demographically, the Los Angeles area is enormously diverse. Seventy language groups (requiring bilingual attention) are represented in the District. The majority of students in the District come from Spanish speaking environments, many from families of Mexican descent. There are, as well, substantial numbers from other Latin American countries and a small but growing population from Asia. The demographic changes in the area have been dramatic in the last decade and have strongly influenced the District's educational efforts.

The size of the Los Angeles region, in part, has created sets of intact communities, many with the appearance of insularity. Rather than a single city with a ring of suburban areas, Los Angeles is more like a confederation of communities. Newer immigrants tend to settle in older parts of the city near families of similar backgrounds, although the San Fernando Valley has substantial new immigration as well. Residential housing patterns have developed based on the initial location of immigrants and on the dominance of Anglo population in the San Fernando Valley. Although one would expect residential distinctions to reduce over time, the high property values in the

area with other factors have mitigated against substantial population shifts and natural integration of racial and ethnic groups. These population patterns result in school areas in some parts of the District that are overcrowded while others are underpopulated.

Context of LAUSD. Because the scope of effort and public concern is normally broad, we will consider only a few contextual factors (listed below) which have impact on the processes of the Voluntary Integration and Year-Round Schools programs and the District.

- The leadership in LAUSD has changed during this period, permitting the new Superintendent to define his own program goals, activities, and relationships with the LAUSD Board of Education, staff, and with other constituencies.

- The schools have experienced some of the same financial constraints felt by other public sectors since the tax reform efforts, culminating with Proposition 13. Thus, the District has been required to notify substantial numbers of teachers that they might not be rehired because of fiscal limitations.

- Paradoxically, almost throughout, a teacher shortage has existed in mathematics and science.

- The racial distribution of the District in 1982-83 included about equal proportions of Black and Anglo students (22% each), about 8% Asian, and approximately 49% Hispanic students. More than 544,000 students (1982-83 figures) are taught by teachers in 826 schools.

State and Federal Context. Education has been topical throughout the last few years with attention given to funding bases, student academic performance, educational equity and educational quality as central issues. Policy changes in available funds for categorical programs reduced the amount of federal support to LAUSD in 1982-83. The Serrano suit deliberations have resulted in the use of

"per pupil costs" as a proxy measure of educational quality. The decision has also increased the State's interests in influencing local school districts. California's 1982 election sharpened the issues related to the role of State leadership in education, and focused attention on performance and academic preparation.

Nationally, the question of educational quality has also been raised by the Federal Commission on Educational Excellence and by other national reports assessing the quality of schooling. The concern for educational quality has been directed mainly at student performance shown, for instance, by tightening requirements for admission to California universities and by systems of statewide assessment and proficiency testing. In California, as in some other states, the educational quality issue has been extended to teachers through the administration of skill tests for teachers in areas termed "basic" literacy. Further reports in national media have raised questions about the quality of people entering the teaching profession. There has been less rhetoric and attention, both state-wide and nationally to the issue of educational equity or the specific concern about the education of minority students. The joint concerns of student and teacher performance have led to some positive movement in increasing: 1) the expectations for students, 2) the meaning of grades, and 3) the basic skill requirements at the local level. It is against the general context of these social facts and orientations that this report is presented.

Chapter I
Introduction

This report describes the evaluation of the Magnet School programs operating in the Los Angeles Unified School District during 1982-83. It is part of an ongoing evaluation of Magnet programs that began in 1981 and is being conducted by the Voluntary Integration Evaluation Planning Team in collaboration with the Research and Evaluation Branch of the District. The primary focus of the evaluation was on the implementation of Magnet programs during 1982-83 and also on the progress made toward the reduction of the harms of racial isolation identified in the Crawford case.

Organization of the Report

This report details the technical aspects of the evaluation effort. Chapter I presents a brief description of the history of the Magnet programs in the District and an overview of the types of educational offerings provided by magnets as well as the students who chose to enroll in them. Chapter II describes the methodology used to conduct the study. It includes a description of the issues addressed by the evaluation and the procedures used for sampling, instrumentation, data collection, and data analysis. Chapter III presents the results of the study organized around the major evaluation questions developed for the study. Supplemental tables, the evaluation design and data collection instruments are included in the Appendix to this report. For a more general discussion of the context in which the evaluation took place and the findings and recommendations formulated by the Team, the reader is encouraged to consult the Prologue that precedes this report and an Evaluation Summary of this report located in Research and Evaluation Publication 437, Los Angeles Unified School District.

History of the Magnet Programs

The Magnet programs were established by the District in 1977 as part of its Voluntary Integration programs. The goal of the programs was to establish and maintain programs with specialized curricular offerings that would draw students of various ethnic backgrounds thereby creating desegregated learning environments.

Magnet programs are organized as either full school magnets or as smaller magnet centers located on the campuses of regular schools. Each magnet program

is developed around either a specialized subject matter area such as math/science, performing arts, or business, or a specialized instructional approach such as fundamental or alternative schools, or students with particular needs such as the gifted or the highly gifted. In all cases, all students receive instruction in the basic subjects required for promotion or graduation.

The Magnet programs began with three programs at the elementary level in 1977-78. Since that time, the program has expanded steadily (see Table I-1). Over the past five years, the District has established a variety of programs at the elementary and junior high school level based on specialized instructional approaches (i.e., process-oriented), specialized curricular offerings (i.e., content-oriented), and students with particular needs (i.e., special population). Further, a substantial program expansion occurred in 1981 when 20 new programs were established at the senior high school level.

By 1982-83, the Magnet programs included 86 schools and centers (43 elementary and extended, 19 junior high, and 24 senior high schools). With the most recent program expansion, elementary magnets represent 9% of the total elementary school programs in the District, junior high magnets represent 24% of the total junior high school programs, and senior high magnets represent 32% of the total senior high school programs.

Magnet programs drew almost 20,000 students during 1982-83. Taken together, these students represent approximately 3.5% of the total District enrollment. Many of the magnets, particularly at the elementary level, achieved desegregated status in their enrollment. However, many of the programs located in PHBAO (predominantly Hispanic, Black, Asian, and Other non-Anglo) areas, while providing specialized educational offerings, have not attracted sufficient numbers of White students to yield desegregated environments.

Types of Magnet Programs

A wide variety of educational offerings are provided under the sponsorship of the Magnet programs. Table I-2 summarizes the types of programs available during the 1982-83 year at the elementary, junior high, and senior high school levels. The table is organized around the three types of specialized offerings available: curricular specialty (content-oriented), instructional specialty (process-oriented), and student specialty (special population).

Table I-1
Expansion of the Magnet Programs
(1977 to 1983)

Level and Type of Program	77-78	78-79	79-80	80-81	81-82	82-83
Elementary (and Extended)						
Process-Oriented	1	11	13	14	14	14
Content-Oriented	2	3	7	13	12	13
Special Population	0	9	11	15	16	16
Junior High						
Process-Oriented	0	4	4	4	4	3
Content-Oriented	0	4	5	5	6	6
Special Population	0	4	7	10	11	10
Senior High						
Process-Oriented (College Incentive)	0	0	0	0	7	8
Content-Oriented	0	1	2	1	14	16
Total	3	36	49	62	84	86

Table I-2
Types and Number of Magnet Programs
Operating During 1982-83

Type of Program	Number of Programs* Elementary Grades 1-6	Junior High Grades 7-9	Senior High Grades 10-12
A. Curricular Specialty (Content-Oriented)			
Arts/Math/Science	1	1	--
Business	--	--	1
Centers for Enriched Studies	3	3	2
College Incentive Program	--	--	8
Communication Arts	--	--	1
Computer Science/Math Science/Biology/Marine Science	2	2	6
Health and Medical Careers	--	1	2
Humanities Core	--	--	2
Multilingual/Multicultural	1	1	--
Performing Theatre Arts/TV-Cinema/Music	3	2	2
Technical Occupations	--	--	1
Visual Arts	--	--	1
B. Instructional Specialty (Process-Oriented)			
Alternative Schools	4	4	4
Community School	1	1	--
Fundamental Schools	10	4	--
Individually Guided Education	1	--	--
Open School	1	--	--
C. Student Specialty (Special Population)			
Gifted/Highly Achieving	12	9	--
Highly Gifted	4	2	--

*Some programs extend across traditional grade level configurations (e.g., alternative schools extend from grades 1-12). In these cases, they are counted in each grade level category served, so the total exceeds 86.

In order to provide a sense of the range of educational offerings provided by magnets, brief descriptions of selected programs are provided below. The descriptions are not comprehensive but were selected to illustrate the diversity of programmatic offerings.

Animal and Biological Sciences Center (Grades 10-12): This magnet is located at the Los Angeles Zoo in Griffith Park. Students may choose one of two study tracks: one leading to possible employment as an animal technician after high school and the other leading to university animal study programs, such as veterinary or biological sciences.

Cinema/Performing Arts (Grades 7-9): This magnet offers a program of instruction in dance, drama, TV, and music. It has been adopted by Francis Ford Coppola and his Zoetrope Studios, as part of the Adopt-A-School program. Each year students who demonstrate aptitude and motivation are chosen by Mr. Coppola for an after-school apprenticeship program. The apprentices, supervised by interns from USC and UCLA, learn to make films using current methods and technology.

Unified Science School (Grades 1-6): Learning experiences are designed to help students understand the significance of science in daily life and to apply the scientific method to problem-solving. Oceanography and physical science laboratories are used to promote science learning.

Fundamental Schools (Grades vary): Fundamental schools stress strict standards for academic achievement, homework, behavior, dress, and personal appearance. Reading, math, language, social studies, and other subjects are taught in a traditional style emphasizing drill, reinforcement, and enrichment. Parents and students must sign a contract agreeing to school-established standards.

Open School (Grades 1-6): This magnet provides an individualized instructional program in a humanistic and a multicultural setting. Teaching methods are based on students' needs and include multi-age and interest groupings, cross-age tutoring, and team teaching. Parent participation and involvement of community resources are stressed in the program.

Gifted and High Ability Centers (Grades 1-6 or 7-9): In these magnet centers, gifted and high ability students are grouped for enriched academic experiences. To qualify, students must be identified as gifted/talented, be achieving two years above grade level in most academic areas, or earn stanine scores of 7, 8, or 9 on standardized achievement tests.

The 86 Magnet programs in operation during 1982-83 served a total of 19,263 students. Table I-3 shows the participation of students of various racial/ethnic backgrounds in the programs as a whole and by grade level configurations. Overall, Black and White students accounted for approximately one-third each of the total enrollment in the Magnet programs. Hispanic students represented about one-fifth of the total magnet population. A similar pattern of participation occurred at the elementary, junior high, and extended grade configuration levels with somewhat higher representation of Black and Hispanic students and somewhat lower participation of White students at the senior high school level.

The subsequent chapters of this report describe the methodology used and the results obtained in the evaluation of the Magnet programs. As noted earlier, this examination focused on the processes used to provide program offerings for participating students, and the progress made toward reducing the court-identified harms of racial isolation.

Table I-3
Student Enrollment in the Magnet Program
1982-83

Grade Level	No. of Schools	American Indian	Black	Asian	Hispanic	White	Total
Elementary (K-6)	33	1% (81)	34% (2,401)	13% (903)	15% (1,049)	37% (2,559)	(6,993)
Junior High (7-9)	21	1% (40)	27% (1,078)	14% (582)	24% (956)	34% (1,388)	(4,044)
Senior High (10-12)	24	1% (31)	46% (1,832)	9% (350)	25% (987)	20% (804)	(4,004)
Other (Extended grade levels)	9	2% (76)	35% (1,475)	6% (254)	20% (831)	38% (1,586)	(4,222)
Total	**87**	**1%**	**35%**	**11%**	**20%**	**33%**	

Chapter II
Methodology

Purposes and Issues

As noted in the previous chapter, the primary purpose of the evaluation of Magnet programs was to provide information on the processes involved in the implementation of the program and on the progress made in reducing the harms of racial isolation. In defining the "processes" and "harms" to be examined in the study, the Team relied on the stated purpose of the programs, previous findings and formulations, and directions from the Court and District personnel.

The stated purpose of the Magnet programs as derived from an examination of program literature and discussions with program personnel is: to provide a mechanism for voluntary integration focused around special interests. This statement suggests an inquiry into the procedures used to attract students to Magnet programs, the extent and manner in which desegregated environments are created, and the nature of the special interest offerings provided by Magnet programs.

Previous findings and formulations suggested areas of ongoing concern, such as the desegregation status of Magnet programs, and emerging areas of concern, such as the post-secondary advising of magnet students. In other cases, they led the Team to curtailing the collection of data on issues which were judged to have been satisfactorily addressed, such as the fidelity of Magnet programs.

Discussions with District personnel also influenced the types of decisions noted above and influenced the relative emphasis placed on various issues. In particular, District personnel suggested a primary emphasis on program process and implementation since this information would be most useful to them in program planning and management and in responding to the many changes experienced by the District during this time. (See the Prologue to this report for a full discussion of the context in which these activities took place.)

Finally, the Team relied on the direction of the Court in identifying the outcomes, or progress toward the reduction of the harms of racial isolation

to be examined. These areas, identified in the Crawford case, were: 1) academic achievement; 2) attitudes; 3) post-secondary opportunities; and 4) interaction among students of different racial/ethnic groups. The above considerations led to the formulation of a set of evaluation issues to guide the study during 1982-83. (See Table II-1.) Section A presents the issues that were addressed in the process component of the evaluation and Section B identifies the issues that were examined in the outcome component of the study.

It should be noted that the evaluation issues related to process were divided into three main categories: 1) program mechanism and 2) desegregation/integration policies and practices, and 3) school programs. The issues related to program mechanism examined shifts in District procedures for presenting programmatic offerings to parents and students. Further, the ultimate results of the mechanism, that is, the characteristics of participating students and schools, were also delineated. The issues related to desegregation/integration went beyond the assignment of students to examine the policies and procedures that contributed to positive and meaningful integrated interactions both inside and outside the classroom. Furthermore, the importance of staff perceptions and attitudes and actions taken to address ongoing concerns were recognized and targeted for further inquiry. The issue related to school programs considers the administrative or the classroom actions taken to better accommodate the needs of program participants. The issue related to outcomes identified the four harms from the Crawford case and inquired into the degree of progress made toward their reduction.

The evaluation issues provided the conceptual framework for the design of the evaluation methodology. More specifically, they guided decisions about sampling, instrumentation, data collection, and data analysis outlined in the subsequent sections of this chapter.

Table II-1
Evaluation Issues

A. Process Evaluation

1. Mechanism(s)

   a. What changes have been made in mechanisms for explaining program options to parents and students during 1982-83?
   b. What are the characteristics of students chosen to participate?
   c. Do program mechanisms result in students being enrolled in desegregated schools?

2. Integration/Desegregation

   a. How do policies and procedures inhibit or contribute to integration?
      1. administration
      2. classroom
      3. extracurricular
   b. What types of services are delivered as part of the program?
   c. What are the perceptions and attitudes of school personnel toward the program?
   d. What additional arrangements have been undertaken during 1982-83 to address particular areas of concern?

B. Outcome Evaluation

1. What progress appears to have been made in reducing the harms set forth in the Crawford decision?
   a. Achievement
   b. Attitudes
   c. Post-secondary opportunities
   d. Social interaction

Sampling

The same sampling strategy used in the 1981-82 study of the Magnet programs was maintained during 1982-83 with a few minor adjustments. This approach allowed continuity and comparability of data over time. The strategy was a multi-level one that allowed the collection of limited demographic data on the entire population of Magnet programs, as well as information on program processes and outcomes from a stratified random sample of Magnet programs. Further, a sub-sample from the identified sample was selected for observation of student interaction.

The census of all 86 Magnet programs was continued as in the previous year. As noted above, this effort was limited to demographic data on school/center characteristics maintained in District records.

The stratified random sample maintained from the previous year was based on three stratification dimensions: type of program, racial/ethnic composition, and grade level configuration. The sampling matrices used to select the sample are shown in Tables II-2, II-3, and II-4 for elementary, junior high, and senior high school programs, respectively. It should be noted that the program-type dimension was based on the specialized offering of the program; that is, whether the specialty was content-oriented (i.e., curriculum-based), process-oriented (i.e., instruction-based), or oriented toward a special population (i.e., student-based).

The racial/ethnic composition dimension included two categories: desegregated or racially impacted. Programs were considered desegregated if the racial/ethnic composition of their students was 40 to 60% PHBAO. They were considered racially impacted if their student body was more than 60% PHBAO. As shown in Tables II-2 to II-4, this strategy resulted in a sample of 44 Magnet programs.

Teachers were also sampled at selected sites based on a random sampling procedure as in the previous year. Two stratification dimensions were used: grade level and academic subject matter. Grade levels identified were: grades 5, 6, 8, and 10. In addition, at the secondary level English and physical education teachers were selected to provide representation across both academic and non-academic subject matters.

As in 1981-82, a sub-sample of the larger sample was identified for observations of student interactions. This sub-sample included 16 programs

randomly selected from the larger sample. This selection was limited to desegregated programs in the sample so that opportunities for intergroup interaction would exist.

The primary modification made in the 1982-83 sampling strategy involved the inclusion of grade 12 students in the two Magnet programs with students at this grade level. This addition was made so that post-secondary plans and opportunities of program participants could be examined. This addition yielded a final sample of 44 Magnet programs.

Table II-2
Sampling Matrix for Elementary Magnet Schools

Program Type	Total Number of Desegregated Magnets	Number Sampled	Total Number of Racially Impacted Magnets	Number Sampled
Content Oriented				
Center for Enriched Studies (N = 3)*	3	1	--	--
Other (N = 10)*	7	3	3	3
Process Oriented				
Alternative (N = 4)*	3	2	1	1
Fundamental (N = 10)*	6	4	4	2
Special Population				
Gifted (N = 12)	9	5	3	1
Highly Gifted (N = 4)	3	2	1	1
Totals	**31**	**17**	**12**	**8**

* A total of ten Extended schools are included in these program types.

Table II-3
Sampling Matrix for Junior High Magnet Schools

Program Type	Total Number of Desegregated Magnets	Number Sampled	Total Number of Racially Impacted Magnets	Number Sampled
Process Oriented				
Fundamental (N = 3)	2	1	1	1
Special Population				
Gifted (N = 8)	5	2	3	1
Highly Gifted (N = 2)	2	1	--	--
Other				
(N = 6)	3	1	3	3
Totals	**12**	**5**	**7**	**5**

Table II-4
Sampling Matrix for Senior High Magnet Schools

Program Type	Total Number of Desegregated Magnets	Number Sampled	Total Number of Racially Impacted Magnets	Number Sampled
College Incentive (N = 8)	--	--	8	3
Math/Science (N = 6)	3	2	3	2
Performing Arts Visual Arts (N = 3)	3	--	--	--
Humanities/Other (N = 7)	2	1	5	1
Totals	**8**	**3**	**16**	**6**

Instrumentation

Specifications for study instrumentation were modified from those used during 1981-82 based on the refinements in the evaluation issues and the relative importance of these issues for the 1982-83 study. These updated specifications are presented in Table II-5.

These specifications required some modification of the instruments used in 1981-82. These instruments included:

- Abstracts: Application Data
  Enrollment Data
- Site Administrator Questionnaire
- Teacher Questionnaire
- College Advisor Questionnaire
- Student Post-Secondary Expectation Questionnaire
- Social Interaction Observation Form
- Published measures for students:
  - Comprehensive Tests of Basic Skills (CTBS)
  - Survey of Essential Skills (SES)
  - District Competency Tests
  - School Attitude Measure (SAM)

The abstracts provided information on the characteristics of students drawn to the programs and the extent to which the selection mechanisms yielded desegregated environments. Questionnaires for site administrators, teachers, and college advisors provided data on policies and practices related to desegregation/integration in general and to specific areas of concern, such as college/career advisement.

The remaining instruments were used to assess student outcomes. Achievement outcomes were measured by tests currently in use as part of the District's regular testing program: the Comprehensive Tests of Basic Skills, the Survey of Essential Skills, and District competency tests. Student attitudes toward school were assessed using the School Attitude Measure (SAM). Post-secondary eligibility and expectations were assessed using a questionnaire developed by the Team for use with Voluntary Integration programs. Finally, the Student Interaction Observation Form was used as a measure of quantity and quality of intergroup interaction.

Table II-5
Instrumentation Specifications for Magnet Programs

Evaluation Issues Addressed	Variables	Measures	Data Source
A. Process Evaluation			
1. Mechanism(s)			
a. What changes have been made in mechanisms for explaining program options to parents and students during 1982-83?	Content and media of program information dissemination	District documents Interview	District administrators
b. What are the characteristics of students chosen to participate?	Race/ethnicity Sex Grade level	Abstract	District documents
c. Do program mechanisms result in students being enrolled in desegregated schools?	Race/ethnicity Sex Grade level	Abstract	District documents
2. Integration/Desegregation			
a. How do policies and procedures inhibit or contribute to integration?	Administrative policies/procedures Classroom practices Extra-classroom practices	Questionnaire	Site administrators Teachers
b. What types of services are delivered as part of the program?	Nature of services Intensity Duration	Questionnaire	Site administrators Teachers
c. What are the perceptions and attitudes of school personnel toward the program?	Attitudes toward program	Questionnaire	Site administrators Teachers

Table II-5 (Continued)
Instrumentation Specifications for Magnet Programs

Evaluation Issues Addressed	Variables	Measures	Data Source
d. What additional arrangements have been undertaken during 1982-83 to address particular areas of concern.	Areas of concern Action undertaken	Questionnaire	Site administrators Teachers
B. Outcome Evaluation			
1. What progress appears to have been made in reducing the harms set forth in the Crawford decision?			
a. Achievement	Basic skills (reading and math)	SES, CTBS	Students
b. Attitudes	Student attitudes	SAM	Students
c. Post-secondary opportunities	Academic preparation	Competency tests	Students
	Post-secondary eligibility	Questionnaire	Students
	Post-secondary expectation	Questionnaire	Students
d. Social behavior of students toward other ethnic groups	Student intergroup relations	Observation form	Schools

Data Collection

Data collection was managed by the LAUSD Reseach and Evaluation Branch staff. These activities were conducted from December through June, as summarized by the schedule presented in Table II-6. Briefly, these tasks included:

- completion of abstracting forms;
- start-up tasks involving notification of the sample and preparation for data collection;
- distribution, collection, and quality control of site Administrator, Teacher, and College Advisor questionnaires;
- completion of observations at each sub-sample school for each specified setting on two separate days;
- distribution, training, collection, and quality control of School Attitude Measure testing and Student Post-Secondary Expectation questionnaire;
- collection of school-level (by grade) summaries of CTBS and SES scores and competency test results.

Analysis

The analysis of information collected during the evaluation of the Magnet programs produced summary indicators of the degree to which the programs were implemented to meet their specified purpose. Additionally, the analysis examined indications of the extent to which progress has been made in reducing the court-identified harms.

The nature of the analyses was largely descriptive with a heavy reliance on frequencies, cross-tabulations, and measures of central tendency and dispersion. Measures of association such as correlation were used to help identify factors related to program success. Where appropriate, comparisons employing techniques such as t-tests or analysis of variance were used to contrast different programmatic features.

Examination of program outcomes, generally, requires the identification of appropriate benchmarks against which the performance of program participants can be compared. In the case of Voluntary Integration programs, such as the Magnet programs, potential conclusions about program outcomes are already tentative due to: the voluntary nature of the programs; the recent

Table II-6
1982-83 Data Collection Schedule for Magnet Programs

Task	Timeline: Dec.	Jan.	Feb.	March	April	May	June
Complete abstracts of archival data	Dec. - Jan.						May - June
Prepare introductory letters to region superintendents			Feb.				
Order SAM materials	Dec.						
Prepare mailing labels and other ancillary data collection materials	Dec. - Jan.						
Schedule sites for observation			Jan. - Feb.				
Train observers			Feb.				
Send introductory letters to region superintendents and principals of sampled schools			Feb.				
Distribute and collect Site Administrator, Teacher and College Advisor Questionnaires			Mid-Feb. - April				
Conduct observations				March - May			
Administer SAM and Post-Secondary Expectation Questionnaire					April		
Quality control and preparation of questionnaires for key punching					April - May		
Collect District summaries of achievement data						May - June	

establishment of some programs; and recent innovations in some of the more established programs. Thus, given the potential misuses of program and comparison outcome data, only a limited set of comparisons was conducted.

In examining achievement and attitude outcomes, the performance of program participants was compared to that of program cohorts studied in the previous year, to District averages, and to national percentile ranks. These comparisons provided a measure of change over time as well as indications of relative overall standing of program participants.

Results depicting intergroup interaction were compared to those obtained in previous years since the measure used was designed, specifically, for this study and the Team was primarily interested in examining trends over time.

In the reporting of the results, every effort was made to provide concise and readily understandable statements of the findings. Charts, graphs, and other figures needed to convey the analytic results, were used as appropriate.

Chapter III
Findings

This chapter presents the results of the evaluation of the Magnet School programs conducted during 1982-83. The presentation is organized around the three sets of evaluation questions developed for the study. The first two sets of questions focus on program implementation and examine program mechanisms for obtaining student participation and program policies, procedures, and services influencing integration and desegregation. The third set of questions focuses on program outcomes and examines the progress made toward reducing the four harms of racial isolation identified in the Crawford case: achievement, attitudes, post-secondary opportunities, and intergroup interaction.

This study concludes a two-year examination of the Magnet programs conducted by the Voluntary Integration Evaluation Planning Team that began in 1981. During this period, formal data collection using questionnaires, interviews, observations, program documentation, and District records was conducted as described previously. In addition, members of the Team conducted extensive interviews and observations informally over the course of the study. The major results and the professional judgments of team members formulated over the examination of the programs are synthesized in the Evaluation Summary included in the Research and Evaluation Publication 437, Los Angeles Unified School District. The summary also includes recommendations for future actions and directions of the programs.

Program Mechanisms

The first set of questions examined the mechanisms used to solicit and maintain student participation in Magnet programs and the extent to which these mechanisms yielded desegregated enrollments in Magnet programs. These issues were explored through an examination of documents used by the District to disseminate information about the programs to students and parents, interviews with District administrators, and collection of archival data maintained by the District on student enrollment. The results for each evaluation question are presented below.

What changes have been made in mechanisms for explaining program options to parents and students during 1982-83?

The Team's interest in shifts in the District's methods for disseminating information about the programs emerged from the results of a sub-study of parent and student understandings of the programs conducted during 1981-82. Briefly, we found that written materials distributed by the District were the primary source of programmatic information for both parents and students. Further, while the majority of parents and students were very satisfied with the Magnet programs, over half of the parents interviewed were unaware of the various voluntary integration options available to them in the District. At that time, information about these options was distributed in the form of a "Choices" brochure that described Magnet programs and contained an application and a separate form for Permits With Transportation (PWT), the other primary Voluntary Integration program in the District. Each of these documents was fairly complex with readability levels between the ninth and tenth grade levels.

Examination of program documents and interviews with program administrators indicated that some shifts in mechanisms for disseminating information about the programs occurred in 1982-83 and that additional modifications were in progress for the 1983-84 recruitment effort.

The primary change was the combination of the "Choices" brochure and the PWT enrollment form into a single brochure. This brochure, prepared in both English and Spanish, was also called "Choices" and contained information about programs as well as an application that could be used for either the Magnet or the PWT program. However, the descriptions of the programs were quite disproportionate with one page devoted to describing the PWT program and 15 pages to the Magnet programs. A readability analysis of the English version of the brochure using the Dale-Chall and the Flesch readability formulas indicated that the document was written at the eleventh to twelfth grade level.[1] (Procedures were not available to conduct a parallel analysis for the Spanish version; however, it was quite similar to the English version.)

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[1] We would like to thank Dr. Alan Crawford of the California State University, Los Angeles for conducting this analysis.

The "Choices" brochure was distributed to all students in overcrowded schools. All other schools in the District received 100 copies of the brochure in addition to a one-page flyer that was to be distributed to all students. The flyer, written in English and Spanish, listed the types of magnet school choices and indicated when the brochure would be available at their school.

In addition to the brochures and flyers, information about magnet schools was circulated in both English and Spanish through a half-hour television show aired in the afternoon and early evening, advertisements on television and in local newspapers, and posters in the community. Integration personnel in each region of the District also made presentations informing school advisory committees about the various Magnet programs.

The same mechanisms were instituted to recruit students for the 1983-84 academic year with two exceptions. First, the distribution of the "Choices" brochure was increased so that all students in overcrowded schools and in predominantly Hispanic, Black, Asian, and Other non-Anglo (PHBAO) schools received a copy. All other schools in the District received 200 copies for distribution at their discretion. Second, posters were not distributed to community centers to advertise the program.

District administrators identified three problems experienced in disseminating information about the program and soliciting applications. First, they felt that the combined brochure and application were confusing to parents and students. A large volume of phone calls was received asking questions about them and significant numbers of applications were not completed properly. In particular, it was noted that the procedures and criteria for the high achieving, gifted, and highly gifted programs needed to be clarified.

A second area concerned the availability of staff at the District and region levels to inform parents and to answer questions about the programs. Due to budget cutbacks, integration specialists at the region level were reassigned and program personnel at the District level was reduced from five to two staff members. Administrators indicated that this level of staffing was not sufficient to follow-up school recruitment activities, and to answer queries from parents.

Third, program administrators noted the relatively short timeline for distributing the brochures and processing the applications. For example, during 1982-83, one month was allotted for the submission of applications and one week was provided for District staff to process the applications using the District's computer facilities. It was suggested that earlier distribution of the brochure along with longer submission and processing periods would allow for more effective and efficient recruitment.

What are the characteristics of students chosen to participate?

Data on the characteristics of participating students were drawn from District records on student enrollment. Table III-1 summarizes the racial/ethnic backgrounds of all participants in the Magnet programs for the past three years. Three trends are noteworthy. First, the overall student enrollment and the number of participants from each racial/ethnic group has increased over time. Second, when the relative participation rates of the various racial/ethnic groups are compared, Black and White students represent about one-third each of the magnet population, with Hispanic students accounting for about one-fifth of the magnet enrollment. This pattern of participation was also evident in previous years; however, during 1982-83 the percentage of Hispanic participants grew by three percent while the percentage of White participants dropped by three percent compared to the previous year. Both of these shifts are slightly larger than the shifts in the overall representation of these groups in the entire District over these two years. (Hispanic enrollment grew by 1.5% and White enrollment decreased by one percent from 1981-82 to 1982-83.)

Third, when the representation of students of various racial/ethnic backgrounds in the Magnet programs is compared to their respective representation in the District-at-large, Hispanic students are under-represented in the Magnet programs (49% in the District compared to approximately 20% in the Magnet programs). Further, both Black and White students are over-represented (about 21% each in the District compared to about one-third each in the Magnet programs).

The racial/ethnic characteristics of students within the sample of Magnet programs selected for study were also examined in order to verify the representativeness of the sample. Table III-2 shows the characteristics of

Table III-1
Characteristics of Magnet Program Participants
(Total Magnet Population)

Characteristic	1980-81		1981-82		1982-83	
	f*	%	f	%	f	%
American Indian	243	1.55	209	1.30	228	1.20
Asian/Pacific Islander	1,353	8.60	1,659	10.00	2,052	10.70
Black	5,488	34.80	5,907	35.80	6,709	35.10
Hispanic	2,530	16.00	2,785	16.90	3,781	19.80
White	6,172	39.10	5,960	36.10	6,332	33.10
Total	15,786	100.0	16,520	100.00	19,102	100.00

* f denotes frequency

Table III-2
Characteristics of Magnet Sample

Characteristic	Elementary (N=18) f	%	Junior High (N=11) f	%	Senior High (N=8) f	%	Extended (N=4) f	%	Total f	%
American Indian	47	1	16	1	5	1	25	1	93	1
Asian/Pacific Islander	547	12	292	13	212	16	116	5	1,167	11
Black	1,629	36	685	30	572	43	910	35	3,796	35
Hispanic	683	15	489	21	270	20	715	28	2,157	20
White	1,618	36	812	35	277	21	833	32	3,540	33
Total	4,524	100	2,294	100	1,336	100	2,599	100	10,753	100

the sample for each grade level configuration. When the representation of the various racial/ethnic groups at each grade level configuration in the sample are compared to that in the population-at-large (see Table I-3), a similar pattern of representation emerges. In the majority of cases, participation rates in the sample fall within three percent of those in the general population. This similarity suggests that the sample selected for inclusion in the study is representative of the population of the Magnet programs, at least in terms of racial/ethnic composition of their student bodies.

Do program mechanisms result in students being enrolled in desegregated schools?

This question was formulated to go beyond the characteristics of participating students to examine the extent to which magnet centers and schools were able to provide desegregated learning environments by drawing students from a diversity of backgrounds to their campuses. Table III-3 summarizes the number and percentage of Magnet programs that met the District-established criteria of PHBAO (more than 60% Hispanic, Black, Asian, and Other non-Anglo), "desegregated" (40-60% PHBAO), and predominantly White (more than 60% White). Several points should be noted. First, only one program fell in the "predominantly White" category. Second, slightly more than half of the elementary programs met the desegregation criterion; however, only about one-third of the programs at the secondary and other configurations were desegregated. The greater proportion of PHBAO magnets at the secondary level appears to be at least partly due to their location. In response to a Court directive allowing the establishment of Magnet programs in PHBAO schools, the District expanded the program over the past three years to include a number of magnet centers on the campuses of PHBAO junior and senior high schools. (Approximately two-thirds of the magnets at these levels are centers located on PHBAO campuses.) Thus, while some Magnet programs succeeded in creating desegregated environments, many were PHBAO programs. The following sets of questions go beyond the enrollment of students in Magnet programs to examine the policies, procedures, and services designed to encourage integrated educational experiences for magnet students.

Table III-3
Centers and Schools in Magnet Program

Level	*PHBAO 61% + PHBAO		Desegregated 40 + 60% White		White 61% + White		Total
	f	%	f	%	f	%	
Elementary	15	45.5	17	51.5	1	3.0	33
Junior High	12	63.2	7	36.8	0	0	19
Senior High	17	73.9	6	26.1	0	0	23
Other	6	66.7	3	33.3	0	0	9
Total Magnets	**50**		**33**		**1**		**84**

*Predominantly Hispanic, Black, Asian, and Other non-Anglo.

Integration/Desegregation

The following questions focus on the policies and procedures adopted in Magnet programs that encourage or inhibit integrated interactions among students and the types of services that are delivered as part of the Magnet programs. Information in these areas was collected primarily through questionnaires for site administrators and teachers. It should be noted that the focus here was on policies, procedures, and services influencing interaction among students rather than those related to the specialized educational offerings of the Magnet programs. The nature of the specialized educational offerings and the fidelity of programs as implemented to those initially planned were examined in sub-studies conducted in the previous two years.

How do policies and procedures inhibit or contribute to integration?

In order to address this question, administrators were asked about the extent to which policies at their magnet school influenced interaction among students and about actions that had been specifically undertaken at their site to encourage interaction among students of different racial/ethnic groups. As shown in Table III-4, administrators of elementary programs tended to report a strong influence of policies on interaction among students. However, administrators of secondary and extended programs tended to report that student interaction was less influenced by specific policies but more influenced by school personnel and the students themselves. The relatively larger standard deviations for the secondary and extended levels compared to the elementary level indicate that there was more variability on this dimension across secondary and extended programs than across elementary programs. A similar pattern of influence was observed in the previous year; however, responses this year suggest slightly more influence of policies on student interaction across all levels compared to the previous year.

Table III-5 summarizes administrators' reports of actions specifically undertaken to encourage integrated interaction among students. Assignment of students to games and activities was most common at the elementary level; however, almost half of the high school administrators also reported using student assignments to encourage intergroup interaction. Active recruitment for organized activities was most common in secondary and extended programs,

Table III-4
Magnet Programs: Site Policy Influence on Integrated Student Interaction*

Setting	Elementary (N = 29) (K-6)		Junior High (N = 19) (7-9)		Senior High (N = 18) (10-12)		Extended (N = 14) (K-12)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Recess/nutrition	1.12	0.44	2.44	0.92	2.56	0.86	2.57	0.85
Lunch/cafeteria	1.04	0.21	2.53	0.84	2.33	0.97	2.57	0.85
Lunch/outside eating area	1.21	0.59	2.53	0.84	2.33	0.97	2.45	0.93
Lunch/playground	1.12	0.44	2.61	0.78	2.50	0.86	2.45	0.93

*On a three point scale measuring the structure provided by site policy to influence student interaction where 1 = totally governed by school-wide policy, 2 = discretion of school personnel, and 3 = no influence by site policy (i.e., totally governed by students).

Table III-5
Magnet Programs: Administrator Reports of Actions Taken to Encourage Intergroup Interaction

Type of Action	Elementary (K-6)		Junior High (7-9)		Senior High (10-12)		Extended (K-12)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Assignment to games/activities	19	65.52	4	21.05	8	44.44	4	28.57
Active recruitment for organized activities	12	41.38	15	78.95	15	88.33	10	71.43
Inservice training	17	58.62	12	63.16	4	22.22	8	57.14
Modification of school policies	3	10.35	3	15.79	4	22.22	2	14.29
Restructuring features of physical setting	1	3.45	2	10.53	2	11.11	0	0.00
Other	3	10.35	19	100.00	6	33.33	3	21.43

although about two-fifths of the elementary administrators also reported use of this practice. Inservice training was also a commonly reported technique, although somewhat less in the high school programs. These activities were also the most frequently reported actions taken during 1981-82 as well. The major difference between the two years occurred in the relatively lower incidence of inservice training at the high school level during 1982-83 (50% of the programs in 1981-82 vs. 22% in 1982-83.)

In summary, actions were commonly taken in the Magnet programs sampled to encourage interaction among students of different racial/ethnic backgrounds. Site policies were reported to particularly influence interaction among students in elementary programs.

What types of services are delivered as part of the program?

Both administrators and teachers were asked about services delivered to students, school staff, and parents as part of the Magnet programs. Administrators' reports of services provided for students by the school are summarized in Table III-6. Most of the services identified were reported by the majority of administrators, particularly at the secondary and extended levels. A similar pattern of responses was obtained during 1981-82; however, these services tended to be slightly more frequent during 1982-83.

Teachers' reports of classroom practices for students are summarized in Table III-7. Again, the majority of teachers reported the use of most classroom practices identified on the questionnaire. The least frequent practices were the buddy system and parent meetings at the high school level. All other practices were generally reported by over half of the teachers and in many cases by over three-quarters of the teachers. A similar pattern of services was reported by teachers in 1981-82.

Teachers' reports of activities for school staff are summarized in Table III-8. Staff meetings were common at all levels. Inservice training and sample letters for parents were the next most frequently reported activities. While these three activities were also the most commonly reported by teachers in 1981-82, inservice training was reported much less frequently in 1982-83 as compared to the previous year. (In 1982-83, the percentage of teachers across levels reporting inservice training ranged from 33-47%. In 1981-82, the range was 57-90%.)

Table III-6
Magnet Programs: Administrator Reports of School Practices

Type of Service	Elementary (K-6)		Junior High (7-9)		Senior High (10-12)		Extended (K-12)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Orientation programs	27	93.10	19	100.00	18	100.00	13	92.86
Buddy system	11	37.93	5	26.32	3	16.67	7	50.00
Tutorial services	17	58.62	17	89.47	18	100.00	12	85.17
Curriculum enrichment	26	89.66	18	94.74	18	100.00	14	100.00
Specialized Instructional approaches	26	89.66	18	94.74	16	88.89	10	71.43
Auxiliary transportation	15	51.72	18	94.74	16	88.89	10	71.43
Guidance-counseling	18	62.07	19	100.00	18	100.00	14	100.00
Needs assessment	25	86.21	16	84.21	14	77.78	13	92.86
Additional supervisory personnel	12	41.38	12	63.16	8	44.44	8	57.14
Special activities to encourage interaction	27	93.10	18	94.74	18	100.00	14	100.00
Special activities to encourage intergroup understanding	24	82.76	16	84.21	16	88.89	14	100.00
Inclusion in formal evaluation	18	62.07	16	84.21	16	88.89	13	92.86
Survey for suggestions	14	48.28	17	89.47	15	83.33	12	85.71
Other	8	27.57	1	5.26	3	16.67	14	100.00

Table III-7
Magnet Programs: Teacher Reports of Classroom Practices

Type of Practice	Elementary (K-6)		Junior High (7-9)		Senior High (10-12)		Extended (K-12)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Racially/ethnically mixed seating arrangement	67	89.33	41	89.13	32	84.21	29	80.56
Racially/ethnically mixed grouping arrangement	66	88.00	32	69.57	32	84.21	29	80.56
Cooperative work groups	71	94.67	34	73.91	29	76.32	34	94.44
Intergroup interaction activities	71	94.67	34	73.91	22	57.90	31	86.11
Curriculum enrichment	72	96.00	30	65.22	21	55.26	28	77.78
Specialized instructional approach	68	90.67	34	73.91	24	63.16	29	80.56
Buddy system	53	70.67	21	45.65	12	31.58	21	58.33
Communication with parents	75	100.00	43	93.48	30	78.95	33	91.67
Meetings with parents	74	98.67	41	89.13	32	84.21	32	88.89
Classroom orientation program	63	84.00	30	65.22	23	60.53	25	69.44
Tutorial arrangements	43	57.33	26	56.52	28	73.68	25	69.44
Intergroup understanding activities	61	81.33	27	58.70	17	44.74	26	72.22
Needs assessment	68	90.67	35	76.09	28	73.68	27	75.00
Other	4	5.33	6	13.04	4	10.53	5	13.89

Table III-8
Magnet Programs: Teacher Reports
of Activities for School Staff

Type of Activity	Elementary (K-6) (N = 75)		Junior High (7-9) (N = 46)		Senior High (10-12) (N = 38)		Extended (K-12) (N = 36)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Inservice training	35	46.67	15	32.61	13	34.21	13	36.11
Visits to other successful magnets	9	12.00	5	10.87	3	7.90	7	19.44
Language Acquisition Program	12	16.00	3	6.52	2	5.26	5	13.89
Sample parent letters with translations	41	54.67	23	50.00	17	44.74	11	30.56
Staff meetings	64	85.33	34	73.91	31	81.58	26	70.22
Other	4	5.33	9	19.57	7	18.42	3	8.33

Administrators reported on services provided for parents (summarized in Table III-9). School meetings and special communications were reported by close to 90% or more of the administrators at each level. Surveys for suggestions were also common, and accessible scheduling of special activities was noted by the majority of administrators particularly at the secondary and extended levels. Similar activities for parents were reported in 1981-82, with one noteworthy exception. During 1982-83, all 19 junior high magnets sampled instituted a Neighborhood Homes program.

In summary, a variety of activities were reported for students, school staff, and parents by both teachers and administrators. These activities were similar to those reported in the previous year with two exceptions. Inservice training was reported less frequently in 1982-83 than in 1981-82. A service for parents involving identifying neighborhood homes for students to be called upon in the case of illness or other emergencies was set up in all junior high school magnets sampled during 1982-83.

What are the perceptions and attitudes of school personnel toward the program?

Both administrators and teachers were asked for their perceptions of the effect of their Magnet program on students and their parents in a variety of academic, social, and extracurricular areas. (See Table III-10.) The average ratings for both administrators and teachers are generally quite high indicating that they both view the services provided by the Magnet program as moderately to very effective in a variety of areas. The primary exception occurred in the area of participation in after-school activities in both elementary and extended programs. Services were viewed as much less effective in this area, a finding that emerged during the previous two years as well.

Teachers and administrators also tended to have similar positive views in the previous two years. However, in the past teachers in junior high, senior high, and extended programs indicated less success in securing parental participation in their Magnet program. During 1982-83, their responses were markedly more positive in this area suggesting improvements in reaching parents and encouraging their participation.

Table III-9
Magnet Programs: Activities for Parents

ctivity	Elementary (K-6)		Junior High (7-9)		Senior High (10-12)		Extended (K-12)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
neetings	27	93.10	17	89.47	16	88.89	14	100.00
communications	28	96.55	18	94.74	18	100.00	14	100.00
ity liaison	15	51.72	11	57.90	6	[illegible]	12	85.71
ole scheduling ecial activities	10	34.48	11	57.90	15	83.33	12	85.71
for suggestions	24	82.76	13	68.42	10	55.56	14	100.00
ernoon phone ce	10	34.48	8	42.11	7	38.89	10	71.43
s in sending area	4	13.79	4	21.05	6	33.33	5	35.71
rhood Homes ram	1	3.45	19	100.00	1	5.56	3	21.43
	4	13.79	19	100.00	4	22.22	1	7.14

Table III-10
Magnet Programs: Perceptions of Student and Parent Success

Area of Impact	Administrators		Teachers	
	Mean*	SD	Mean	SD
Elementary School				
Overall school adjustment	4.79	0.41	4.57	0.64
Academic achievement (marks)	4.52	0.63	4.17	0.69
Academic progress	4.66	0.48	4.35	0.67
Peer acceptance	4.72	0.45	4.39	0.74
Interaction with other students	--	--	4.09	0.86
Participation in extra-curricular activities	4.21	0.73	--	--
Participation in after-school activities	--	--	2.57	1.18
Parental communication	4.83	0.48	4.51	0.74
Parental participation	4.59	0.63	4.29	0.71
Junior High				
Overall school adjustment	4.74	0.45	4.24	1.04
Academic performance (marks)	4.37	0.60	4.05	0.71
Academic progress	4.47	0.61	4.05	0.71
Peer acceptance	4.74	0.45	4.41	0.80
Interaction with other students	--	--	4.16	0.95
Participation in extra-curricular activities	4.47	0.90	--	--
Participation in after-school activities	--	--	3.90	1.06
Parental communication	4.58	0.61	4.27	0.75
Parental participation	4.21	0.85	4.07	0.76
Use of college/course advisement services	4.20	0.84	--	--

*On a five point scale where 1 = little or no effect, 3 = some effect, and 5 = very effective.

Table III-10 (continued)
Magnet Programs: Perceptions of Parent and Student Sucess

Area of Impact	Administrators		Teachers	
	Mean*	SD	Mean	SD
Senior High				
Overall school adjustment	4.78	0.43	4.11	1.02
Academic performance (marks)	4.33	0.77	3.86	0.87
Academic improvement	4.06	0.87	3.95	0.97
Peer acceptance	4.78	0.43	4.19	1.31
Interaction with other students	--	--	4.17	1.06
Participation in extra-curricular activities	4.39	0.61	--	--
Participation in after-school activities	--	--	3.81	1.06
Parental communication	4.78	0.55	3.82	1.06
Parental participation	3.82	1.29	3.35	0.98
Use of college/course advisement services	4.61	0.61	--	--
Pre-registration of courses	4.72	0.52	--	--
Extended School				
Overall school adjustment	4.43	0.65	4.50	0.74
Academic performance	4.36	0.50	3.89	0.62
Peer acceptance	4.43	0.51	4.09	0.66
Participation in social activities	4.64	0.50	4.34	0.80
Interaction with other students	--	--	4.25	0.81
Participation in extra-curricular activities	3.83	1.11	--	--
Participation in after-school activities	--	--	2.21	1.50

*On a five point scale where 1 = little or no effect, 3 = some effect, and 5 = very effective.

Table III-10 (continued)
Magnet Programs: Perception of Parent and Student Success

Area of Impact	Administrators		Teachers	
	Mean*	SD	Mean	SD
Extended School				
Parental communication	4.43	1.56	4.00	0.86
Parental participation	4.00	1.18	3.75	1.00
Use of college/course advisement services	3.70	1.16	--	--
Pre-registration of courses	4.62	0.65	--	--

*On a five point scale where 1 = little or no effect, 3 = some effect, and 5 = very effective.

Thus, administrators and teachers continued their positive views of the Magnet programs during 1982-83. While encouraging participation of students in elementary and extended magnets continued to be perceived as a problem area, parental participation was viewed as more effectively secured during 1982-83 as compared to previous years.

What arrangements have been undertaken during 1982-83 to address particular areas of concern?

Three areas of concern were targeted for inquiry during 1982-83 based on the findings of previous studies and discussions with District and program personnel. They were: after-school participation, counseling services for secondary students, and suggested modifications to the program.

As noted earlier, student participation in after-school activities has consistently emerged as an area of least success in elementary and extended magnets. In order to investigate this issue further, administrators were asked about actions that had been undertaken in their programs specifically to encourage participation in after-school activities. Interestingly, almost 90% of the administrators in secondary magnets and 80% of those in the extended magnets reported additional transportation arrangements for after-school activities. These rates are about twice as high as the previous year (about 40%). In contrast, only 24% of the administrators in sampled elementary magnets reported additional transportation arrangements (a reduction of almost half of the 40% reporting such arrangements in 1981-82).

Since post-secondary opportunities are one of the four Court-identified harms of racial isolation, the nature and use of college counseling services for magnet students and their parents were targeted for inquiry. Table III-11 summarizes counseling services reported for students and parents, respectively, by college advisors in sampled senior high Magnet programs. All students were reported to receive individual counseling and to meet with a counselor on college entrance requirements. In addition, over two-thirds or more of the students in secondary Magnets were reported to participate on the average in a variety of other activities. However, the relatively large standard deviations suggest that there is considerable variability in participation across programs.

Table III-11
College Counseling Services for Magnet Students and Parents

Services	Mean % Participating	SD
Students		
Individual counseling	100.00	0.00
Meetings with college representatives	95.00	6.32
Meetings with counselor on college entrance requirements	100.00	0.00
Meetings or classes on college entrance exams	87.14	22.15
Meetings on career choices	85.83	23.75
Career day with guest speakers	70.00	42.43
Meetings on financial aid	89.17	17.44
Field trips on college campuses	63.75	14.93
Workshops on learning/study skills	75.00	35.36
Parents		
Individual counseling	68.88	32.06
Meetings with college representatives	34.50	32.10
Meetings with counselor on college entrance requirements	48.57	35.80
Meetings or classes on college entrance exams	46.17	38.19
Meetings on career choices	45.50	49.57
Career day with guest speakers	38.50	51.62
Meetings on financial aid	61.67	33.27
Field trips on college campuses	55.00	7.07
Workshops on learning/study skills	62.50	53.03

Parents of magnet students tend to participate at lower rates than their children, however, about two-thirds of the parents, on the average, were reported to receive individual counseling, meetings on financial aid, and workshops on learning and study skills. Again, the relatively large standard deviations indicate that parent participation varied considerably across programs.

Finally, administrators and teachers were asked for suggestions about modifications needed to improve their Magnet program. Administrators, in particular, tended to note the need for additional resources and equipment. The need for better screening of students was also frequently noted as an area requiring action.

What progress appears to have been made in reducing the harms set forth in the Crawford decision?

The final set of evaluation issues concerned the outcomes of the Magnet programs. In particular, progress made in reducing the four harms of racial isolation identified in the Crawford decision--achievement, attitudes, post-secondary opportunities, and social behavior of groups--was examined. Data on achievement, attitudes, and social behavior were also available for target grade levels at sampled schools for the previous year, allowing an examination of trends over time. In addition, District averages and national percentiles were available for achievement and attitude data to serve as benchmarks for comparison. Data on post-secondary opportunities were collected for the first time during 1982-83 due to the recent establishment of Magnet programs at the senior high school level and the small number of 12th grade students enrolled.

Achievement. The achievement of magnet students in sampled programs was examined using data collected as part of the District's regular testing program: The Survey of Essential Skills (SES) for grades 5 and 6 and the Comprehensive Tests of Basic Skills (CTBS) for grade 8. The former is a criterion-referenced measure of achievement with District established criteria for mastery. The latter is a norm-referenced measure normed on a national sample of students.

Table III-12 summarizes the performance of magnet students in sampled programs for Spring, 1983 testing. Looking at the SES results first, it can be seen that students, on the average, answered 80% or more of the items correctly on the reading, math, and composition tests at both grade levels. A similar pattern of performance was observed the previous year. These levels of performance are consistently above the average performance levels of students in the District at large on all three tests at both grade levels (see Table III-13). Further, when the average performance of students in different types of Magnet programs was examined, it can be seen that students in the highly gifted, gifted, fundamental, and the math/science programs tended to show higher levels of achievement, on the average, than those in alternative, CES, or other content programs. However, the average performance of all students in all program types exceeded the District-established mastery criterion of 52%. (See Table III-14.)

At the eighth grade, magnet students in sampled programs performed at the 65th national percentile in reading and the 59th national percentile in math on the CTBS. These levels of performance were slightly improved from last year (nine percentile points in reading and two percentile points in math). Further, these average performance levels are above the District-wide averages. When the performance of magnet students was examined separately by type of programs as shown in Table III-15 , average performance in all types of programs was above the District average in reading and math with two exceptions: the math/science type on the reading test, and the alternative type on the math test.

In summary, the average achievement of magnet students in grades 5,6, and 8 in sampled Magnet programs was consistently above that of students in the District-at-large. Furthermore, when the average performance of students in different types of programs was examined, these averages surpassed the District-established mastery criteria on the SES for all program types at both grades 5 and 6. At grade 8, the average performonce of students in different types of programs exceeded District averages with two exceptions. Thus, the consistently higher performance of students in Magnet programs is not accounted for solely by students in highly gifted and gifted programs but can be seen in other types of programs as well.

Table III-12
Magnet Schools

I. Survey of Essential Skills (SES)
Results: Grades 5 and 6

	Reading			Mathematics			Composition		
	Mean Raw Score	SD	Mean Percent Correct	Mean Raw Score	SD	Mean Percent Correct	Mean Raw Score	SD	Mean Percent Correct
Grade 5 (N=23)	38.19	2.37	86.80	44.90	7.44	80.18	38.76	3.92	88.09
Grade 6 (N=22)	43.89	4.29	91.44	38.40	6.73	80.00	30.56	3.27	84.89

II. Comprehensive Tests of Basic Skills (CTBS)
Results: Grade 8

	Reading			Mathematics		
	Mean Raw Score	SD	NP*	Mean Raw Score	SD	NP
Grade 8 (N=16)	60.88	11.15	65	73.19	16.19	59

*National Percentile

Table III-13
Comparison of Magnet and District Achievement Levels SES (Mean Percent Correct)

	Reading	Mathematics	Composition
Grade 5			
Magnet Sample	87	80	88
District-Wide	78	72	78
Grade 6			
Magnet Sample	91	80	85
District-Wide	83	70	76

CTBS (Percentiles)

	Reading	Mathematics
Grade 8		
Magnet Sample	65	59
District-Wide	42	50

Table III-14
Magnet School: Achievement on the Survey of Essential Skills by Program Type

	Reading Raw Score		Mathematics Raw Score		Composition Raw Score	
District-Established Mastery Criteria						
Grade 5	23		29		23	
Grade 6	25		25		19	
Magnet Programs	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Highly Gifted						
Grade 5 (N=1)	42.85	--	52.85	--	42.77	--
Grade 6 (N=1)	47.94	--	47.44	--	35.75	--
Gifted						
Grade 5 (N=3)	41.37	1.33	50.17	1.00	41.31	0.93
Grade 6 (N=3)	46.42	1.11	43.20	2.20	32.72	0.99
Fundamental						
Grade 5 (N=4)	38.71	1.29	46.56	2.94	39.09	0.88
Grade 6 (N=4)	44.13	1.86	38.99	2.47	30.30	1.39
Alternative						
Grade 5 (N=5)	34.22	4.57	37.48	6.95	33.97	4.54
Grade 6 (N=5)	39.39	5.87	30.22	6.68	26.87	3.41
CES						
Grade 5 (N=1)	28.00	--	29.00	--	38.00	--
Grade 6 (N=1)	45.39	--	35.06	--	31.28	--
Other Content						
Grade 5 (N=2)	36.70	5.65	42.98	10.29	36.41	3.79
Grade 6 (N=2)	40.84	6.02	34.81	8.86	28.06	4.26
Math/Science						
Grade 5 (N=1)	38.95	--	45.06	--	38.44	--
Grade 6 (N=1)	45.15	--	40.01	--	31.86	--

Table III-15
Magnet School: Achievement on the
Comprehensive Tests of Basic Skills (CTBS)

Magnet Program Type (Grade 8)	Reading Mean	Reading SD	Reading NP	Mathmatics Mean	Mathmatics SD	Mathmatics NP
Gifted (N=5)	62.52	9.44	56	78.50	16.09	65
Highly Gifted (N=1)	79.11	0.00	94	93.9	0.00	94
Fundamental (N=2)	67.40	9.05	65	82.50	10.61	72
Other Content (N=3)	54.17	13.33	44	65.00	6.08	52
Math/Science (N=1)	46.9	--	35	88.0	--	83
TIES (N=1)	68.3	--	67	78.5	--	65
Alternative	56.67	10.12	48	52.73	11.45	41

Attitudes. The attitudes toward school of students in Magnet programs were assessed using the School Attitude Measure (SAM) published by Scott-Foresman. This measure, also used during the previous year, contains five sub-scales: 1) motivation for schooling, 2) academic self-concept, performanced-based, 3) academic self-concept, referenced-based, 4) sense of control over performance, and 5) instructional mastery.

Table III-16 summarizes the performance of magnet students sampled during 1982-83 on the SAM. Students in elementary, junior high, and senior high magnets tended to score consistently above the 50th percentile on all five sub-scales. However, students in programs with extended grade level configurations (K-12) tended to score consistently below their counterparts in the same grade levels on all five sub-scales. This pattern was observed during the previous year as well. Programs with extended grade configurations are alternative schools. It is unclear whether the consistently lower attitudes of students in alternative programs is a reaction to this particular type of program or a function of the type of students who are drawn to alternative school programs.

Table III-17 presents the changes in the performance of magnet students sampled at target grades from 1981-82 to 1982-83. The entries in the table indicate the differences in mean sub-scale scores over the two-year period. As can be seen from the table, average student performance generally shifted less than one or two score points from 1981-82 to 1982-83. Since such fluctuations are expected due to measurement error,[1] one can conclude that the attitudes of sampled magnet students were relatively stable over this two-year time period.

Post-Secondary Opportunities. The post-secondary opportunities of magnet students was a new area of inquiry in 1982-83. This harm had not been examined before due to the recent establishment of high school Magnet programs and the extremely small number of 12th grade students enrolled. While most senior high school magnets still had few 12th grade students enrolled during 1982-83, two programs in the District contained sufficient numbers of seniors to make the examination of post-secondary opportunities feasible.

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[1] The standard errors of measurement for the SAM sub-scales tend to cluster around 3.5 score points.

Table III-16
Magnet Schools: School Attitude Measure (SAM) Performance

	Motivation for Schooling			Academic Self-Concept--Performance Based			Academic Self-Concept--Reference Based			Sense of Control Over Performance			Instructional Mastery		
Grade Level	Mean	SD	NP*	Mean	SD	NP	Mean	SD	NP	Mean	SD	NP	Mean	SD	NP
Elementary (N=19)															
Grade 5	48.53	1.95	63	41.79	2.07	61	41.26	2.35	62	46.42	1.80	72	47.00	2.19	67
Grade 6	47.53	2.34	57	42.26	1.88	64	42.21	1.87	67	46.42	2.61	60	46.63	2.24	66
Junior High (N=11)															
Grade 8	53.09	2.43	56	46.64	2.11	56	47.73	2.24	59	50.64	2.38	56	47.73	2.76	55
Senior High (N=9)															
Grade 10	64.11	2.52	64	57.00	1.73	70	55.33	1.94	71	66.22	1.64	67	59.44	1.51	66
Extended Schedule (N=5)															
Grade 5	45.00	1.58	44	39.80	2.17	46	39.40	1.52	48	43.00	0.71	59	43.60	1.67	54
Grade 6	44.80	2.17	42	39.80	1.30	45	41.00	2.12	60	44.20	2.39	46	44.00	2.33	48
Grade 8	49.40	2.19	38	46.00	0.71	52	48.00	1.58	60	49.60	1.14	51	47.00	1.22	51
Grade 10	60.50	3.70	66	56.50	1.91	68	55.00	2.00	70	65.50	3.32	64	58.25	1.50	60

*National Percentile

Magnet Schools: Changes in Performance on the School Attitude Measure from 1981-82 to 1982-83*

Grade Level	Motivation for Schooling	Academic Self-Concept--Performance Based	Academic Self-Concept--Reference Based	Sense of Control Over Performance	Instructional Mastery
Elementary (N=18)					
Grade 5	1.14	-0.10	-0.52	0.59	0.17
Grade 6	0.14	-0.13	0.12	-0.75	-0.25
Junior High (N=11)					
Grade 8	0.36	0.28	0.46	0.11	0.64
Senior High (N=9)					
Grade 10	0.89	0.89	0.55	0.66	1.00
Extended Schedule (N=5)					
Grade 5	0.40	-0.80	-0.80	-0.20	-0.60
Grade 6	-0.20	-1.40	-0.40	-1.60	-1.40
Grade 8	-1.20	-0.40	-0.20	-1.20	-0.40
Grade 10	3.00	1.75	1.25	2.00	2.00

*Entries in table are differences between mean sub-mean scale scores from 1981-82 to 1982-83.

Table III-18 summarizes the responses of sampled 12th grade students to a questionnaire on their academic preparation and post-secondary plans. Twenty-nine students representing 37% of the 12th grade students at the two sampled schools were selected based on their access and availability.

Almost all of the students sampled reported that they expected to receive a high school diploma in June, 1983. Further, when asked about their plans after high school, about 70% indicated that they expected to pursue some type of post-secondary education. In fact, over half of the students reported that they planned to attend a four-year college.

While most students reported that they planned to pursue a post-secondary education, it was difficult to assess their level of preparation from their responses on the questionnaire. Since only seven students reported that they had taken the SAT and provided their scores, estimates of UC and CSU eligibility could not be computed. Without SAT performance, it is difficult to assess the contribution of completion of college preparatory courses and high school GPA, since most post-secondary institutions take all three indicators into account in determining eligibility and admission.

Social behavior toward other ethnic groups. The behavior of students toward those of other ethnic backgrounds was observed using an observation form that had been used with success for the previous two years. Observations were conducted during recess/nutrition, in the lunchroom/cafeteria, and outside eating areas, and on the playground after lunch. The observational protocol collected information on the ethnic make-up of students in the observational situation and the extent and friendliness of intergroup interaction. Observers also indicated the influence of situational and environmental features on interaction.

Table III-19 summarizes the observations of social interaction. At the elementary level, situations observed tended to be composed of about one-third White students and about two-thirds PHBAO students, with the exception of the lunchroom/cafeteria which tended to include predominantly PHBAO students. On the average, the majority of both White and PHBAO students tended to be involved in intergroup interaction and observers rated the interaction as quite friendly and warm. It is also noteworthy that observers considered these situations as encouraging social interaction among students.

Table III-18
Magnet Schools:
12th Grade Student Academic Preparation and Post-Secondary Plans

High School Diploma (June 1982)	Frequency	%
Yes	27	93.10
No	0	0.00
Not Sure	2	6.90
Number taking Scholastic Aptitude Test (SAT)	7	24.14
College Preparatory Courses		
Years of History	1.81	0.19
Years of English	2.35	0.40
Years of Mathematics	2.06	0.37
Years of Laboratory Science	1.44	0.10
Years of Foreign Language	1.75	0.75
Academic Achievement		
High School GPA (N=25)	2.56	30.21
SAT Performance - Verbal (N=7)	525.00	21.21
- Mathematics (N=7)	511.66	44.78
Plans After High School		
Full-time job	4	15.39
Attend a technical school	0	0.00
Attend a 2-year community college	4	15.39
Attend a UC campus	4	15.39
Attend a CSUC campus	3	11.54
Attend a 4-year public college	1	3.85
Attend a private 4-year college	6	23.08
Other	4	15.39

Table III-19
Magnet Schools:
Observations of Social Interaction

Grade Level Setting	Percent Whites in Setting		Percent PHBAO in Setting		Extent of White Intergroup Interaction*		Extent of PHBAO Intergroup Interaction*		Friendliness of Interaction**		Influence of Situation on Social Interaction	
	Mean	SD	Mean	SD	Mean*	SD	Mean*	SD	Mean	SD	Mean***	SD
Elementary Level												
Recess/nutrition	28.38	25.34	71.63	25.34	3.75	1.89	4.25	1.50	4.63	0.48	4.63	0.48
Lunchroom/cafeteria	7.50	3.54	92.50	3.54	3.00	2.83	3.50	2.12	4.50	0.71	4.50	0.71
Lunch/outside eating area	34.50	24.25	65.50	24.25	4.67	0.29	4.83	0.29	4.83	0.29	4.67	0.29
Playground after lunch	27.13	24.70	72.88	24.70	3.88	1.93	4.13	1.44	4.63	0.48	4.50	0.41
Junior High Level												
Recess/nutrition	30.00	8.16	68.75	6.29	2.13	1.65	2.25	1.66	4.13	0.25	3.50	1.00
Lunchroom/cafeteria	30.00	0.00	70.00	0.00	4.75	0.35	4.75	0.35	4.75	0.35	4.50	0.00
Lunch/outside eating area	29.50	6.22	69.50	4.47	2.50	1.87	2.60	1.82	4.20	0.45	3.50	0.71
Playground after lunch	29.50	6.22	69.50	4.47	2.60	1.78	2.80	1.64	4.20	0.45	3.50	0.71
Between periods	30.00	7.07	69.00	5.48	2.60	1.98	2.70	1.92	4.20	0.27	3.50	0.71
Senior High Level												
Recess/nutrition	50.50	31.11	49.50	31.11	3.00	0.71	3.75	1.77	3.75	1.77	1.[illegible]	0.35
Lunchroom/cafeteria	12.50	0.00	87.50	0.00	3.50	2.12	1.75	0.35	3.75	1.06	1.25	0.35
Lunch/outside eating area	46.00	19.80	54.00	19.80	2.50	0.71	2.50	0.71	3.75	1.06	2.25	0.35
Playground after lunch	35.00	35.36	65.00	35.36	2.25	1.06	2.25	1.06	3.50	0.71	2.75	1.06
Between periods	62.50	38.89	37.50	38.89	3.75	1.77	3.75	1.77	4.00	1.41	3.50	0.71

* "1" = none or almost none, "2" = few, "3" = some, "4" = many, and "5" = all or almost all
** "1" = hostile, "2" = distant/cool, "3" = mixed, "4" = somewhat friendly/warm, and "5" = very friendly/warm
*** "1" = greatly hinder, "2" = somewhat hinder, "3" = no influence, "4" = somewhat encourage, "5" = greatly encourage

TABLE III-19
Magnet Schools:
Observations of Social Interaction (Continued)

Grade Level Setting	Percent Whites in Setting		Percent PHBAO in Setting		Extent of White Intergroup Interaction		Extent of PHBAO Intergroup Interaction		Friendliness of Interaction		Influence of Situation on Social Interaction	
	Mean	SD	Mean	SD	Mean*	SD	Mean*	SD	Mean**	SD	Mean***	SD
Extended Level (K-12)												
Recess/nutrition	34.00	16.55	68.50	13.87	2.63	1.11	2.65	0.96	4.25	0.29	4.13	0.35
Lunch/outside eating area	34.00	16.55	67.25	.06	2.13	0.85	1.63	0.75	4.00	0.41	3.25	0.96
Playground after lunch	32.75	15.06	67.25	15.06	2.13	0.85	1.75	0.65	4.25	0.29	3.13	0.18
Between periods	33.75	9.46	66.25	9.46	1.75	0.96	1.75	0.96	3.33	0.95	3.00	0.82

* "1" = none or almost none, "2" = few, "3" = some, "4" = many, and "5" = all or almost all
** "1" = hostile, "2" = distant/cool, "3" = mixed, "4" = somewhat friendly/warm, and "5" = very friendly/warm
*** "1" = greatly hinder, "2" = somewhat hinder, "3" = no influence, "4" = somewhat encourage, "5" = greatly encourage

At the junior high level, situations observed also tended to be about 30% White students and about 70% PHBAO students. Except for the lunchroom/cafeteria, fewer students tended to be involved in intergroup interactions; however, observers rated the interaction that did occur as warm and friendly. It is interesting to note that the lunchroom/cafeteria, where the greatest amount of interaction was observed at this level, was rated by observers as more encouraging of interaction than the other situations observed.

Observations at the senior high level yielded similar results as the junior high level; however, there was more variability across situations in the percentages of White and PHBAO students. Moderate amounts of intergroup interaction were observed which tended to be positive. It is noteworthy that observers tended to view situations as hindering rather than encouraging interaction on the average.

Observations in extended programs were similar to the junior high programs observed. Situations tended to be composed of about 35% White students and about 65% PHBAO students. Less than half of the White and PHBAO students tended to be involved in intergroup interaction; however, the integrated interactions that did occur were viewed as warm and friendly. Situational features were viewed as positive contributors to social interaction in extended programs.

Observations of social interaction conducted in 1981-82 were consistent with those summarized in Table III-19 for 1982-83. At the elementary level, intergroup interaction was frequent and friendly. In junior high, senior high, and extended programs, fewer students were engaged in intergroup interaction; however, when integrated interactions occurred they also tended to be positive. The less extensive interaction among students of different ethnic backgrounds in junior and senior high programs is at least partly a function of the opportunity available for intergroup interaction. Since most of these programs operate as centers on PHBAO campuses, there is less opportunity for integrated interactions.

The preceding chapter presented a summary of the results of the 1982-83 evaluation of Magnet programs. These findings were organized around the three major sets of evaluation questions developed for the study concerning program mechanisms, integration/desegregation, and program outcomes.

Major Findings

The major findings of the two-year study of Magnet programs can be organized around five areas: (1) mechanisms for obtaining student participation; (2) the extent of desegregated enrollments in Magnet programs; (3) policies, procedures, and services contributing to integrated educational experiences for students; (4) fidelity of specialized educational offerings as implemented, to initial plans; and (5) progress toward reducing the court-identified harms of racial isolation. The first four areas relate to program processes or implementation while the latter concerns outcomes of the program.

Program Mechanism. The first set of findings concern the mechanisms used to solicit and maintain student participation in Magnet programs and the extent to which these mechanisms yielded desegregated enrollments in Magnet programs. Briefly, we found that:

- While the District disseminates information about the program using a variety of media (e.g., brochures, television, posters), written materials distributed at school for students to share with their parents were the primary source of programmatic information for both students and parents.
- During 1981-82, separate brochures and applications were distributed for the Magnet and Permits With Transportation (PWT) programs, the two primary Voluntary Integration programs in the District. These materials, available in both English and Spanish, were written at the 9th to 10th grade reading level. During 1982-83, a combined brochure and application were prepared, with one page of the brochure devoted to the PWT program and 15 pages to the Magnet programs. These materials, again available in both English and Spanish, were written at the 11th to 12th grade reading level. District administrators felt that the combined format was confusing to parents.
- During 1982-83, distribution of programmatic information was targeted to all students in overcrowded schools. All other schools in the District received 100 copies of the brochure in addition to a one page flyer distributed to all students. This procedure was modified for 1982-83 recruitment so that all students in overcrowded and predominantly Hispanic,

Block, Asian, and Other non-Anglo (PHBAO) schools received the brochures. All other schools received 200 copies of the brochure and flyers for all students.

- Efficient and timely processing of program applications and parent inquiries was hampered by cutbacks in District and region personnel assigned to the Magnet programs and the relatively short timeline for application submission and processing.

- Parents and students reported choosing a Magnet program because of their perceptions of the good educational quality of the program. Less than half of the parents interviewed were aware of other voluntary integration options available to them in the District.

- Parents and students appeored to be generally satisfied with the program and the vast majority chose to re-enroll for the subsequent year.

Student Enrollment. In examining the racial/ethnic backgrounds of students electing to participate in Magnet programs, we found that:

- The overall student enrollment and the number of participants from each racial/ethnic group has increased over time.

- Black students and White students represented about one-third each of the population of magnet students, while Hispanics students accounted for about one-fifth of the enrollment. Given the representation of these groups in the District-at-large, Black and White students are over-represented in the program while Hispanics students are under-represented.

- When enrollments were examined program by program, slightly more than half of the elementary programs met the District-established desegregation criterion (40 - 60% PHBAO). About one-third of the junior high, senior high, and extended grade programs met this criterion. The majority of the secondary magnets were centers located on PHBAO campuses.

Policies, Practices, and Services Influencing Integration. In examining actions taken in Magnet programs that encourage or inhibit integrated interactions among students of different ethnic backgrounds, we found that:

- Administrators of elementary programs tended to report a strong influence of school policies on interaction among students. Administrators of secondary and extended programs saw student interaction as influenced to a greater extent by school personnel and by the students themselves.

- Active efforts were taken in Magnet programs to encourage interaction among students of different racial/ethnic groups, through such techniques as student assignment to games and activities, active recruitment for organized activities, and inservice training. These actions were evident during both years, although the incidence of inservice training for high school teachers was considerably lower during 1982-83 as compared to the previous year.

- Magnet programs provided a wide variety of programmatic services for students, staff, and parents. Most of these services were viewed as moderate to very effective. However, teachers and administrators in elementary and extended programs consistently noted less success in encouraging student participation in after-school activities in both years. Additional transportation arrangements for after-school activities were less frequent at these levels as compared to secondary programs. In contrast, while securing parental participation was noted as a problem area in 1981-82 by teachers in junior high, senior high, and extended programs, they viewed activities as much more successful in this regard in 1982-83.

- A variety of college counseling services, such as individual counseling, meetings on college requirements, and financial aid, was provided for students requirements and financial aid. However, there was considerable variability in the number of students and parents participating in these activities across programs.

- The need for additional resources and equipment was frequently noted by teachers and administrators.

- Teachers and administrators also noted the need to improve the match, in some cases, between the interests of students and programmatic offerings in the selection process.

Program Fidelity. A sub-study of new senior high Magnet programs conducted during 1981-82 indicated that:

- The newly implemented senior high magnets showed a strong correspondence between their programs as planned and as implemented. Most deviations from plans occurred because resources were unavailable to support specialized facilities or materials. Teachers and administrators were generally enthusiastic about these new programs. (Similar findings emerged in a sub-study of the fidelity of programs at other levels conducted the previous year.)

Program Outcomes. The Team's examination of program outcomes centered around the progress made in reducing the four harms of racial isolation identified in the Crawford decision: achievement, attitudes toward school, post-secondary opportunities, and social interaction among students of different ethnic backgrounds. We found that:

- The average achievement of magnet students in grades 5, 6, and 8 in sampled Magnet programs was consistently above that of students in the District-at-large. Furthermore, when the average performance of students in different types of programs was examined, these averages surpassed the District-established mastery criteria on the SES for all program types at both grades 5 and 6. At grade 8, the average performance of students in different types of programs exceeded District averages with two exceptions. Thus, the consistently higher performance of students in Magnet programs is not accounted for solely by students in highly gifted and gifted programs but can be seen in the other types of programs as well.

- The attitudes of students toward school in elementary, junior high, and senior high Magnet programs were generally positive and stable over the two-year period. Their performance was consistently above the 50th percentile on published national norms during both years. Students enrolled in extended or alternative school programs tended to score consistently below their counterparts in the same grade levels on all sub-scales of the attitude measure. It is unclear whether the consistently lower attitudes of students in alternative programs were a reaction to the program itself or a function of the type of students who were drawn to this type of Magnet program.

- While limited information was available on post-secondary opportunities due to the recent establishment of most senior high programs and the limited number of 12th grade students, the majority of seniors sampled reported that they expected to receive a high school diploma. Further, about 70% expected to pursue some type of post-secondary education. However, due to missing data it was not possible to assess their preparation or eligibility for these pursuits.

- Social interaction among students of various ethnic backgrounds was frequent and friendly in elementary programs. In junior high, senior high, and extended programs, intergroup interaction was somewhat less frequent; however, it tended to be positive when it occurred. The less extensive intergroup interaction in junior and senior high programs is due, at least in part, to the reduced opportunities for such interactions. Many of these programs operate as centers on PHBAO campuses so that, to some extent, opportunities for interaction are diminished.

Recommendations

Based on the findings of the two-year study summarized above, the Team formulated the following recommendations for the Magnet programs:

1. Simplify the prose in the "Choices" brochure to lower the readability level to at least the 8th grade level.
2. Reformat the "Choices" brochure to more clearly distinguish sections related to the PWT and Magnet programs.
3. Develop separate applications for the PWT and Magnet programs with a simplified format.
4. Provide additional personnel and/or pre-recorded informational tape recordings to handle parent questions and inquiries during the application submission period.
5. Distribute the "Choices" brochure to all students in the District.
6. Move up the time period for distribution of brochures and submission of applications. Extend the amount of time for the processing of applications.
7. Examine in greater depth barriers to participation of Hispanic students in the Magnet programs and take actions to encourage their participation.
8. Consider providing additional transportation to elementary and extended magnets to encourage participation of students in after-school activities.
9. Provide inservice training for administrators, particularly at the secondary school level, on policies and techniques for promoting positive intergroup relations and fostering communication among students of different racial/ethnic groups.

10. Develop and implement a plan for identifying, prioritizing, and alleviating deficiencies in resources and equipment required to support the specialized educational offerings of Magnet programs.

11. Investigate further the attitudes of students enrolled in alternative programs and provide appropriate interventions to improve their attitudes.

12. Monitor the post-secondary preparation and eligibility of high school Magnet students and take actions as appropriate.

PERMITS WITH TRANSPORTATION
SECTION E

Permits With Transportation Program

Evaluation Report

Submitted to

Los Angeles Unified School District

July 1, 1983

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PROLOGUE

This report has been prepared as part of a two-year effort to evaluate the Voluntary Integration and Year-Round Schools (YRS) programs for the Los Angeles Unified School District (LAUSD). The report is intended to meet the requirement imposed by the Court Order of September, 1981. Specifically, the Superior Court ordered the Los Angeles Unified School District to provide by July 15, 1983 "...a full report of the measures taken and achieved under its voluntary integration plan." In response to this mandate, our studies have focused on both elements. With respect to "measures taken" we have considered the implementation of programs as well as the actions taken by the LAUSD in response to earlier findings of the Evaluation Planning Team (EPT). We base our judgments on the "results achieved" on the District's progress in ameliorating the harms of racial isolation as referenced in the original Crawford report. Our judgments of the District's efforts on both implementing measures and achieving results are based on multiple data sources. Quantitative and interpretive data from earlier reports and from the current year's studies are of course, important inputs. In addition, these data are complemented by our own interviews, discussions, and professional judgments based on three years of examining the Voluntary Integration and Year-Round Schools programs.

The Evaluation Planning Team members were originally invited to participate in the LAUSD evaluation efforts under the mandatory desegregation plan. The relationship of the Team to the District has been complex. The identification of issues has been shared by the Team and LAUSD. The development and design of specific evaluation questions, methodology, and instruments have been prerogatives of the Evaluation Planning Team, in consultation with District personnel. Data collection has been conducted using LAUSD personnel and personnel of neighboring universities, as well as the Team members. The analyses, interpretations, and recommendations for this report, as our earlier reports, represent the work of the Team members. Throughout, we have worked within the constraints of resources, time, personnel, and information bases.

Context

In our work, we have become especially aware of the importance of context in the analysis and interpretation of findings, particularly so because our process has extended over a number of years, and we have found that assumptions, points-of-view, and facts change over time.

Let us consider the context in three parts: 1) the nature of the greater Los Angeles Area served by the LAUSD, 2) the changes in LAUSD, and 3) the effect of State and Federal policy changes on the operations of LAUSD.

The Greater Los Angeles Area. The area serviced by LAUSD is a clear factor in any District study. Its boundaries include 464 square miles, within which could be placed the combined areas of all of Boston, Cleveland, Denver, Manhattan, Milwaukee, Philadelphia, Providence, and Washington, D.C. The District serves all of the city of Los Angeles, seven other incorporated cities, and portions of 18 other municipalities. The city of Los Angeles is more than 50 miles across at its widest point, split by the Santa Monica Mountains. The San Fernando Valley alone, with an area of 235 square miles and a population of 1.5 million, is second only in size to Los Angeles in California and seventh in population in the country.

Demographically, the Los Angeles area is enormously diverse. Seventy language groups (requiring bilingual attention) are represented in the District. The majority of students in the District come from Spanish speaking environments, many from families of Mexican descent. There are, as well, substantial numbers from other Latin American countries and a small but growing population from Asia. The demographic changes in the area have been dramatic in the last decade and have strongly influenced the District's educational efforts.

The size of the Los Angeles region, in part, has created sets of intact communities, many with the appearance of insularity. Rather than a single city with a ring of suburban areas, Los Angeles is more like a confederation of communities. Newer immigrants tend to settle in older parts of the city near families of similar backgrounds, although the San Fernando Valley has substantial new immigration as well. Residential housing patterns have developed based on the initial location of immigrants and on the dominance of Anglo population in the San Fernando Valley. Although one would expect residential distinctions to reduce over time, the high property values in the

area with other factors have mitigated against substantial population shifts and natural integration of racial and ethnic groups. These population patterns result in school areas in some parts of the District that are overcrowded while others are underpopulated.

Context of LAUSD. Because the scope of effort and public concern is normally broad, we will consider only a few contextual factors (listed below) which have impact on the processes of the Voluntary Integration and Year-Round Schools programs and the District.

- The leadership in LAUSD has changed during this period, permitting the new Superintendent to define his own program goals, activities, and relationships with the LAUSD Board of Education, staff, and with other constituencies.

- The schools have experienced some of the same financial constraints felt by other public sectors since the tax reform efforts, culminating with Proposition 13. Thus, the District has been required to notify substantial numbers of teachers that they might not be rehired because of fiscal limitations.

- Paradoxically, almost throughout, a teacher shortage has existed in mathematics and science.

- The racial distribution of the District in 1982-83 included about equal proportions of Black and Anglo students (22% each), about 8% Asian, and approximately 49% Hispanic students. More than 544,000 students (1982-83 figures) are taught by teachers in 826 schools.

State and Federal Context. Education has been topical throughout the last few years with attention given to funding bases, student academic performance, educational equity and educational quality as central issues. Policy changes in available funds for categorical programs reduced the amount of federal support to LAUSD in 1982-83. The Serrano suit deliberations have resulted in the use of

"per pupil costs" as a proxy measure of educational quality. The decision has also increased the State's interests in influencing local school districts. California's 1982 election sharpened the issues related to the role of State leadership in education, and focused attention on performance and academic preparation.

Nationally, the question of educational quality has also been raised by the Federal Commission on Educational Excellence and by other national reports assessing the quality of schooling. The concern for educational quality has been directed mainly at student performance shown, for instance, by tightening requirements for admission to California universities and by systems of statewide assessment and proficiency testing. In California, as in some other states, the educational quality issue has been extended to teachers through the administration of skill tests for teachers in areas termed "basic" literacy. Further reports in national media have raised questions about the quality of people entering the teaching profession. There has been less rhetoric and attention, both state-wide and nationally to the issue of educational equity or the specific concern about the education of minority students. The joint concerns of student and teacher performance have led to some positive movement in increasing: 1) the expectations for students, 2) the meaning of grades, and 3) the basic skill requirements at the local level. It is against the general context of these social facts and orientations that this report is presented.

Chapter I
Introduction

The Voluntary Integration Planning Team in collaboration with the Research and Evaluation Branch of the Los Angeles Unified School District has been conducting an ongoing evaluation of Voluntary Integration programs in the District since the 1980-81 school year. This document presents the 1982-83 results of the investigation for the Permits With Transportation (PWT) and Continued Voluntary Permits (CVP) programs. Separate reports were prepared covering the Magnet and Year-Round Schools programs operating in the District during 1982-83. The primary purpose of this report is to provide information to the District on the methods used in implementing the PWT and CVP programs as well as the progress achieved in reducing the harms of racial isolation as specified in the Crawford case.

Organization of the Report

The Prologue preceding this section provides a general discussion of the context in which the evaluation was conducted. An Evaluation Summary of this report is presented in the Los Angeles Unified School District Research and Evaluation Publication 436. The reader is encouraged to review the Prologue and the Evaluation Summary prior to reading this report. The report is organized into three chapters: Chapter I provides a general introduction and a brief history of the PWT and CVP programs; Chapter II describes the methodology used in conducting the study. A review of the purposes and issues which provided the focus for the investigation is followed by a description of the sampling, instrumentation, and data collection strategies. Chapter III contains the findings of the study. The results are organized and presented in accordance with the evaluation issues outline contained in Chapter II. The study design plan, supplemental tables, and data collection instruments are contained in the Appendix to this report.

The PWT Program

The Permits With Transportation program, commonly referred to as PWT, can be traced back to 1968 when the District first provided transportation to achieve voluntary integration. This first effort, then called the Voluntary

Transportation program, began with 550 students. In 1972 The Permits With Transportation program was created through the merger of the Voluntary Transportation program and a program developed to provide transportation for students displaced from schools not considered earthquake-safe.

According to published information on the program, the purpose of PWT is to provide opportunities for students to share multicultural and educational experiences in an integrated setting. While there are no special requirements for acceptance into PWT, students must reside in the Los Angeles Unified School District, be in grades 1-12, and complete an application during the spring preceding the school year. Continuing students do not have to reapply. Students are assigned to designated receiving schools according to Court directives and District guidelines; and school selections are determined by the PWT program.

Since the PWT program does not offer a specialized course of study, all PWT students are enrolled in the regular school program and may participate in any special programs (academic or extracurricular) offered at the receiving school, including athletics, band, drill team, drama, clubs, honors courses, student government, etc. There are no program or transportation costs for PWT students or their parents to participate in school/community activities. In just a decade, the PWT program has grown from 3000 students in 1972-73 to approximately 21,000 students in 1982-83 who attend 137 designated receiving schools.

Table 1-1 shows the PWT enrollment in receiving schools during the 1982-83 school year, by grade level and ethnicity. Overall, about ninety-nine percent of program participants are Hispanic, Black, Asian or Other non-Anglo. Nearly two-thirds of all students participating in the program are Black, while Hispanic students make up one-fourth of the program enrollment. The pattern varies considerably by grade level. For example, Black students comprise nearly seventy-five percent of the high school population and less than fifty percent of the elementary school enrollment. By contrast, Hispanic students represent forty-five percent of the elementary school enrollment and only sixteen percent at the high school level. Approximately four-fifths of the PWT students are enrolled in secondary schools (grades 7-12), while the remaining one-fifth are enrolled in the elementary grades (K-6).

Table I-1
PWT Enrollment in PWT Receiving Schools: 1982-83

Grade Level	No. of Schools	American Indian	Asian	Black	Hispanic	White	Total
Elementary	88	1.3% (59)	5.2% (241)	46.2% (2123)	44.9% (2064)	2.3% (106)	(4593)
Junior High	29	.5 (44)	10.4 (909)	64.6 (5646)	23.5 (2056)	1.0 (88)	(8743)
Senior High	20	.4 (33)	8.4 (619)	74.3 (5460)	16.2 (1189)	.7 (49)	(7350)
Total	137	.7% (136)	8.6% (1769)	64.0% (13229)	25.7% (5309)	1.2% (243)	(20686)

Continued Integration Programs

Continued Integration programs (CIP) were among the voluntary integration efforts the District included in its plan for desegregation submitted to the Court in June, 1981, following the conclusion of the mandatory desegregation program. Under the mandatory plan some schools were joined in pairs and clusters to achieve desegregation. The CIP provided opportunities for students who attended a paired or clustered school in 1980-81 under the mandatory plan to continue to participate in an integrated experience on a voluntary basis by: 1) continuing to attend a school with which their resident school was paired or clustered (Continued Voluntary Permits or CVP); 2) participating in inter-school projects with pupils from formerly paired or clustered schools (inter-school learning activities or ISLA); and 3) participating in planned inter-school activities focusing on enhancing leadership skills (Student Leadership Exchange or SLE).

In 1982-83 Continued Voluntary Permits (CVP) was the only segment of the Continued Integration programs (CIP) available to students. The CVP differs from PWT in that participating students attend receiving schools which were previously paired or clustered with their resident schools. During the 1982-83 school year, over 2,800 students were attending 75 schools under the CVP program. Table I-2 summarizes the enrollment in CVP by grade level and racial/ethnic background of students. As in the PWT program, nearly all (ninety-five percent) CVP students are predominantly Hispanic, Black, Asian or Other non-Anglo (PHBAO). Hispanic (45%) and Black students (41%) are about evenly represented overall; however, their representation varies greatly by level. Hispanic students make up nearly fifty percent of the elementary school enrollment and only one-quarter at the junior high level. By contrast, sixty percent of the junior high school enrollment is Black as compared to only thirty-nine percent at the elementary school level. Nearly ninety percent of the CVP enrollment is in grades K-6 since most pairs and clusters in the mandatory plan were elementary schools; and no high schools were included in this aspect of the program.

Chapter II describes the methodology employed in collecting, analyzing and reporting the data used in this study, while Chapter III is devoted to a presentation of the findings.

Table I-2
CVP Student Enrollment: 1982-83

Grade Level	No. of Schools	American Indian	Asian	Black	Hispanic	White	Total
Elementary	70	1.2% (30)	7.1% (179)	38.6% (976)	47.5% (1201)	5.7% (143)	(2529)
Junior High	5	.6 (2)	11.5 (36)	61.7 (193)	25.9 (81)	.3 (1)	(313)
Senior High	0	0	0	0	0	0	0
Total	75	1.1% (32)	7.6% (215)	41.1% (1169)	45.1% (1282)	5.1% (144)	(2842)

Chapter II
Methodology

This chapter describes the methodology used in conducting the evaluation of the Permits With Transportation (PWT) and Continued Voluntary Permits (CVP) programs. Included are a review of the purposes and issues which provided the focus for this inquiry and a description of the sampling, instrumentation, data collection, and analysis strategies.

Purposes and Issues

A brief history of the PWT and CVP programs was presented in Chapter I of this report. While these programs are technically separate enterprises under the District's voluntary integration effort due to their historical evolutions, they are virtually identical in program purpose and implementation mechanism. The primary purpose of each is to provide a mechanism for students to share multicultural and educational experiences in an integrated setting. The principal mechanism for achieving this purpose is to provide free bus transportation for students to attend selected integrated receiving schools. The principal difference between PWT and CVP is the method for determining the receiving school a student may attend -- CVP determined by a prior pair or cluster and PWT determined by the PWT staff.

Based on similarities between the two programs, the Evaluation Planning Team in conjunction with District staff decided to review these two programs together. The primary purpose of this review is to provide information to the District on the methods used in implementing the programs as well as information on the progress achieved in reducing the harms of racial isolation.

Table II-1 presents the critical evaluation issues addressed in this report. These issues were derived from discussions with District personnel, a review of preliminary findings contained in previous evaluation reports and studies of PWT and CVP, an examination of published program literature, and direction from the Court. Since the District, in general, and these programs, in particular, had undergone many changes over the past several years, the District was especially interested in information which would help them improve the programs. Thus, "process" information received primary attention in the evaluation.

Preliminary findings contained in the 1980-81 and 1981-82 reports provided the framework for focusing the study on critical areas of interest, such as: mechanisms for explaining program options to students and parents, post-secondary plans and opportunities for PWT students, and counseling and advising of PWT students.

A review of program literature and discussions with program administrators were particularly helpful in clarifying the principal program purposes and mechanisms. Finally, the Court provided direction in identifying the harms of racial isolation to be used as a framework for measuring District progress. The four areas examined were academic achievement; attitudes of students and school personnel; post-secondary opportunities for students; and social interactions among students from different racial/ethnic backgrounds.

The process evaluation focused on three major categories: 1) program mechanisms; 2) desegregation/integration policies and practices; and 3) school practices. In the first category, we examined changes in District policies and procedures for presenting programmatic offerings to parents and students, and the effects of these procedures as reflected in the characteristics of participating students and schools. Under the desegregation/integration category, we were concerned with District and school policies and procedures which contribute to or inhibit meaningful interracial interactions both inside and outside the classroom setting. The importance of staff perceptions, attitudes and actions taken to address ongoing concerns were especially targeted for further inquiry. Finally, in category three, we were concerned with the context within which the programs operate. Regular school practices referred to efforts taken to incorporate students into the regular school program and to accommodate the special needs of program participants.

The outcome issues correspond to the four harms identified in the Crawford case. We examined the degree of progress made in reducing each of these harms for participating students. Post-secondary plans and opportunities were given special attention during this investigation.

The evaluation issues provided the conceptual framework for the design of the evaluation methodology. Preliminary plans for sampling, instrumentation, data collection, and data analysis methods and procedures were guided by these issues as were the refinements and final adopted strategies.

Table II-1
1982-83 Evaluation Issues: PWT and CVP Programs

Evaluation Issues	Program PWT	Program CVP
A. Process Evaluation		
1. Mechanisms		
a. What changes have been made in mechanisms for explaining prooram options to parents and students during 1982-83?	X	X
b. What are the characteristics of students chosen to participate?	X	X
c. Do program mechanisms result in students being enrolled in desegregated schools?	X	X
2. Integration/Desegregation		
a. How do policies and procedures inhibit or contribute to integration?	X	X
1. administration		
2. classroom		
3. extracurricular		
b. What types of services are delivered as part of the program?	X	X
c. What are the perceptions and attitudes of school personnel toward the program?	X	X
d. What additional arrangements have been undertaken during 1982-83 to address particular areas of concern?	X	X
3. School Program		
a. What efforts are made to encourage the incorporation of transfer students into the regular school program?	X	X
b. What actions are taken to accommodate the needs of program participants?	X	X
B. Outcome Evaluation		
1. What progress appears to have been made in reducing the harms set forth by the Court in the Crawford decision?		
a. Achievement	X	X
b. Attitudes	X	X
c. Post-secondary opportunities	X	
d. Social interaction	X	X

Sampling

PWT program. The evaluation of the PWT program focused on "receiving schools", that is, schools to which PWT students were bussed. In 1982-83 over twenty thousand PWT students were attending 137 different PWT receiving schools, 20 senior high schools, 29 junior high schools, and 88 elementary schools. Because feeder patterns between schools of various grade levels were of major interest in the study, a sampling approach was adopted which allowed the Team to study the transition of PWT and non-PWT students as they progressed through the normal receiving school feeder patterns.

Implementation of this linked sampling strategy began with a stratified random sampling of senior high schools. In order to insure variation in the proportion of receiving schools that were PWT and the racial composition of PWT students, the percentage of students in the school that were PWT and the percentage of PWT students who were Black were used as stratification dimensions. Eleven senior high schools were selected into the sample using this approach.

Then, for those senior high schools selected into the sample, a sample of their feeder junior high schools was drawn. Finally, for those junior high schools selected, a sample of their feeder elementary schools was chosen. Feeder junior high and elementary schools were required to be PWT receiving schools to be included in the sample. The probability of a feeder school being selected was proportional to the percentage of its students being sent on to a sampled school at the next grade level. For example, an elementary school's probability of being selected was based on the percentage of its students which would be sent on to junior high schools selected into the PWT sample. This approach insured that the sampled schools had sizeable numbers of students from their feeder schools sampled at the lower grade levels. It also provided considerable variations along the stratification dimensions used for the senior high school sample within the sampled junior high and elementary schools. Eleven senior high, 15 junior high, and 18 elementary schools, were included in the sample for the 1981-82 study. Prior to the start of the 1982-83 study, three of the selected elementary schools were closed by the District due to underenrollment. This decreased the 1982-83 elementary school sample to 15 and the total sample to 41 schools. Table II-2 presents the senior high school PWT sampling matrix. Junior high and elementary schools were selected along the same dimensions.

Table II-2
Sampling Matrix for PWT Receiving Senior High Schools
PWT Ethnic Enrollment

t of Receiving Enrollment that	Percent of PWT Enrollment 70% or more Black		Percent of PWT Enrollment 20% or more Hispanic and less than 70% Black		Percent of PWT Enrollment 20% or more Asian and less than 70% Black	
t No. Schools	No. Schools	No. Schools in Sample	No. Schools	No. Schools in Sample	No. Schools	No. Schools in Sample
4	4	2				
11	9	2	2	2		
4	2	2	1	1	1	1
1	1	1				
20	16	7	3	3	1	1

Teachers and school staffs within selected PWT receiving schools were drawn using a stratified random sampling approach. The stratification dimensions for teachers were grade level and academic subject matter. Because of the interest in all levels of the educational process, pivotal grades (5,6,8, and 12) were selected to represent the entire spectrum. Employing the same sampling strategy as in 1981-82, Englisn teachers and physical education or other non-academic subject teachers comprised the teacher sample at the secondary level.

CVP Program. The treatment of the schools involved in the formerly designated Continued Integration programs (CIP) largely paralleled that employed for the other Voluntary Integration programs. A sample of 23 schools was selected for participation in the 1981-82 survey study and a sample of six schools, for participation in the observational study. Selection of these schools was performed through stratified random sampling using three stratification dimensions: grade levels (elementary and junior high schools), participation in the PWT program, and a measure of program intensity. The latter factor was regarded as particularly important, since services, especially those low in intensity, would be difficult to accurately gauge and investigate. In order to use the available resources to the best advantage, the Team decided to restrict the observational sample to "high" intensity schools. Measurement of intensity level was based on the number of student participants, with "high" intensity programs having at least fifty participants in the CVP programs, "medium" intensity having 30 to 49 participants, and "low" intensity having less than thirty participants. All elementary schools that participated in both PWT and CVP were excluded from this sample so that potential confounding of the two programs would be eliminated. A random sample of six elementary schools from each intensity category (see Table II-3) was selected for study. All five participating junior high schools were included in the 1981-82 study. Three of the selected junior high schools and three elementary schools were dropped from the 1982-83 study due to low CVP student enrollment, resulting in a sample of 17 schools.

Table II-3

CVP Elementary School Sample

Number of CVP Participants	CVP Schools	CVP Schools in Sample	Combined PWT and CVP Schools (Excluded from Sample)*
Less than 30	11	3	30
30-49	11	6	8
Greater than 50	7	6	9

Instrumentation

Table II-4 presents the instrumentation specifications for the PWT and CVP programs. These specifications reflect the modifications in evaluation issues previously discussed in this chapter.

The instruments used for data collection in 1982-83 were modified to satisfy the specifications shown in Table II-4. These instruments include:

Abstracts:
- Application Data
- Enrollment Data

Site Administrator Questionnaire
Teacher Questionnaire
College Advisor Questionnaire
Student Post-Secondary Expectations Questionnaire
Student Interaction Observation Form
Published measures for students:
- Comprehensive Tests of Basic Skills (CTBS)
- Survey of Essential Skills (SES)
- District Competency Tests
- School Attitude Measure (SAM)

The abstracts provided information on the profiles of students participating in PWT or CVP as well as the racial/ethnic composition of PWT or CVP receiving schools. Administrator, teacher, and college advisor questionnaires yielded information on policies and procedures related to school integration/desegregation, program services, perceptions and attitudes of school personnel toward the programs, and actions undertaken during the year to address particular areas of concern or to accommodate the special needs of program participants.

The Student Post-Secondary Expectations Questionnaire was used to assess students' post-secondary plans and opportunities. The Student Interaction Observation Form measured the quantity and quality of students' integrated interactions outside the classroom setting. The District administered tests (Comprehensive Tests of Basic Skills, Survey of Essential Skills, and District competency tests) were used to measure student academic achievement and the School Attitude Measure (SAM) was used to assess students' attitudes toward school.

Table II-4
Instrumentation Specifications: PWT Program

ation Issues Addressed	Variables	Measures	Data Source
rocess Evaluation			
Mechanisms			
a. What changes have been made in mechanisms for explaining program options to parents and students during 1982-83?	Content and media of program information dissemination	District Documents Questionnaire	District and school administrators
b. What are the characteristics of students chosen to participate?	Race/ethnicity Sex Grade level	Abstract	District documents
c. Do program mechanisms result in students being enrolled in desegregated schools?	Race/ethnicity Sex Grade level	Abstract	District documents
Integration/Desegregation			
a. How do policies and procedures inhibit or contribute to integration?	Administrative policies/procedures Classroom practices Extra-classroom practices	Questionnaire	Site administrators Teachers
b. What types of services are delivered as part of the program?	Nature of services Intensity Duration	Questionnaire	Site administrators Teachers
c. What are the perceptions and attitudes of school personnel toward the program?	Attitudes toward program	Questionnaire	Site administrators Teachers

Table II-4 (Continued)
Instrumentation Specifications

Evaluation Issues Addressed	Variables	Measures	Data Source
d. What additional arrangements have been undertaken during 1982-83 to address particular areas of concern?	Areas of concern Action undertaken	Questionnaire	Site administrators Teachers
3. School Program			
a. What efforts are made to encourage incorporation of transfer students into the regular school program.	Administrative policies/procedures Classroom practices	Questionnaire	Site administrators Teachers
b. What actions are taken to accommodate the needs of program participants?	Administrative policies/procedures Classroom practices	Questionnaire	Site administrators Teachers
B. Outcome Evaluation			
1. What progress appears to have been made in reducing the harms set forth in the Crawford decision?			
a. Achievement	Basic skills (reading and math)	SES, CTBS	Students
b. Attitudes	Student attitudes	SAM	Students
c. Post-secondary opportunities	Academic preparation Post-secondary eligibility Post-secondary expectation	Competency tests Questionnaire Questionnaire	Students Students Students
d. Social behavior of students toward other ethnic groups	Student inter-group relations	Observation form	Schools

Data Collection

Data collection was managed by the LAUSD Reseach and Evaluation Branch staff. These activities were conducted from December through June, as summarized by the schedule presented in Table II-5. Briefly, these tasks included:

- completion of abstract forms;
- start-up tasks involving notification of the sample and preparation for data collection;
- distribution, collection, and quality control of site Administrator, Teacher, and College Advisor questionnaires;
- completion of observations at each sub-sample school for each specified setting on two separate days;
- distribution, training, collection, and quality control of School Attitude Measure testing, and Student Post-Secondary Expectation questionnaire;
- collection of school-level (by grade) summaries of CTBS and SES scores and competency test results.

Analysis

The nature of the analyses was largely descriptive with a heavy reliance on frequencies, cross-tabulations, and measures of central tendency and dispersion. Measures of association such as correlation were used to help identify factors related to program success. Where appropriate, comparisons employing techniques such as t-tests or analysis of variance were used.

In the reporting of the results, every effort was made to provide concise and readily understandable statements of the findings. Charts, graphs, and other figures needed to convey the analytic results, were used as appropriate.

Table II-5
1982-83 Data Collection Schedule for PWT Programs

Task	Timeline: Dec.	Jan.	Feb.	March	April	May	June
Complete abstracts of archival data	Dec.-	Jan.					May - June
Prepare introductory letters to region superintendents			Feb.				
Order SAM materials	Dec.						
Prepare mailing labels and other ancillary data collection materials	Dec.-	Jan.					
Schedule sites for observation			Jan.-	Feb.			
Train observers			Feb.				
Send introductory letters to region superintendents and principals of sampled schools			Feb.				
Distribute and collect Site Administrator, Teacher and College Advisor Questionnaires			Mid-Feb.	-	April		
Conduct observations				March	-	May	
Administer SAM and Post-Secondary Expectation Questionnaire					April		
Maintain quality control of the administration of the questionaires and SAM and prepare the materials for keypunching.					April	-	May
Collect District summaries of achievement data							May - June

Chapter III
Findings

Chapter III contains the findings and recommendations resulting from our review of the PWT and CVP programs. The information in this chapter is presented in four sections which correspond to the evaluation issues summarized in Chapter II, Table II-1. Section one considers the questions related to changes and effects of program mechanisms. Section two reports the effects of school policies and practices on student interactions as well as efforts to incorporate participants into the regular school program. Section three reviews the progress made in reducing the harms of racial isolation. As a result of the changes occurring throughout the District during the past three years, the major focus of our analysis was on program mechanisms and the effects of changes over time. Section four presents a summary discussion of the findings and recommendations.

Mechanisms

What changes have been made in mechanisms for explaining program options to parents and students during 1982-83?

Opportunities to apply for PWT and other Voluntary Integration programs are provided during the spring preceding the school term. The 1981-82 interim PWT evaluation report indicated that the primary vehicle for informing parents and students about the PWT program was the application brochure. Additional information was provided through parent meetings hosted by sending schools, although a very small percentage of parents (5%) and students (4%) reported actually attending these information sessions. It was also reported that very few PWT parents and students were aware of other options available to them under the Voluntary Integration programs.

In 1982-83 the District developed a one page flyer and an information brochure called "Choices", which contained a description of PWT and Magnet programs, including the names, addresses and phone numbers of all continuing magnet schools and centers, application procedures and deadlines, and a single 1983-84 application form for the PWT or the Magnet programs. (See the Appendix.)

The one page flyer, in English and Spanish, was given to every student in the District. Overcrowded and predominantly Hispanic, Black, Asian and Other non-Anglo (PHBAO) schools received a "Choices" brochure for each student enrolled. All other schools received a basic allotment of 200 brochures in English and the requested number in Spanish, to be given to students and parents only upon request. (This procedure was later revised so that a "Choices" brochure was made available to every student.) Information meetings for parents were not held in Spring, 1983.

The "Choices" brochure contained 18 pages, including the application and instructions. One page was devoted to "questions and answers about PWT" while 15 pages were used to describe the various options available under the Magnet School programs. District personnel stated that not much additional information could have been added about PWT. They also felt the brochure produced many additional applications for the Magnet programs. District personnel also reported that some parents had difficulty understanding the single PWT/Magnet application, and consideration was being given to returning to a separate application for 1984-85.

While some difficulty was noted with the single "Choices" brochure and application, the advantage for parents and students of having available information about all student integration options was viewed as desirable as an aid to parents and students. The following suggestions are offered as an alternative to abandoning the single brochure and for improving the existing mechanism. These recommendations encompass the introduction, overall readability level, attention devoted to the Magnet programs vs. PWT, and the complexity of the application.

The question and answer format was a useful vehicle for presenting basic information about the PWT program. Perhaps an introductory section setting a context for the programs and explaining the brochure's contents would enhance parents' understanding of how best to utilize the information. The section might begin with a brief overview of the District's philosophy with respect to student integration options, a summary description of student integration options, and include a "How to Use this Booklet" section.

In order to determine the reading level of "Choices" a readability analysis of the English version was conducted using the Dale-Chall and the Flesch readability formula.[1] The analysis focused on pages 2-4 in the section titled "Questions and Answers about PWT and Magnets". These pages contained basic information about the programs. The analysis of the PWT portion of the brochure revealed that this section was written at about the eleventh to twelfth grade reading level. This may have contributed to the difficulty parents had in understanding the brochure. It is recommended that the District field test future versions of the brochure using a sample of parents to determine presentation clarity and the readability level of the materials.

The relatively small amount of space devoted to PWT in the brochure has already been noted. Similarly, the single page flyer was all about magnet school choices so one is hardpressed to determine where PWT fits in. An unintended outcome may be that parents could interpret this as the District favoring magnet schools over PWT schools as an integration option. Information about the character of PWT receiving school environments and educational program offerings could be provided. These issues could be pursued during the development and field testing phase of the next brochure.

In addition to the readability level, consideration should be paid to the complexity of the single application. The multicolor approach was helpful in distinguishing the PWT program from the Magnet program. However, parents should be queried regarding the clarity of the questions and the accompanying instructions as well as the format. With respect to question 12 on the application for PWT, only, (see the Appendix) what does a parent do if more than one child in the family is attending PWT receiving school(s)?

What are the characteristics of students chosen to participate?

Table III-1 presents the composition of the PWT program by racial/ethnic groups. Of primary interest are the changes in enrollment over time. Thus, Table III-1 includes enrollment data for the three-year period 1980-83, as well as changes in enrollment by year. The following changes are noteworthy.

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[1] We would like to thank Dr. Alan Crawford of the California State University at Los Angeles for conducting this analysis.

• Over the three year period, the program increased in total enrollment by nearly 50%, from 13,812 in 1980-81 to 20,686 in 1982-83. The enrollment increases varied considerably from year to year. Nearly three-quarters of the increase occurred between the first and the second year, when the enrollment grew to 18,876, as compared to less than 10% growth between the second and third year.

• While each ethnic group's enrollment increased during 1980-82, there was significant variation among the groups. The largest increases were registered by Hispanic (169%) and American Indian (127%) students, respectively, followed by Asian (86%), White (43%), and Black (24%) students.

• Black students had the largest enrollment (13,229) although their percentage of total enrollment actually declined from 77% to 64%, with virtually no increase in enrollment from 1981-82 to 1982-83.

• The proportion of Hispanic students nearly doubled from only 14% in 1980-81 to 26% in 1982-83. While most of this increase occurred in the first year (102%) there was also a 33% increase between the second and third year, representing nearly three-quarters of the total second year increase in the program.

• The increase in Asian student enrollment was relatively even over the period covered, slightly more than 400 in each year, representing a relative increase of 44% and 29%, respectively. Together, Hispanics (72%), and Asian (22%) students accounted for nearly all of the increase in the 1982-83 program enrollment.

• The total increase in American Indian students occurred in 1981-82, whereas most of the increase (86%) in White students occurred in 1982-83. Each of these groups represents approximately one percent of the total program.

• Table III-2 and III-3 show where enrollment changes occurred in the program. The data are presented by racial/ethnic group and by grade level. These tables show enrollments at the elementary, junior high, and senior high levels for 1981-82 and 1982-83, respectively. Enrollment data were not available by level for 1980-81. The tables also give the enrollment at each level as a percentage of the total enrollment.

Table III-1
Composition of PWT Program
By Racial/Ethnic Group: 1980-83

	Indian	Asian	Black	Hispanic	White	Total
1980-81	60 0.00	950 0.07	10,660 0.77	1,972 0.14	170 0.01	13,812 1.00
1981-82	136 0.01	1,370 0.07	13,192 0.70	3,991 0.21	187 0.01	18,876 1.00
1982-83	136 0.01	1,769 0.09	13,229 0.64	5,309 0.26	243 0.01	20,686 1.00
81-82 Increase as % of 80-81 Enroll.	126.67	44.21	23.75	102.38	10.00	36.66
82-83 Increase as % of 80-81 Enroll.	126.67	86.21	24.10	169.22	42.94	49.77
82-83 Increase as % of 81-82 Enroll.	0.00	29.12	0.28	33.02	29.95	9.59
81-82 Increase as % of 1 Yr. Increase	1.50	8.29	50.00	39.87	0.34	100.00
82-83 Increase as % of 1 Yr. Increase	0.00	22.04	2.04	72.82	3.09	100.00

- Comparing overall figures, it is interesting to note that program enrollment increased at the elementary and junior high school levels and decreased at the senior high school level. Whereas 40% of the program enrollment was at the senior high school level in 1981-82, only 35% of the PWT students were in senior high school in 1982-83. On the other hand, the percentage of elementary students increased from 18% to 22% and junior high school students increased from slightly less than 42% to slightly more than 42%, although the absolute number of junior high students rose by only 700.

- As was noted in last year's report, ethnic enrollment varies considerably by school level. Over 86% of the Asian enrollment was in secondary schools and over 51% was at the junior high school level. Similarly, nearly 82% of the Black students were enrolled in secondary schools. However, they are evenly divided between the junior high and the senior high school levels. By contrast, American Indian (43%), White (44%), and Hispanic (39%) groups have a much larger proportion of students enrolled at the elementary level, although in all cases it is still less than half.

- These enrollment trends would suggest that as overall enrollment continues to increase at the elementary and junior high school levels and decreases at the senior high school level, Hispanic and Asian students will represent a larger proportion of the total program enrollment. Conversely, this trend will reduce the percentage of Black students.

Do program mechanisms result in students being enrolled in desegregated schools?

Table III-4 contains the racial/ethnic composition of sampled PWT receiving schools and PWT students by school level. This table shows the mean percent and standard deviation for the enrollment of American Indian, Asian/Pacific Islander, Black, Hispanic, and White students in the PWT receiving schools and in the PWT population within the schools. At each level, the mean percentage of White students, and the combined percentage of PHBAO students fell within the 60-40% range, established by the District as a desegregated environment. Thus, it can be concluded from this table that, on the average, PWT program mechanisms result in students being enrolled in desegregated schools. This finding is consistent with that contained in the interim report on the PWT program.

Table III-2
Composition of PWT Program: 1981-82
By Racial/Ethnic Group and Level

	Indian	Asian	Black	Hispanic	White	Total
Elementary	27 0.01	180 0.05	1,933 0.55	1,260 0.36	57 0.02	3,517 1.00
Junior High	59 0.01	615 0.08	5,673 0.71	1,588 0.20	108 0.01	8,043 1.00
Senior High	50 0.01	575 0.07	5,923 0.77	1,118 0.14	55 0.01	7,721 1.00
Total	136 0.01	1,370 0.07	13,529 0.70	3,966 0.21	220 0.01	19,281 1.00
Elementary/Total	19.85	13.14	14.29	31.77	25.91	18.24
Junior High/Total	43.38	44.89	41.93	40.04	49.09	41.71
Senior High/Total	36.76	41.97	43.78	28.19	25.00	40.04
Secondary/Total	80.15	86.86	85.71	68.23	74.09	81.76

Table III-3
Composition of PWT Programs: 1982-83
By Racial/Ethnic Group and Level

	Indian	Asian	Black	Hispanic	White	Total
Elementary	59 0.01	241 0.05	2,123 0.46	2,064 0.45	106 0.02	4,593 1.00
Junior High	44 0.01	909 0.10	5,646 0.65	2,056 0.24	88 0.01	8,743 1.00
Senior High	33 0.00	619 0.08	5,460 0.74	1,189 0.16	49 0.01	7,350 1.00
Total	136 0.01	1,769 0.09	13,229 0.64	5,309 0.26	243 0.01	20,686 1.00
Elementary/Total	43.38	13.62	16.05	38.88	43.62	22.20
Junior High/Total	32.35	51.38	42.68	38.73	36.21	42.27
Senior High/Total	24.26	34.99	41.27	22.40	20.16	35.53
Secondary/Total	56.62	86.38	83.95	61.12	56.38	77.80

Table III-4
Racial/Ethnic Composition of Sample
Permits With Transportation Receiving Schools and
PWT Students by Level

Racial/Ethnic Group	Elementary (N=15)				Junior High (N=15)				Senior High (N=11)			
	Total School		PWT Students		Total School		PWT Students		Total School		PWT Students	
	Mean Percent	SD	Mean Percent	SD	Mean Percent	SD	Mean Percent	SD	Mean Percent	SD	Mean Percent	SD
American Indian	.34	.45	1.43	1.95	.72	.88	.31	.36	.30	.19	.57	.52
Asian/Pacific Islander	7.63	3.66	4.25	6.23	9.00	5.55	9.74	16.87	8.10	3.65	10.56	15.10
Black	8.91	6.00	45.85	39.11	17.71	10.21	61.61	30.85	17.23	10.13	68.11	29.01
Hispanic	27.51	12.98	47.95	36.28	22.76	8.91	27.11	21.60	18.47	10.66	19.16	17.77
White	55.62	11.35	.52	1.49	49.78	7.32	1.24	1.93	55.90	9.52	1.60	2.55

In addition to reviewing the sample schools' data, a school level analysis of the enrollment of all PWT receiving schools was conducted. A summary of the results of this analysis is presented in Table III-5. This table shows the mean percent and range of White enrollment in all PWT receiving schools by level. The table also gives the number and proportion of schools falling above, within, and below the 60-40% desegregated range. Overall, 97 of the 137 PWT receiving schools (70%) fell within the 60-40% range, 31 (22.5%) fell above the range and nine (6.5%) fell below this range. Two of the nine schools fell considerably below the 60-40% range while 15 of the 31 schools were significantly above the range and had White enrollments in excess of 70%.

Impact of School Policies and Practices on Student Interaction and Participation

This section examines the relationship between school policies and practices and PWT and resident student interactions as well as their effects on the participation of PWT students and their parents in school activities. Teachers and administrators at PWT receiving schools provided information regarding their perceptions of these issues. The results are organized and reported according to the questions outlined in Chapter II. Where appropriate, the findings are compared to those reported in 1981-82.

Table III-6 summarizes administrators' reports of school practices related to student interactions. Administrators were asked how student interactions were determined at their school in settings outside the classroom: whether by school-wide policy, discretion of school personnel, or students. The findings confirm results reported in the interim report. At the elementary school level, school-wide policy tends to determine student interactions; whereas at the secondary school level, these interactions are left to the discretion of school personnel and to the students themselves. This finding is consistent with the notion of giving more responsibility for social interactions to the students as they become older.

Administrators also reported on the extent school-wide procedures or school personnel could positively influence integrated student interactions at school in settings external to the classroom. Their responses are summarized in section "B" of Table III-6. The results are based on a five point scale

Table III-5
Permits With Transportation Ethnic Enrollment of Receiving Schools

	Percent White								
	0 - 39%		40 - 60%		60 - 100%				
Level	f	%	f	%	f	%	Total	Mean	Range
Elementary	5	5.7	58	65.9	25	28.4	88	54.8	27.4 - 75.9
Junior High	3	10.3	25	86.2	1	3.4	29	48.8	23.5 - 72.4
Senior High	1	4.8	14	66.7	5	23.8	20	56.0	37.0 - 75.6
Total	9	65.2	97	70.3	31	22.5	137		

where "1" = little influence and "5" = great influence. Again, the findings are consistent with the interim results. Secondary administrators, on the average, felt that school policies or personnel did have some influence on students' interactions while primary school administrators felt the influence of school-wide procedures or personnel was even stronger.

Administrators were asked to identify actions undertaken at their school to encourage interaction among PWT and resident students in a variety of non-classroom settings. Five actions were listed, ranging from assignment of students to activities to restructuring the physical plant. Section "C" in Table III-6 gives the number and proportion of respondents who indicated taking each action. The action reportedly taken by most administrators was to actively recruit students to participate in organized activities. Eighty percent of junior high, 79% of senior high, and 72% of elementary school administrators indicated having actively recruited PWT students to participate in organized school activities. The next most frequently reported activity was the assignment of students to particular games/activities, however there was much variation by school level. This action was taken by nearly three-fourths of the elementary school administrators, 50% of the junior high, and slightly more than a quarter of the senior high school administrators. As students become older, they are less likely to be "assigned" to activities by school personnel.

Inservice training of school personnel was the third most frequently reported action. Again, the response rate varied inversely with the school level. Forty-one percent of elementary school administrators reported taking this action compared to one-third of junior high and only 21% at the senior high school level. On the other hand, while the absolute frequencies are small at all levels, the number of administrators reporting a modification of school policies to encourage interaction among PWT and resident students increased as the grade level increased. Four times as many secondary school administrators reported taking this action than elementary school administrators.

In summary, most school administrators recognize the need to be proactive regarding the interaction of PWT and resident students. The primary focus of this action is on the students themselves and less on school personnel or policies. Although the proportions vary slightly, these trends are consistent with those contained in the 1981-82 interim report.

Table III-6
PWT Receiving Schools: Administrator Reports of Practices Relative to Student Interactions

	Elementary (N = 18)		Junior High (N = 30)		Senior High (N = 19)	
	Mean*	SD	Mean	SD	Mean	SD
A. Factors influencing integrated student interactions						
Recess/nutrition	1.31	0.70	2.57	0.84	2.53	0.87
Lunch/cafeteria	1.44	0.81	2.38	0.80	2.53	0.87
Lunch/outside eating area	1.44	0.81	2.43	0.90	2.53	0.87
Lunch/playground	1.31	0.70	2.25	0.89	2.47	0.92
B. Overall rating of school policies and personnel on student interaction in settings outside the classroom	4.41	0.71	3.50	1.20	3.47	0.96
C. Actions taken to encourage interaction among PWT and resident students outside of class at	**Frequency**	**%**	**Frequency**	**%**	**Frequency**	**%**
Assignment to particular games/ activities	13	72.22	15	50.00	5	26.32
Active recruitment for organized activities	13	72.22	24	80.00	15	78.95
Inservice training of school personnel	8	41.44	10	33.33	4	21.05
Modification of school policies	1	5.56	4	13.33	4	21.05
Restructuring features of physical setting	1	5.56	0	0.00	0	0.00
Other	0	0.00	1	3.33	2	10.53

* Note: 1 = none or almost none, 2 = few, 3 = some, 4 = many, 5 = all or almost all

Administrators were asked to identify activities or services provided at their school to meet the social and academic needs of PWT students. Eleven types of services were listed and respondents were asked to check all that were provided at their school. Table III-7 summarizes administrators' responses for each service or activity. The frequency and percent of positive responses are given for each item.

Administrators were asked to indicate whether a needs assessment was conducted. Responses varied by school level. Half of the elementary school administrators, two-thirds at the junior high school level, and nearly three-fourths at the senior high school level reported conducting a needs assessment.

Four items related to academic needs were included. At the secondary level, activities to meet the academic needs of PWT students were a priority, particularly for senior high school administrators. Guidance and counseling was indicated by 100% of the senior high school administrators and over 90% percent at the junior high school level. Similarly, tutorial services were listed by over 94% at the high school level as compared to 73% of the junior high school respondents. Curriculum enrichment was noted by over 84% of the senior high school administrators, while specialized instructional approaches were indicated by less than 50%. This relatively low response rate may reflect a lack of information about this activity.

Academic activities were also reported by a majority of elementary school administrators. Tutorial services had the highest response rate of 77.9% followed by curriculum enrichment with a 72.2%. Over 60% of these administrators also identified specialized instructional approaches as well as guidance and counseling.

In summary, the academic needs of PWT students appear to be a priority for administrators at all levels, but especially at the senior high school level, with most administrators indicating having implemented specific activities to meet the needs of PWT students.

Administrators were questioned about the provision of activities directed at the social adjustment needs of PWT students: special activities to promote intergroup understanding and acceptance, a buddy system, additional supervision, and special interaction activities. At the elementary school level, these activities were indicated by fewer administrators than at the

Table III-7
PWT Receiving Schools:
Administrator Reports of School Activities
for PWT Students

Service or Activity	Elementary (N = 18)		Junior High (N = 30)		Senior High (N = 19)	
	Frequency	%	Frequency	%	Frequency	%
Needs assessment	9	50.00	20	66.67	14	73.68
Special activities to promote intergroup understanding and acceptance	10	55.56	23	76.67	15	78.95
Inclusion in formal evaluation	6	33.33	16	53.33	8	42.11
Buddy system	10	55.56	9	30.00	5	26.32
Tutorial services	14	77.79	22	73.33	18	94.74
Curriculum enrichment	13	72.22	19	63.33	16	84.21
Specialized instructional approaches	11	61.11	13	43.33	10	52.63
Auxiliary transportation	4	22.22	28	93.33	18	94.74
Guidance and counseling	11	61.11	28	93.33	19	100.00
Additional supervision	6	33.33	23	76.67	14	73.68
Special interaction activities	12	66.67	25	83.33	17	89.47
Other	4	22.22	4	13.33	3	15.79

secondary level. This may indicate a somewhat lower priority given to social adjustment needs than to academic needs at this level. Nearly two-thirds of the elementary administrators reported special interaction activities and over half reported special activities to promote intergroup understanding and acceptance and utilizing a buddy system. Only one-third reported the need for additional supervision.

Social adjustment needs were more of a concern to secondary school administrators. Over three-fourths of these respondents indicated instituting special activities to promote intergroup understanding and acceptance, additional supervision, and special interaction activities. The very high number indicating guidance and counseling activities (100% in senior high and 93% in junior high schools) may also indicate a concern for the social needs of PWT students in addition to their need for academic advisement or simply reflect the availability of resources at this level.

Administrators' responses were compared to the reports of a similar sample of administrators to the same questions last year. Overall, there were only slight differences in the responses of elementary school administrators. On the other hand, secondary school administrators reported a substantial increase in activities for PWT students. Higher percentage responses were indicated on eight of the 11 response categories. The differences were especially noteworthy for tutorial services, where junior high rates rose from 42% to 73% and senior high school rates increased from 76% to nearly 95%. Similarly, curriculum enrichment was indicated by 84% of the senior high school administrators in 1982-83 as compared to only 52% a year ago. These trends denote an increasing awareness among secondary school administrators of the need to provide special academic support for PWT students.

The projected increase in the size of the PWT program in 1981-82 and the changing perceptions of receiving school teachers toward these students led the Team to recommend a review of inservice activities for PWT receiving school teachers, particularly at the secondary level. We further recommended that, where necessary, these activities should be revised to include activities related to the needs of PWT students and parents. Specific topics were suggested for possible inclusion. Table III-8 presents administrators' reports of inservice training related to the PWT program for staff. The topics recommended in the 1981-82 interim report provided the frame of

Table III-8
Administrator Reports of Training
Inservice for School Staff on the PWT Program

	Elementary		Junior High		Senior High	
	f	%	f	%	f	%
PWT Program (objectives, participants, etc.)	7	37	21	70	16	84
Strategies for promoting intergroup understanding	11	61	19	63	14	73.7
Methods for diagnosing needs of students from diverse backgrounds	11	61	16	53	9	47.4
Strategies for meeting individual needs of students from diverse backgrounds	15	83	19	63	12	63
None	0	0	2	6.7	1	5.3
Other	0	0	4	13	2	10.5

reference. Over 95% of the respondents reported conducting some type of inservice program covering at least one of the recommended topics, and most indicated covering at least three of the four topics. Strategies for meeting the individual needs of students from diverse backgrounds and for promoting intergroup understanding were reported by over 60% of administrators at all levels. A high percentage of junior high (70%) and senior high school (84%) administrators indicated covering information about the PWT program.

Administrators and teachers were queried regarding activities or services for staff to better meet the needs of PWT students and to incorporate them into the regular school program. Seven types of activities were provided as options with respondents being able to write in other activities as appropriate. Tables III-9 and III-10 summarize administrators' and teachers' reports of these activities, respectively. In general, administrators indicated more frequently that activities occurred than teachers reported participating in these activities. This is not too surprising in that some activities are probably limited to non-teaching personnel. For example, inservice training for staff was reported by over 70% of administrators at all levels. Yet, relatively few of the sampled teachers reported participating in inservice training on the needs of PWT students, with responses ranging from a high of 27% of senior high school teachers to less than 14% of elementary and 13% of junior high school teachers, respectively.

All of the elementary and junior high school administrators reported visiting successful PWT programs at other schools as compared to only 21% of senior high school administrators. Very few teachers reported having this opportunity, none at the elementary level, only one percent at the senior high, and 3.5% at the junior high levels.

Elementary teachers and administators were more likely to correspond with PWT parents than their secondary counterparts. Elementary teachers reported participating in staff meetings to share successful strategies at twice the rate of senior high school and three times that of junior high teachers, respectively. These trends are similar to those found in 1981-82. It is also interesting to note that all of the elementary school administrators reported at least one additional activity as compared to only 10% of junior high and 15.8% of senior high school administrators.

Table III-9
PWT Receiving Schools: Administrator Reports of Staff Activities

	Elementary (N = 18)		Junior High (N = 30)		Senior High (N =19)	
	Frequency	%	Frequency	%	Frequency	%
Staff Activities Provided:						
Inservice training	13	72.22	31	70.00	15	78.95
Visits to successful PWT programs	18	100.00	30	100.00	4	21.05
Tour of sending areas	2	11.11	8	26.67	7	36.84
Meeting with sending school faculty	2	11.11	5	16.67	2	10.53
Language acquisition program	7	38.89	5	16.67	5	26.32
Sample letters to PWT parents	12	66.67	14	46.67	8	42.11
Staff meetings to share successful strategies	10	55.56	16	53.33	10	52.63
Other	18	100.00	3	10.00	3	15.79

Table III-10
PWT Receiving Schools: Teacher Reports of Participation in PWT Related Activities

PWT Related Staff Activities	Elementary (N = 58)		Junior High (N = 143)		Senior High (N = 96)	
	Frequency	%	Frequency	%	Frequency	%
Inservice training on needs of PWT students	8	13.79	18	12.59	26	27.08
Visits to successful PWT programs	0	0.00	5	3.50	1	1.04
Tour of sending school areas	3	5.17	10	6.99	12	12.50
Meeting with sending school faculty	1	1.72	4	2.80	2	2.08
Language acquisition program	6	10.35	6	4.20	7	7.29
Distribution of letters to PWT parents	42	72.41	46	32.17	21	21.88
Staff meetings	39	67.24	30	20.98	30	31.25
Other	3	5.17	4	2.80	4	4.17

Teachers were asked to indicate classroom practices used to meet the academic and social needs of PWT students. Their responses are reported in Table III-11. Thirteen different classroom practices were included. These practices were identical to those included in the 1981-82 survey of teachers and sought to identify practices designed to address students' academic and social needs. Three of the practices primarily address students' academic needs: tutorial arrangements, curriculum enrichment, and specialized instructional approaches. In each of these instances, elementary school teachers responded at nearly twice the rate of secondary school teachers.

It is of interest to note that elementary teacher responses are similar to those given by elementary school administrators to a similar set of questions (see Table III-7). On the other hand, the proportion of secondary teachers who reported utilizing these classroom practices is significantly lower than the proportion of secondary administrators' reports of these activities being employed at their school. For example, only 19% of junior high and 33% of senior high school teachers reported utilizing tutorial arrangements in their classrooms. Yet, 73% of junior high and 95% of senior high school administrators indicated these services were provided for PWT students at their school. The discrepancy in response rates may be due to several factors. One plausible explanation is that tutoring is more likely to be "centralized" at the secondary school level with arrangements made by administrative personnel; or that tutoring is focused on classes not represented in the teacher sample (mathematics, science, etc.). Similarly, as compared to administrators' responses, significantly fewer secondary teachers reported enriching their curriculum to meet the needs of PWT students.

Several of the classroom practices (mixed seating or grouping arrangements, interactive activities, cooperative workgroups, a buddy system, and special activities to encourage intergroup understanding and acceptance) focused on the students' social adjustment in a multicultural environment. Teacher responses to these items varied by school level and by item. Two-thirds or more of all elementary teachers reported utilizing each of the practices related to social adjustment, ranging from a low of 67% for the buddy system to 98% employing mixed grouping and seating arrangements. In all cases, a greater proportion of elementary school teachers reported utilizing these classroom practices than did secondary teachers. For example, junior

Table III-11
PWT Receiving Schools:
Teacher Reports of Classroom Practices
Used to Meet the Academic and Social Needs of PWT Students

Classroom Practice	Elementary (N = 58)		Junior High (N = 143)		Senior High (N = 96)	
	Frequency	%	Frequency	%	Frequency	%
Mixed seating arrangements	57	98.28	134	93.71	84	87.50
Mixed grouping arrangements	57	98.28	105	73.43	67	69.79
Cooperative work groups	48	82.76	86	60.14	71	73.96
Interaction activities	56	96.56	62	43.36	37	38.54
Curriculum enrichment	51	87.93	60	41.96	38	39.58
Specialized instructional approaches	41	70.70	52	36.36	38	39.58
Buddy system	39	67.24	39	27.27	31	32.29
Parental communication	53	91.38	115	80.42	58	60.42
Meetings with parents	46	79.31	106	74.13	50	52.08
Classroom orientation program	36	62.07	56	39.16	37	38.54
Tutorial arrangements	34	58.62	28	19.58	32	33.33
Special activities to encourage intergroup understanding and acceptance	42	72.41	43	30.07	37	38.54
Needs assessment	41	70.70	55	38.46	38	39.58
Other	7	12.07	6	4.20	7	7.29

high school teachers' responses to these practices ranged from a low of 27% for the buddy system to a high of nearly 94% for mixed seating arrangements.

It should be noted that many of the differences between levels may reflect as much the differences in teaching styles and methodologies between elementary and secondary schools as they do differences in conscious efforts to meet the needs of the PWT students. Two areas which do provide some indication of conscious differences by level are the buddy system and special activities to encourage intergroup understanding and acceptance. The proportion of elementary school teachers utilizing these practices was more than double the proportion of secondary teachers.

Finally, teachers were asked to report on their practices relative to communicating or meeting with parents of PWT students. Again, the responses varied by school level, ranging from highs of 91% and 79% for elementary teachers to lows of 60% and 52% for senior high teachers, respectively. At each level a greater proportion of teachers reported communicating with parents as opposed to meeting with them.

In summary, it appears efforts are being made by some teachers to address the academic and social needs of PWT students, although the overall magnitude of effort appears to diminish as students get older. Elementary teachers who have students for the entire day appeared more sensitive to meeting the social and academic needs of PWT students and implemented practices to address these needs. This pattern is consistent with that found in 1980-81 and 1981-82.

After-School Participation

In 1980-81, the Team reported that participation of PWT students in organized after-school activities was limited and recommended that the District investigate barriers to PWT students' participation and implement procedures to promote their assimilation into this component of the receiving school program. The Team was particularly concerned with transportation arrangements and scheduling of activities since these factors appeared to have the greatest impact on PWT student involvement in after-school sports, clubs, and social events, particularly at the secondary school level. District administrators noted that special transportation arrangements are made for PWT students to participate in extracurricular activities. In addition, two-

thirds of senior high school and three-fourths of junior high school administrators, respectively, reported scheduling more activities in the daytime to encourage more PWT student involvement.

Table III-12 summarizes administrators' reports of actions to encourage after-school participation of PWT students in 1982-83. As in the prior years, the focus was on the scheduling of activities and transportation arrangements. Administrators' responses to the transportation issue were consistent with last year. There was a large increase in the percentage of secondary school administrators (from 66% to 79%) reporting an increase in the scheduling of activities and a major decrease at the elementary level (from 67% to 39%). We suspect that elementary administrators simply have viewed this issue as not being a critical problem.

Efforts to Enhance Parental Involvement

The 1980-81 study of PWT also indicated that PWT parent involvement in school activities was considerably less than that for resident parents. In the following year, elementary and secondary school administrators identified a variety of methods for increasing communication with and involvement of PWT parents. Special communications (flyers, phone calls, mailings) were the most frequently cited method used to communicate with parents, while parent meetings at school were the principal means of parental involvement. None of the methods cited were viewed as particularly successful in increasing PWT parental involvement in the school.

Administrators were again asked to identify activities provided to increase communication with or involvement of PWT parents at their school. (See Table III-13.) Eight possible activities were provided. With a few notable exceptions, responses parallel those reported in 1982-83 with some fluctuations probably due to sampling variations. For example, as in the two previous studies, special communications and school meetings for parents were again identified by most administrators at all levels as the principal means of communicating with parents. Similarly, a high proportion of secondary school administrators again reported scheduling special activities at accessible times to accommodate PWT parents. While on the other hand, in 1981-82 none of the elementary school administrators reported having a Neighborhood Home program. This year 100% of elementary school administrators

Table III-12
PWT Receiving Schools: Administrator Reports of
Actions to Encourage After-School Participation of PWT Students

	Elementary (N = 18)		Junior High (N = 30)		Senior High (N = 19)	
	Frequency	%	Frequency	%	Frequency	%
Activities to Encourage Participation						
Additional transportation arrangements	11	61.11	28	93.33	19	100.00
Daytime scheduling of activities	7	38.89	23	76.67	15	78.95
Other	3	16.67	8	26.67	3	15.79

Table III-13
PWT Receiving Schools:
Administrator Report of Activities to Increase Communication with or Involvement of PWT Parents

	Elementary (N = 18)		Junior High (N = 30)		Senior High (N = 19)	
	Frequency	%	Frequency	%	Frequency	%
Activities						
School meetings for parents	14	77.78	22	73.33	16	84.21
Special communications	16	88.89	23	76.67	16	84.21
Community liaison	7	38.89	11	36.67	8	42.11
Accessible scheduling of special activities	3	16.67	21	70.00	17	89.47
Survey of parents for suggestions	7	38.89	11	36.67	4	21.05
Late afternoon phone service	7	38.89	17	56.67	6	31.58
Sponsorship of parent meetings in sending area	1	5.56	7	23.33	7	36.84
Neighborhood home program	18	100.00	2	6.67	3	15.79
Other	3	16.67	2	6.67	2	10.53

indicated implementing this program. However, there was a major reduction in the proportion of high school administrators utilizing late afternoon phone service in 1982-83 (32%) as compared to 1980-81 (62%).

College advisors also provided information related to parent participation. Specifically, they were asked to approximate the percentage of PWT parents and resident parents who participate in a variety of counseling related activities. Their responses are summarized in Table III-14. Again, these percentages are approximations made by college advisors based on their personal experiences. The college advisor sample size was small and there were large variations in responses. Thus, the results are inconclusive and tentative at best. However, they are consistent with the perceptions of teachers and administrators as reported in prior studies of PWT.

Three types of counseling services were listed on the questionnaire: individual counseling, college advisement, and career advisement. With respect to individual counseling, college advisors estimated, on the average, that the proportion of resident parents (27.8%) who participated was twice the participation rate of PWT parents (13.3%). Four items relate specifically to college preparation: meetings with college representatives, meetings with the counselor regarding college entrance exams, classes on college entrance requirements, and on financial aid. In these cases, the mean proportion of resident parents who participated was nearly three times the mean proportion of PWT parents. Finally, the mean proportion of parents who participated in activities related to career advisement was about the same for PWT as for the resident parents. We wish to re-emphasize the need for a follow-up study on PWT parents to better understand the factors influencing their involvement in school activities.

Orientation for Parents and Students

Given the influx of new students into the PWT program in 1981-82, the Team perceived a need to provide these students and their parents with information related to the program and to the receiving school. In response to this need we recommended that students and parents new to a receiving school should participate in an orientation program with transportation provided by the District. Several topics were suggested for inclusion in the orientation: introduction to school personnel; tour of the school and

Table III-14
College Advisor Reports of Parent Participation in Counseling Related Activities

	% PWT Parents	% Resident Parents
Individual counseling	13.3	27.8
Meeting with College Representatives	12.7	34.4
Meeting with counselor re: college entrance examinations	8.9	21.7
Meetings or classes on college entrance exams	9.8	31.0
Meetings on career choices	45.5	50.0
Career Day with guest speakers	90.0	90.0
Meetings on financial aid	10.5	24.1

facilities; academic counseling and advising services; extracurricular activities; activities for parents; transportation arrangements; school and program expectations of students and parents. School administrators provided information on the extent to which these recommendations had been implemented. Table III-15 presents administrators' responses to items related to a PWT orientation program for parents and students at receiving schools. Over 85% of secondary school administrators reported providing an orientation program for students and parents as compared to only 4.4% of elementary school administrators. Of those schools indicating that an orientation was held, virtually all said transportation was provided and the topics included those recommended by the Team and are summarized above.

It is unfortunate that the Team did not solicit information regarding attendance. All but two schools indicated that the orientation was voluntary and it would have been useful to know the parental response. Based on past experience, it may be an assumption that parents and students would not attend if the orientation was not mandatory.

Outcomes

This section examines the progress made in reducing the harms associated with racial isolation as a result of students attending desegregated schools under the PWT program. More specifically, we examined areas in achievement, attitudes, post-secondary plans and opportunities, and social interactions of participating students. The interim report on PWT included a summary of administrators' and teachers' perceptions of PWT students' social and academic success, an assessment of PWT students' attitudes toward school, a review of students' preparation for college and post-secondary plans and expectations, an analysis of PWT and resident students' social interaction patterns in a variety of non-classroom school settings, and a summary of students' performance on District administered achievement tests. Similar information has been compiled again this year to facilitate an assessment of what changes have occurred. We also noted in the interim report that many factors (some beyond the control of the school) influence students' social and academic success as well as their attitudes toward school, and thus, it is important to review these findings within that larger context.

Table III-15
PWT Orientation Program for Parents and Students at Receiving Schools

	Elementary (N = 18)		Junior High (N = 30)		Senior High (N = 19)	
	Frequency	%	Frequency	%	Frequency	%
Orientation program was held	7	.39	26	.87	16	.84
Orientation program participation						
was mandatory	0	0.00	0	0.00	2	10.53
was voluntary	7	1.00	26	1.00	14	.88
Transportation was provided by the District	6	.86	23	.88	15	.94
Topics and activities included:						
Introduction of school personnel	5	.71	26	1.00	16	1.00
Introduction of school plant and facilities	7	1.00	26	1.00	13	.81
Academic program at school	7	1.00	26	1.00	16	1.00
Counseling and advising services	3	.43	26	1.00	16	1.00
Extra curricular activities for students	5	.71	26	1.00	15	.94
Activities for parents	5	.71	24	.92	13	.81
Transportation arrangements	5	.71	24	.92	16	1.00
Expectations for parents and students	6	.85	24	.92	15	.94
Other	0	0.00	9	.30	3	.19
Orientation program topics mailed in advance to parents and students	4	.57	22	.85	12	.75
Material provided in:						
English	7	1.00	26	1.00	16	1.00
Spanish	5	.71	14	.54	6	.38
Other	0	0.00	0	0.00	1	5.26
Not Applicable	0	0.00	0	0.00	0	0.00

Teachers' and Administrators' Perceptions of PWT Success

Tables III-16 and III-17 summarize teachers' and administrators' perceptions of PWT students' success in 1982-83. Teachers and administrators were asked to compare PWT students to resident students in seven areas. Four of these areas relate primarily to social adjustment: overall classroom adjustment, peer acceptance, social interaction, and participation in after-school activities.

Two areas provide information of students' academic success. Of these, one (achieving academically) is an indication of achievement (grades), while the other (improving academically) is a measure of progress (changes in grades). These areas were rated using a five-point scale where "1" = considerably less than resident students and "5" = considerably more than resident students. A rating of "3" indicates that PWT students are perceived as experiencing about the same level of success as resident students.

Elementary teachers' perceptions of PWT students' social and academic success appear to have improved slightly from 1981-82. Except for opportunities to participate in after-school activities (a circumstance influenced greatly by transportation concerns), PWT students are perceived to experience about the same social success as resident students and the mean ratings show improvement in each category. A similar trend is noted in the two academic categories. While PWT students were rated slightly below resident students in achieving academically, the mean difference is considerably less than reported for 1981-82. The large standard deviations indicate substantive variation in reponses to these items.

There was no change in the perception of junior high teachers from 1981-82. PWT students are still perceived to experience less social and academic success than resident students and the mean differences remained virtually unchanged in each of the seven areas.

The responses of senior high school teachers also indicated mo improvement in their perceptions of PWT students' success, particularly in the academic categories. PWT students are rated about the same as resident students in improving academically, and slightly below resident students in achieving academically. In the latter category, however, the mean difference was reduced from .47 to .24.

Table III-16
Teacher Perceptions of PWT Student Success

Area of Success	Elementary (N = 58)		Junior High (N = 143)		Senior High (N = 96)	
	Mean*	SD	Mean	SD	Mean	SD
Overall classroom adjustment	3.03	0.46	2.69	0.86	2.84	0.56
Peer acceptance	2.90	0.55	2.64	0.68	2.72	0.72
Social interaction	2.91	0.66	2.56	0.86	2.59	0.83
Participation in after-school activities	1.67	0.81	2.82	1.21	2.95	0.97
Parental communication	2.63	0.84	2.78	0.90	2.70	0.86
Parental participation in school activities	1.95	0.81	2.22	0.89	2.30	0.88
Achieving academically	2.48	0.75	2.49	0.89	2.76	0.73
Improving academically	2.90	0.69	2.72	0.88	3.04	0.78

*On a scale of 1 to 5 where 1 = considerably less than resident students, 3 = about the same as resident students, and 5 = considerably more than resident students.

Table III-17
PWT Receiving Schools:
Administrator Perceptions of PWT Student Success

Area of Success	Elementary (N = 18)		Junior High (N = 30)		Senior High (N = 19)	
	Mean*	SD	Mean	SD	Mean	SD
Overall school adjustment	3.06	0.54	3.07	0.37	2.84	0.37
Peer acceptance	2.89	0.32	2.80	0.48	2.84	0.50
Achieving academically (grades)	2.61	0.50	2.67	0.76	2.37	0.60
Participation in student government and extra-curricular activities	3.06	0.24	3.10	0.99	2.89	0.57
Improving academically (progress)	3.00	0.69	3.13	0.63	2.89	0.74
Parental communication	2.83	0.71	3.10	0.78	2.79	0.63
Parental participation in school activities	2.28	0.75	2.14	0.74	2.16	0.83
Secondary Only						
Course registration	----	----	3.20	0.42	3.47	0.84
Utilization of college course advisement	----	----	3.00	0.26	3.26	0.81

*On a scale of 1 to 5, where 1 = considerably less than resident students, 3 = about the same as resident students, and 5 = considerably more than resident students.

Elementary school administrators perceived PWT students as having about the same success socially as resident students, and were slightly less successful in terms of academic achievement. These ratings are consistent with those reported in 1981-82. Similarly, secondary administrators perceived PWT students as having experienced about the same success as resident students in overall school adjustment, participation in student government, and extracurricular activities, but experienced slightly less success in peer acceptance. On the other hand, senior high school administrators perceived PWT students as being less successful academically this year in relation to resident students, but slightly more successful than resident students in opportunities to register for courses.

Academic Achievement

Achievement tests administered each year by the District to elementary and secondary students were used to measure PWT students' achievement. The Survey of Essential Skills (SES) is used to measure achievement of basic skills in reading, mathematics, and composition at the elementary level. The Comprehensive Tests of Basic Skills (CTBS-Form S) measures the reading and mathematics achievement of junior high school students. The SHARP, TOPICS, and WRITE:SR tests are used to assess minimum competency in basic skills of senior high school students.

Table III-18 shows the 1982-83 performance of grades 5 and 6 PWT students on the SES. The mean and standard deviations of the raw score distributions as well as the percent of items answered correctly are shown for reading, mathematics and composition, respectively. A comparison of these scores with those reported in 1981-82 shows improvement in reading, mathematics and composition for grade 5 students, and in reading and mathematics for grade 6 students. The performance of grade 6 PWT students in composition remained relatively unchanged since 1981-82.

Table III-19 compares the achievement of grades 5 and 6 PWT students on the SES with District averages. The mean percent of correct items is used as the comparison measure. Grades 5 and 6 PWT students fell below District averages in reading, mathematics and composition. A comparison of mean differences in 1981-82 and 1982-83 shows that grades 5 and 6 PWT students were slightly further below District averages in 1982-83 than in 1981-82, although their scores improved.

Table III-18
Achievement Test Results: Survey of Essential Skills (SES)
PWT Students

	Reading			Mathematics			Composition		
Grade Level	Mean Raw Score	SD	Percent Correct	Mean Raw Score	SD	Percent Correct	Mean Raw Score	SD	Percent Correct
Grade 5	31.90	4.98	72.00	39.24	5.91	69.54	32.69	5.32	73.82
Grade 6	37.06	2.10	76.82	31.32	3.13	64.64	25.46	1.56	70.18

Table III-19
Comparison of PWT SES Achievement With District Averages

	Reading		Mathematics		Composition	
Grade Level	Percent Correct PWT	District	Percent Correct PWT	District	Percent Correct PWT	District
Grade 5	72.00	78.0	69.54	72.0	73.82	79.0
Grade 6	76.82	83.0	64.64	70.0	70.18	76.6

Table III-20 shows achievement test results of grade 8 students on the CTBS. The mean raw scores, standard deviations, and national percentile rankings of all students in PWT receiving schools, PWT students, and all grade 8 students in the District who took the CTBS are compared. While the mean performance of PWT receiving schools was well above the District averages in reading and mathematics, the scores of PWT students fell considerably below the District averages on the CTBS. Further, a comparison of reading and mathematics mean scores reported in 1981-82 and 1982-83 indicates that District averages remained relatively unchanged in reading but improved in mathematics, while PWT students' means appear to have declined slightly in reading and improved in mathematics. PWT students' national percentile rank declined in both reading and mathematics. Thus, grade 8 PWT students have not made progress in the areas of reading and mathematics achievement as measured by their scores on the CTBS.

Table III-21 gives the performance of grade 12 PWT students on the SHARP, TOPICS, and WRITE:SR tests. The mean percent of students in the District who took the tests and passed is shown for PWT students and for all grade 12 students, for 1982 and 1983. The performance of PWT students improved in all three areas in 1983 over 1982. The percentage of PWT students passing the proficiency tests exceeded District averages in 1982 and 1983. Thus, grade 12 PWT students made continuous progress in the areas of reading mathematics, and writing achievement as measured.

Attitudes

The School Attitude Measure (SAM) was used to assess PWT students' attitudes toward school in five areas: motivation for schooling, academic self-concept performance-based, academic self-concept reference-based, students' sense of control over performance, and instructional mastery. As was noted in the interim report, the SAM results are extremely difficult to interpret when mean scores cluster around the 50th percentile, or median, since small differences in mean scores translate into large differences in national percentile scores. The reader is again cautioned against over interpretation of small differences in means. The results are reviewed in an overall fashion to identify trends.

Table III-20
Comprehensive Tests of Basic Skills (CTBS): Grade 8

	Reading			Mathematics		
	X	SD	NP*	X	SD	NP*
Receiving Schools (N=15)	58.49*	4.30	50	68.07*	5.81	54
PWT Students	44.28*	7.93	31	53.17*	9.55	41
District	51.7	-	42	61.7	-	50

* Difference statistically significant ($p<.05$)

Table III-21
Competency Test Performance (Percent Passing)

	TOPICS		SHARP		WRITESR	
Group	1982 Mean	1983 Mean	1982 Mean	1983 Mean	1982 Mean	1983 Mean
Grade 12 PWT	96.3	98.4	97.3	99.7	97.2	99.8
Grade 12 District-wide	93.2	95.6	94.5	96.9	94.6	97.0

Table III-22 contains the 1982-83 SAM scores for PWT students. These scores have been compared with 1982-83 results for all students in PWT receiving schools who took the SAM and with 1981-82 scores for PWT students. Mean scores, standard deviations, and corresponding national percentile rankings are provided in each of the five areas for grades 5, 6, 8 and 12.

In spite of the limitations of this measure, some progress may be noted for PWT students. In 1982-83 grades 5 and 6 PWT students were at or above the 50th percentile on the national norms in three of the measured areas. Whereas, in 1981-82, they fell slightly below this level in every area except in motivation for learning. Grade 6 PWT students' means improved in all five areas. Similarly, grade 12 PWT students scored at or above the median percentile rank on each of the five scales, showing improvement over 1981-82 in four of the five areas. By contrast, grade 8 PWT students fell slightly below the median in all measured areas except in motivation for schooling. Table III-23 summarizes the direction of changes in PWT means from 1981-82 to 1982-83.

Looking at Tables III-22 and III-24 one can compare PWT students' 1982-83 scores on the School Attitude Measure (SAM) with the 1982-83 scores of students in PWT receiving schools, including, PWT students. Grades 5 and 6 PWT students consistently fell below the school means, whereas the trend was reversed at the secondary level. At the elementary level the trend was similar to 1981-82. However, at the secondary level, the comparison is more favorable to PWT students in 1982-83.

In summary, PWT elementary students' attitudes toward school improved slightly over last year and continued to fall at or near the national median but below the receiving school means. Grade 12 PWT students showed consistent improvement over 1982-83, continued to score above the national norms and above the PWT receiving school means. Grade 8 PWT students, on the other hand, tended to fall slightly below the national norms, showed no improvement over 1981-82, but continued to fall slightly above PWT receiving school means. Thus, attitudes of grades 5, 6, and 12 PWT students showed signs of improving whereas attitudes of grade 8 students remained unchanged or slightly worse.

Table III-22
PWT Receiving Schools: School Attitude Measure (SAM) Performance
PWT Students

	Motivation for Schooling			Academic Self-Concept-Performance Based			Academic Self-Concept-Reference Based			Sense of Control Over Performance			Instructional Mastery		
Grade Level	Mean	SD	NP*	Mean	SD	NP	Mean	SD	NP	Mean	SD	NP	Mean	SD	N
Elementary (N=15)															
Grade 5	46.46	3.95	52	39.46***	3.71	43	40.31	4.63	55	42.92	3.38	50	43.08***	4.50	42
Grade 6	47.67	2.82	58	40.13	3.64	47	39.67	3.02	50	44.47	3.80	47	44.67**	2.64	52
Junior High (N=15)															
Grade 8	51.93**	1.87	52	45.67***	1.40	49	45.80	1.90	49	49.07	2.12	47	46.20	2.43	45
Senior High (N=11)															
Grade 12	60.55**	2.50	50	55.73	4.17	65	54.00	3.41	66	64.82	2.52	60	57.91	2.07	58

* National Percentile
** Difference Statistically Significant ($p < .01$)
*** Difference Statistically Significant ($p < .05$)

Table III-23
A Comparison of 1981-82 and 1982-83
SAM Results for PWT Students

Grade Level	Motivation for Schooling	Academic Self-Concept--Performance Based	Academic Self-Concept--Reference Based	Sense of Control Over Performance	Instructional Mastery
Grade 5	-	-	+	-	+
Grade 6	+	+	+	+	-
Grade 8	0	+	-	-	-
Grade 12	+	+	0	+	+

+ = 1982-83 higher
0 = Same in both years
- = 1981-82 higher

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Table III-24
PWT Receiving Schools: School Attitude Measure (SAM) Performance
Resident and PWT Students

	Motivation for Schooling			Academic Self-Concept-Performance Based			Academic Self-Concept-Reference Based			Sense of Control Over Performance			Instructional Mastery		
Grade Level	Mean	SD	NP*	Mean	SD	NP	Mean	SD	NP	Mean	SD	NP	Mean	SD	NP
Elementary (N=15)															
Grade 5	47.27	2.66	57	41.27	2.05	57	41.40	1.92	62	44.60	1.59	60	45.47	2.56	57
Grade 6	47.60	1.92	58	41.33	1.91	57	40.87	2.17	59	45.20	1.82	52	46.33	1.76	64
Junior High (N=15)															
Grade 8	49.87	0.99	40	44.47	0.92	43	45.67	1.05	48	48.73	1.16	46	45.53	1.13	42
Senior High (N=11)															
Grade 12	57.64	1.36	38	54.45	1.51	58	53.91	1.30	66	63.82	1.08	55	57.36	1.03	55

* National Percentile

Post-Secondary Opportunities

A significant finding of the 1981-82 interim evaluation of PWT was that grade 12 students appeared to be less well prepared for college than resident students based on self-reported information on college preparatory courses completed, grades, and test scores. In order to validate this finding, grade 12 students in PWT receiving schools were again asked to "self report" information about their academic preparation as well as their plans after high school. The following highlights are noted from Table III-25 which summarizes their responses. Where appropriate, responses are compared to 1981-82 (see Table III-20 on page 65 of the interim report, 1981-82, for that year's results).

Achievement

- The proportion of grade 12 PWT students who expected to graduate is about the same as the proportion of resident students. The proportions were higher for both groups in 1982-83 than in 1981-82.

- On the average, PWT students took fewer college preparatory courses than resident students in every subject area except history. Both PWT and resident students reported completing fewer academic courses, on the average, in 1982-83 than in 1981-82.

- The self-reported grade point average (2.50) of PWT students is significantly lower than the GPA reported by resident students (2.78). Both PWT (-.09) and resident students (-.11) reported lower GPA's, on the average, in 1982-83 than in 1981-82.

- A higher percentage of PWT students (51%)[1] reported taking the SAT than resident students (46%). The percentage of PWT students reportedly taking the SAT is considerably higher this year (+8%) than last year while the percentage of resident students is considerably lower (-10%).

- The mean scores of resident students were significantly higher than the mean scores of PWT students on both SAT-verbal (465 vs. 425) and SAT-mathematics (541 vs. 485). The mean scores of both groups were considerably lower than the averages reported in 1982-83.

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[1] These percentages are based on the number of respondents who actually completed the item rather than the total number of respondents.

Table III-25
PWT Receiving Schools: Grade 12 Student Academic Preparation and Post-Secondary Plans

	PWT Students		Resident Students	
	Frequency	%	Frequency	%
1. High School Diploma (June 1983)				
Yes	730	96.69	3,439	97.28
No	25	3.31	96	2.72
Not Sure	0	0.00	0	0.00
Number taking Scholastic Aptitude Test (SAT)	281	51.00	905	46.00
Eligible to attend UC*	83	10.31	892	23.99
Eligible to attend CSUC*	131	16.27	1234	33.18
1. College Preparatory Courses	**Mean**	**SD**	**Mean**	**SD**
Years of History	1.66	0.13	1.72	0.16
Years of English*	2.32	0.25	2.51	0.28
Years of Mathematics*	1.87	0.23	2.11	0.27
Years of Laboratory Science*	1.47	0.13	1.68	0.15
Years of Foreign Language*	1.69	0.17	1.97	0.15
1. Academic Achievement	**Mean**	**SD**	**Mean**	**SD**
High School GPA*	2.50	11.66	2.78	10.39
SAT Performance - Verbal*	424.90	59.23	465.49	54.33
- Mathematics*	484.60	54.80	541.19	18.77

Note: Estimates of UC and CSUC eligibility are based on students self-reported college preparatory subjects, GPA, and SAT scores, and are reported at school level.

*Differences are statistically significant $p < .01$

Table III-25 (continued)
Grade 12 Student Academic Preparation and
Post-Secondary Plans

	PWT		Resident Students	
	Frequency	%	Frequency	%
Plans After High School				
Full-time job	49	6.09	251	6.75
Attend a technical school	85	10.56	232	6.24
Attend a 2-year community college	225	27.95	928	24.95
Attend a UC campus	60	7.45	482	12.96
Attend a CSUC campus	120	14.90	610	16.40
Attend another 4-year public college	37	4.60	137	3.68
Attend a 4-year private college	47	5.84	224	6.02
Other	82	11.63	356	9.60

Eligibility for UC and CSUC

Post-secondary opportunities of students are largely determined by their academic achievement in high school. The four-year public colleges and universities in California each have published freshman admission requirements. Students' self-reported grade point averages, SAT scores, and college preparatory courses completed were used to estimate the proportion of PWT and resident students who were likely to be eligible to attend the University of California and the California State University and Colleges, respectively. These estimates were based on requirements currently in effect and do not reflect announced changes scheduled to be implemented in the future.

A student was assumed to be eligible for UC if the student completed the minimum number of required academic subjects (called the A-F requirements) and: a) had a grade point average (GPA) greater than or equal to 3.3 (on a 4-point scale) or b) had a GPA between 2.78 and 3.3 and the required minimal SAT score established by the UC eligibility index table.[1]

A student was counted eligible for CSUC if the student: a) had a GPA of at least 3.2, or b) had a GPA between 2.0 and 3.2 and the required minimal SAT score established by the CSUC eligibility index table.[2]

It is important to point out that these assumptions only aproximate UC and CSUC admissions requirements. The reader is further cautioned that the data are student self-reported and determination of eligibility is more complex than suggested by these assumptions. However, while the estimated proportions eligible may not be precise, they are useful for relative comparisons.

- The proportion of resident students (24%) estimated to be eligible to attend the University of California was more than double the proportion of PWT students (10.3%) eligible to attend UC. Similarly, the proportion of resident students estimated to be eligible to attend the California State University and Colleges (33.2%) was also double the PWT estimated eligibility rate. The proportional differences (2:1) were approximately the same in 1981-82.

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[1]University of California Admission Booklet, 1982-83

[2]California State University and College Admission Application, 1982-83

- The proportions of PWT and resident students estimated to be UC and in 1982-83 were less than the proportions estimated to be in 1981-82.

- In summary, in comparison to resident students, PWT students appear to be less well prepared for college as determined by self-reported information on courses taken, grades earned, and scores achieved on the Scholastic Aptitude Test (SAT). Further, the differences between the groups remained relatively unchanged over a two-year period, although the achievement of both groups appeared to decline in 1982-83. Finally, the proportions of PWT students who were UC and CSUC eligible, respectively, were approximately half the proportions of resident students. These findings confirm the results reported in 1981-82.

Post-Secondary Plans

The percentage of PWT students planning to continue their education after high school was about the same as the percentage of resident students with very little variation in plans noted from 1981-82 to 1982-83. Further, the plans of PWT and resident students appear to be consistent with their estimated eligibility rates. Approximately 33% of PWT students in 1982-83 plan to attend a four-year college or university as compared to approximately 27% who were estimated to be eligible to attend UC or CSUC.

The post-secondary plans of PWT and resident students in the highest achievement group (UC eligible) are summarized in Table III-26. Overall, the plans of UC eligible PWT and resident students are similar. Eighty percent of UC eligible PWT students plan to attend a four-year college or university as compared to 85% of resident students. In 1981-82 these proportions were approximately 82% and 87%, respectively.

Social Interaction

Students in PWT receiving schools were observed in a variety of non-classroom settings to determine the extent to which social interaction was occurring among predominantly Hispanic, Black, Asian, and Other non-Anglo (PHBAO) students and White students. Observations were conducted during recess/nutrition, lunch in the cafeteria and outside eating area, and on the playground after lunch. Each setting was characterized according to the

Table III-26
Post-Secondary Plans of
UC Eligible PWT and Resident Students
1981-82 and 1982-83

	PWT		Resident Student	
	1982-83	1982-83	1982-83	1982-83
Job	1.54	2.63	1.24	1.23
Technical School	2.31	2.63	0.69	1.60
Community College	10.00	7.89	6.04	6.27
UC	43.85	40.79	44.51	44.40
CSUC	16.15	22.37	22.12	22.76
Other four-year public college	6.92	0.00	3.02	3.94
Four-year private college	15.38	17.11	16.90	14.51
Other	3.85	6.58	5.49	5.29

ethnic make-up of the group, the extent of interaction of White and PHBAO group interaction, the friendliness of the interaction and the extent to which the social interaction is influenced by the setting. Table III-27 summarizes the findings of these observations for elementary, junior high, and senior high levels. The mean proportion of White and PHBAO students observed in settings at the elementary and junior high levels were roughly even, whereas at the senior high school level, the mean percentage of White students observed in each setting was roughly double the proportion of PHBAO students.

The extent of White and PHBAO intergroup interaction observed varied considerably by school level. The highest interaction was observed in elementary schools and the least in the senior high schools for both White and PHBAO students. Interactions at the elementary and junior high school levels were observed to be somewhat friendly and warm in all settings, whereas they tended to be mixed to somewhat friendly at the senior high school level.

In summary, elementary and junior high school students were observed to engage in integrated social interactions in a variety of settings and these interactions tended to be warm and friendly. The findings were similar in 1980-81 and 1981-82 at the elementary level. The 1982-83 findings suggest increased interaction at the junior high level. At the senior high school level, the observed low level of White and PHBAO interaction indicates significant social resegregation at this level. The trend of social segregation at the senior high school level appears to be persisting.

Major Findings

This section contains a summary of the major findings of this study. The findings are summarized under the categories contained in this chapter: program mechanisms, school policies and practices, and outcomes.

Program Mechanisms

1. The "Choices" brochure was used to inform parents and students in the District about options available under the Voluntary Integration programs. This brochure contained information about the various Magnet School programs as well as the PWT program.

Table III-27
Permits With Transportation Receiving Schools:
Observations of Social Interaction

Grade Level Setting	Percent Whites in Setting		Percent PHBAO in Setting		Extent of White Intergroup Interaction		Extent of PHBAO Intergroup Interaction		Friendliness of Interaction		Influence of Situation on Social Interaction	
	Mean	SD	Mean	SD	Mean*	SD	Mean*	SD	Mean**	SD	Mean***	SD
Elementary Level												
Recess/Nutrition	48.21	17.24	51.79	17.24	3.60	1.38	3.57	1.24	4.43	0.79	4.21	0.57
Lunch/Cafeteria	53.33	15.28	46.67	15.28	4.33	0.58	4.33	0.58	5.00	0.00	3.83	0.76
Lunch/Outside Eating Area	49.64	19.60	50.36	19.60	3.50	1.44	3.43	1.51	4.36	0.75	3.86	0.63
Playground After Lunch	48.93	16.95	51.07	16.95	3.50	1.29	3.36	1.31	4.57	0.53	3.93	0.61
Junior High Level												
Recess/Nutrition	46.88	8.75	53.75	7.34	3.19	1.49	3.25	1.31	4.19	0.46	3.88	0.88
Lunchroom/Cafeteria	50.00	----	50.00	----	4.00	----	4.00	----	4.00	----	3.00	----
Lunch/Outside Eating Area	46.44	8.73	53.56	8.73	3.19	1.62	3.25	1.41	4.25	0.46	3.94	1.02
Playground After Lunch	45.93	9.52	54.07	9.52	3.00	1.58	3.00	1.44	4.36	0.48	3.86	1.07
Between Periods	49.13	7.87	51.50	6.51	3.06	1.64	3.19	1.49	4.19	0.46	3.63	1.03
Senior High Level												
Recess/Nutrition	67.50	20.62	32.50	20.62	2.00	0.84	2.08	0.74	3.50	0.32	3.00	0.00
Lunchroom/Cafeteria	56.25	25.62	43.75	25.62	1.88	0.63	1.88	0.63	3.50	0.41	3.00	0.00
Lunch/Outside Eating Area	70.71	20.24	29.29	20.24	1.93	0.61	2.00	0.58	3.36	0.48	3.00	0.00
Playground After Lunch	59.17	23.96	39.17	23.54	1.67	0.61	1.33	0.52	3.17	0.41	3.00	0.00
Between Periods	70.93	20.25	28.36	20.61	1.79	0.86	1.71	0.70	3.50	0.41	3.14	0.38

* Note: 1 = none or almost none, 2 = few, 3 = some, 4 = many, and 5 = all or almost all
** Note: 1 = hostile, 2 = distant/cool, 3 = mixed, 4 = somewhat friendly/warm, and 5 = very friendly/warm
*** Note: 1 = greatly hinder, 2 = somewhat hinder, 3 = no influence, 4 = somewhat encourage, 5 = greatly encourage

2. While the "Choices" brochure represented a significant improvement in providing information to students and parents, the reading level was too high and the organization of material was somewhat complex for the intended audience.

3. PWT enrollment increased by nearly 50% from 13,812 students in 1981-82 to 20,686 in 1982-83. Three-quarters of the increase occurred in 1981-82 and was attributed to the existence of fewer PWT receiving schools under the mandatory busing program in 1980-81. Between 1981-82 and 1982-83 the program increased by slightly less than 10%.

4. As overall program growth continued at the elementary and junior high school levels and leveled off at the senior high school level, Hispanic and Asian students represented a larger proportion of the total program enrollment while the percentage of Black students continued to decline.

- While every ethnic group increased in enrollment, the largest two-year gains were registered by Hispanic (169%), Native American (127%), and Asian (86%) students, respectively.
- Black students still retained the largest enrollment in the program (77% to 64%), with virtually no increase between 1981-82 and 1982-83.
- The proportion of Hispanic students in the program increased from only 14% of total enrollment in 1980-81 to 26% in 1982-83. While most of this increase occurred between 1980-81 and 1981-1982, enrollment grew by one-third in 1982-83 as well, representing nearly three-fourths of the total second year change in PWT enrollment.
- Hispanic (72%) and Asian (27%) students accounted for virtually all the program enrollment increase in 1982-83.

5. The PWT program results in over 20,000 predominantly Hispanic, Black, Asian, and Other non-White (PHBAO) students attending desegregated elementary, junior high, and senior high schools in LAUSD.

School Policies and Practices

6. School policies and practices related to student social interactions vary by school level. That is, elementary schools exert more control over student social inieractions than do junior high schools. At the high school level these interactions are determined by the individual student.

7. Most school administrators acknowledged the need to be proactive regarding the social interaction of students from different racial/ethnic groups. They actively recruited PWT and resident students to participate in organized school activities and felt their actions could have some influence on student interactions.

8. The academic needs of PWT students were a high priority for elementary and secondary school administrators while social adjustment needs were more of a concern of secondary school administrators.

9. Elementary and secondary school administrators conducted inservice training for school personnel on the needs of PWT students and parents; yet relatively few teachers (between 13% and 27%) reported participating in in-service training covering these topics.

10. Efforts are being made by some elementary and secondary teachers to address the academic and social needs of PWT students in the classroom, although the overall magnitude appears to diminish as students get older. Elementary teachers who have students for the entire day were more likely to address these concerns.

11. Elementary and secondary school administrators have not found a successful strategy for increasing PWT parental involvement in school related activities. Senior high school counselors, in particular, perceived PWT parent participation in counseling related activities as significantly lower than parents of resident students.

12. In response to a recommendation contained in the 1981-82 interim evaluation report, over 85% of secondary schools and 44% of elementary schools provided an orientation program for PWT students and parents covering a variety of topics including: introduction to school personnel; tour of school facilities; academic counseling and advising service (secondary only); extracurricular activities for parents; transportation arrangements; and program expectations of students and parents.

Outcomes

13. Elementary teachers and administrators perceived PWT students as having the same success socially and slightly less success academically than resident students. At the junior high level, PWT students were perceived to be less successful both academically and socially than resident students;

while senior high school administrators and teachers rated PWT students as less successful academically but equally successful socially in comparison with resident students.

14. Grades 5 and 6 PWT students' performance improved on the Survey of Essential Skills (SES) although their scores fell below District averages in reading, mathematics, and composition in 1981-82 and 1982-83.

15. In comparison to resident students scores in PWT receiving schools, District averages, and national norms, grade 8 PWT students have not made comparable progress in the areas of reading and mathematics achievement as measured by their scores on the Comprehensive Tests of Basic Skills (CTBS).

16. The peformance of grade 12 PWT students on the District' proficiency tests (TOPICS, SHARP, and WRITE:SR) improved in 1983 over 1982. The percentage of PWT students passing all three proficiency tests exceeded District's averages the last two years (1982 and 1983).

17. The attitudes toward school of PWT elementary students improved slightly and continued to be at about the national median. On the other hand, grade 8 PWT students tended to fall slightly below the national norms on the School Attitude Measure (SAM). However, their scores were consistently higher than the PWT receiving school mean scores. Grade 12 PWT students showed consistent improvement in their attitude scores over 1981-82. They continued to score above the national median and above the PWT receiving school means.

18. In comparison to resident students, PWT students were less prepared for college. On the average they completed fewer college preparatory courses and had significantly lower grades and SAT verbal and math scores. As a result, the proportion of resident students estimated to be eligible to attend the University of California (UC) and the California State Universities and Colleges (CSUC) was double the proportion of PWT students estimated to be eligible to attend these institutions.

19. The post-secondary plans of PWT and resident students were consistent with their academic achievement, and there were no significant differences in the plans of PWT and resident students with similar academic preparation.

Recommendations

1. A single brochure similar to "Choices" should continue to be used to inform parents and students about options available under the Voluntary Integration programs in the District. However, the reading level of these materials should be lowered to at least the seventh or eighth grade level and the organization and presentation of material should be simplified. In addition, a better balance should be achieved between the space allotted to PWT and the Magnet programs. Finally, separate applications should be included (perhaps back-to-back) for PWT and Magnet programs.

2. District staff should insure that inservice training is provided for all PWT receiving school personnel. Topics should include:

- Changing size and character of the PWT program: implications for instructional programs, academic support services, and training needs of school personnel.
- Goals and expectations for school personnel in meeting the needs of all students, including PWT students.
- Importance of parent involvement in a successful program and strategies for attaining parent participation.
- Effective strategies for meeting the individual academic and social needs of students from diverse backgrounds and for promoting intergroup understanding and acceptance.
- Significant findings and recommendations of the PWT evaluation.

3. Special efforts should be made to involve PWT receiving school teachers in the planning and implementation of the inservice program.

4. A special study of the factors influencing the lack of involvement of parents of PWT students in school activities should be undertaken.

5. An orientation for all new students and their parents should be conducted at every PWT receiving school and every effort made to maximize the attendance of PWT students and their parents. Topics should include:

- Introduction to school personnel
- Academic program opportunities and qualifications to participate
- Special academic support services (counseling, advising, tutoring, etc.)
- Need and opportunities for parent involvement
- Academic and social expectations of students

- Extracurricular activities
- Transportation arrangements

6. Information presented in the orientation session should be provided in writing to every student and parent, but especially to those who were unable to attend the orientation.

7. A special study should be conducted of the factors affecting the academic achievement of PWT students. The study should include an assessment of course selection patterns, articulation between sending and receiving schools, curriculum, PWT students' "quality of effort" toward school work, academic expectations of PWT students and parents, and characteristics of "successful" PWT students.

YEAR-ROUND SCHOOLS PROGRAM
SECTION F

Year-Round Schools Program

Evaluation Report

Submitted to

Los Angeles Unified School District

July 1, 1983

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PROLOGUE

This report has been prepared as part of a two-year effort to evaluate the Voluntary Integration and Year-Round Schools (YRS) programs for the Los Angeles Unified School District (LAUSD). The report is intended to meet the requirement imposed by the Court Order of September, 1981. Specifically, the Superior Court ordered the Los Angeles Unified School District to provide by July 15, 1983 "...a full report of the measures taken and achieved under its voluntary integration plan." In response to this mandate, our studies have focused on both elements. With respect to "measures taken" we have considered the implementation of programs as well as the actions taken by the LAUSD in response to earlier findings of the Evaluation Planning Team (EPT). We base our judgments on the "results achieved" on the District's progress in ameliorating the harms of racial isolation as referenced in the original Crawford report. Our judgments of the District's efforts on both implementing measures and achieving results are based on multiple data sources. Quantitative and interpretive data from earlier reports and from the current year's studies are of course, important inputs. In addition, these data are complemented by our own interviews, discussions, and professional judgments based on three years of examining the Voluntary Integration and Year-Round Schools programs.

The Evaluation Planning Team members were originally invited to participate in the LAUSD evaluation efforts under the mandatory desegregation plan. The relationship of the Team to the District has been complex. The identification of issues has been shared by the Team and LAUSD. The development and design of specific evaluation questions, methodology, and instruments have been prerogatives of the Evaluation Planning Team, in consultation with District personnel. Data collection has been conducted using LAUSD personnel and personnel of neighboring universities, as well as the Team members. The analyses, interpretations, and recommendations for this report, as our earlier reports, represent the work of the Team members. Throughout, we have worked within the constraints of resources, time, personnel, and information bases.

Context

In our work, we have become especially aware of the importance of context in the analysis and interpretation of findings, particularly so because our process has extended over a number of years, and we have found that assumptions, points-of-view, and facts change over time.

Let us consider the context in three parts: 1) the nature of the greater Los Angeles Area served by the LAUSD, 2) the changes in LAUSD, and 3) the effect of State and Federal policy changes on the operations of LAUSD.

The Greater Los Angeles Area. The area serviced by LAUSD is a clear factor in any District study. Its boundaries include 464 square miles, within which could be placed the combined areas of all of Boston, Cleveland, Denver, Manhattan, Milwaukee, Philadelphia, Providence, and Washington, D.C. The District serves all of the city of Los Angeles, seven other incorporated cities, and portions of 18 other municipalities. The city of Los Angeles is more than 50 miles across at its widest point, split by the Santa Monica Mountains. The San Fernando Valley alone, with an area of 235 square miles and a population of 1.5 million, is second only in size to Los Angeles in California and seventh in population in the country.

Demographically, the Los Angeles area is enormously diverse. Seventy language groups (requiring bilingual attention) are represented in the District. The majority of students in the District come from Spanish speaking environments, many from families of Mexican descent. There are, as well, substantial numbers from other Latin American countries and a small but growing population from Asia. The demographic changes in the area have been dramatic in the last decade and have strongly influenced the District's educational efforts.

The size of the Los Angeles region, in part, has created sets of intact communities, many with the appearance of insularity. Rather than a single city with a ring of suburban areas, Los Angeles is more like a confederation of communities. Newer immigrants tend to settle in older parts of the city near families of similar backgrounds, although the San Fernando Valley has substantial new immigration as well. Residential housing patterns have developed based on the initial location of immigrants and on the dominance of Anglo population in the San Fernando Valley. Although one would expect residential distinctions to reduce over time, the high property values in the

area with other factors have mitigated against substantial population shifts and natural integration of racial and ethnic groups. These population patterns result in school areas in some parts of the District that are overcrowded while others are underpopulated.

Context of LAUSD. Because the scope of effort and public concern is normally broad, we will consider only a few contextual factors (listed below) which have impact on the processes of the Voluntary Integration and Year-Round Schools programs and the District.

- The leadership in LAUSD has changed during this period, permitting the new Superintendent to define his own program goals, activities, and relationships with the LAUSD Board of Education, staff, and with other constituencies.

- The schools have experienced some of the same financial constraints felt by other public sectors since the tax reform efforts, culminating with Proposition 13. Thus, the District has been required to notify substantial numbers of teachers that they might not be rehired because of fiscal limitations.

- Paradoxically, almost throughout, a teacher shortage has existed in mathematics and science.

- The racial distribution of the District in 1982-83 included about equal proportions of Black and Anglo students (22% each), about 8% Asian, and approximately 49% Hispanic students. More than 544,000 students (1982-83 figures) are taught by teachers in 826 schools.

State and Federal Context. Education has been topical throughout the last few years with attention given to funding bases, student academic performance, educational equity and educational quality as central issues. Policy changes in available funds for categorical programs reduced the amount of federal support to LAUSD in 1982-83. The Serrono suit deliberations have resulted in the use of

"per pupil costs" as a proxy measure of educational quality. The decision has also increased the State's interests in influencing local school districts. California's 1982 election sharpened the issues related to the role of State leadership in education, and focused attention on performance and academic preparation.

Nationally, the question of educational quality has also been raised by the Federal Commission on Educational Excellence and by other national reports assessing the quality of schooling. The concern for educational quality has been directed mainly at student performance shown, for instance, by tightening requirements for admission to California universities and by systems of statewide assessment and proficiency testing. In California, as in some other states, the educational quality issue has been extended to teachers through the administration of skill tests for teachers in areas termed "basic" literacy. Further reports in national media have raised questions about the quality of people entering the teaching profession. There has been less rhetoric and attention, both state-wide and nationally to the issue of educational equity or the specific concern about the education of minority students. The joint concerns of student and teacher performance have led to some positive movement in increasing: 1) the expectations for students, 2) the meaning of grades, and 3) the basic skill requirements at the local level. It is against the general context of these social facts and orientations that this report is presented.

Chapter I
Introduction

This report presents the results of our 1983 evaluation study of Year-Round Schools (YRS) in Los Angeles Unified School District (LAUSD). This report is part of a combined effort to assess Voluntary Integration programs and YRS and is designed to inform the District's policy-makers on the progress the District has made in relieving the harms of racial isolation.

Organization of the Report

This report is presented in five sections: A Prologue (providing general context), an Evaluation Summary (reporting the major findings), and a Technical Report consisting of three sections (Introduction, Methodology, and Findings and Recommendations). The remainder of Chapter I includes a brief overview of the 1981-82 Year-Round Schools program in the LAUSD.

Chapter II describes the study methodology, including a review of the major research questions, sampling strategy, instrument specifications, and data collection procedures.

Chapter III presents the major findings, conclusions, and recommendations organized by research questions for the YRS program. Data collection instruments, and related program information are included in the Appendix to this report.

YRS Context

The Year-Round Schools program is a LAUSD effort to relieve overcrowding at local schools where the number of children eligible for attendance exceeds the capacity of the available buildings. Among the strategies for dealing with overcrowded schools are the use of temporary buildings, the building of additional schools, moving the children by bus to neighborhood schools that have room for more students (called satelite zoning), renovating other space for school use, and providing double-session days for children in the overcrowded setting. The Year-Round Schools program represents an approach that has a number of attractions. It provides for economical use

of existing space throughout the entire year. It keeps children close to their neighborhoods and their friends. It does not require transportation or extensive construction expense. Going to Year-Round Schools does mean attending school during summer (for some students), a change in the idea of when "regular" school is in session, and may inconvenience parents with children attending schools on different schedules.

Year-round schooling works relatively simply. The number of children a school can accommodate is increased by scheduling the students in two, three, or four groups, depending upon the particular schedule. Each group of students goes to school in overlapping patterns of school days and vacations. The school can be used to full capacity all year by staggering the weeks that different groups are in school or on "vacation."

Over the last two years, a number of issues have developed around the choice of year-round schooling as a remedy for overcrowding. One issue involves the relationship of Year-Round Schools and minority populations. An examination of the demographic changes of student populations is presented in Figure I-1. The graph shows that the growth in school population has occurred in the Hispanic and Asian communities, with the trend projecting continued increases, while changes in the population of other racial and ethnic groups seem to have stabilized.

An equally important concern is the quality of schooling that students receive. Overcrowding is a problem that is to be solved while maintaining an appropriate quality of schooling for students.

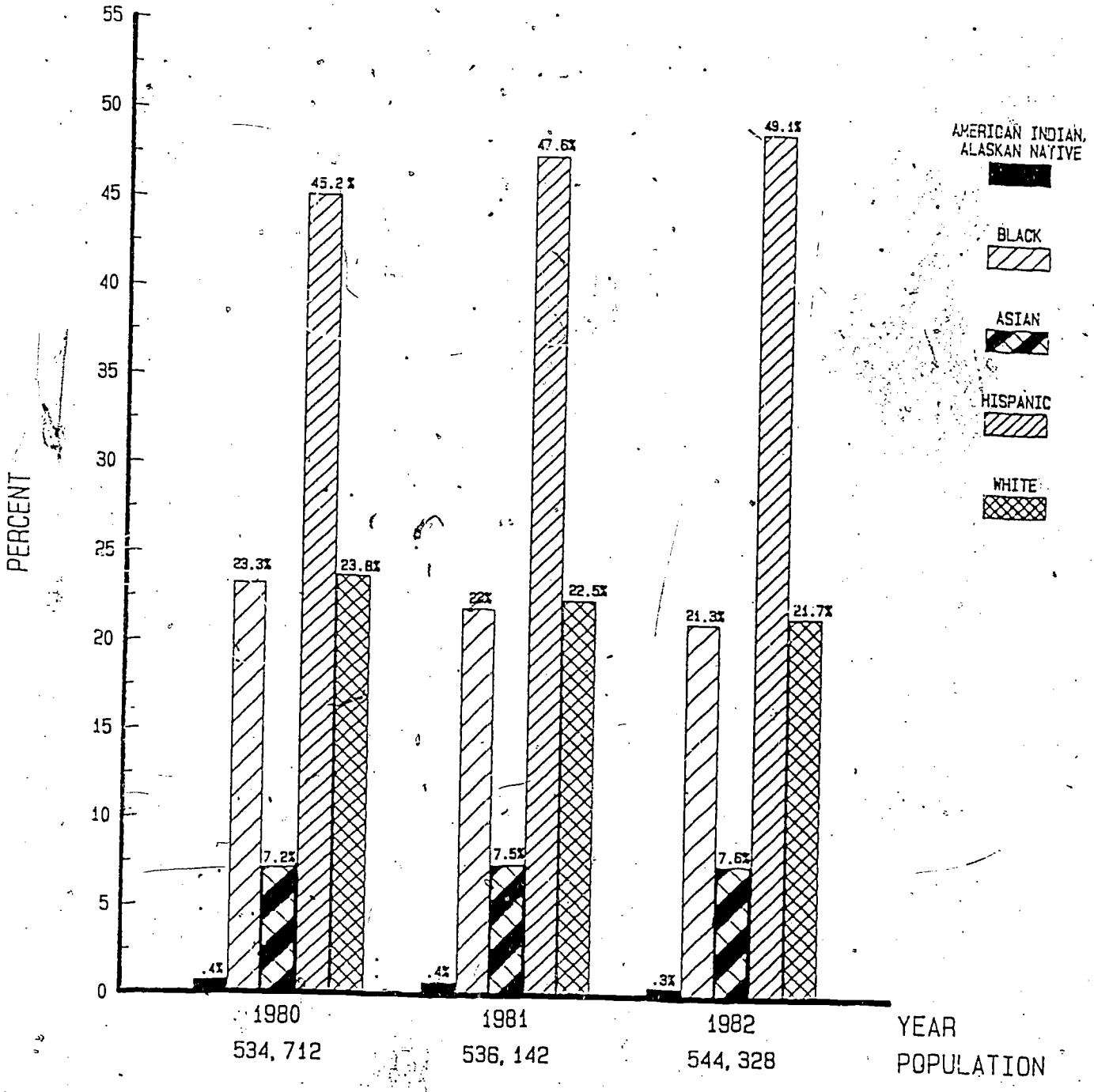
A third general issue relates to the extent to which the community understands and is involved in the decisions relating to the schedule of its schools.

A last general issue is the extent to which the Year-Round Schools program receives adequate attention and support from LAUSD. This specific set of issues serves as a background for this report.

Program Description

Size. In 1980, LAUSD had 47 schools operating on a year-round calendar, and these schools enrolled over 65,000 or about 12% of the total LAUSD enrollment that year. In 1982-83, 95 schools were on year-round schedules with an enrollment of 121,000, so that about 10% of the schools are serving about 24% of the students.

Figure I-1*



*Racial and Ethnic Survey, Fall 1982, Research and Evaluation Branch, Los Angeles Unified School District, Publication 420.

Schedule. In 1980, schools operated on one of two YRS calendars: 90/30 or 45/15. On the 90/30 calendar, students attend school for 90 days (18 weeks) followed by 30 days (six weeks) of vacation. In the 45/15 pattern, students attend school for 45 days (nine weeks) and have vacation for 15 days (three weeks). In 1981-82, four high schools were involved in the expansion of the YRS program. These schools used a Concept-Six schedule, where students attended staggered sessions of 163 days of 390 minutes each. A 60/20 pattern (12 weeks in school and four weeks of vacation) has also emerged in 1982-83. In our earlier work we attempted to assess the benefits of various schedules, however such studies became less important because our findings revealed no differences associated with schedule.

Goals. The YRS program is directed at a policy level to relieve overcrowded conditions. Another goal, implicit to all school efforts, is to provide high quality education for students. Of course, the problem of defining high quality education is elusive. Educational quality is comprised of both the quality of experience students have as well as the results that are attained. To that end, we have included in our studies information about a wide number of matters related to schooling. Specifically, we wish to assess the following areas in order to judge the progress of LAUSD in meeting its goals:

- pupil attitudes toward school
- student achievement
- discipline problems
- pupil attendance
- teacher absenteeism
- staff morale
- site vandalism
- use of facilities
- parental attitudes toward school
- curricular offerings
- instructional process

The last three points were of special interest to our Team this year. Parental attitudes toward school were assessed during the last school year by survey. Because of a low response rate and concern for the validity of the results, this year we have undertaken an intensive study of parent attitudes, presented in a later section. We also wished to study, on a close basis, the instructional processes in YRS. This year, an intensive study of instruction was also conducted.

Chapter II
Methodology

Evaluation Approach

The plan for the evaluation of the Year-Round Schools (YRS) program for 1982-83, derives from policy issues of interest to LAUSD related to operation and effects of YRS. Thus, as with the Voluntary Integration programs, our efforts will emphasize evaluating the processes or actions undertaken by LAUSD and what has been accomplished, or the outcomes of the YRS effort. In some ways, YRS presents a unique evaluation problem. On the one hand, the YRS program may be characterized as an administrative response to an administrative problem: finding places for children in school settings conducive to learning. The YRS response represents an attempt, within legal and financial constraints, to use buildings more economically by raising the total capacity of the school through changes in the schedule to accommodate a greater number of students. YRS could conceivably employ the same instructional program as schools on more traditional calendars. Therefore, the YRS option may appear to be a management tool rather than an educational program. Yet, it is undeniable that the year-round or any other schedule exists primarily as a mechanism to contribute to the learning of students. While as a matter of emphasis, YRS should be judged according to how its processes work in relieving the harms of overcrowding; the impact of the experience on students, school personnel, and the community must also be addressed. These outcomes are important so the LAUSD can adapt, as necessary, its policies and practices.

For this evaluation, the Evaluation Planning Team was assisted by discussions held with region superintendents, parents, school personnel, and LAUSD staff in Fall, 1982.[1] The Team adapted questions for inquiry based upon preliminary findings of the 1980-81 and 1981-82 studies. Information from these various sources was reviewed and resulted in some modification

[1] Interviews were conducted as part of a study of the Concept-Six schedule.

of our original study design. We sought to describe the operation of YRS, the actions undertaken by LAUSD to meet school needs, and the progress of the effort as a whole.

In designing the evaluation of the Year-Round Schools (YRS) program we were guided by the stated purpose of the program. A statement of program purpose was derived from an examination of program literature and discussions with District program staff. This statement of purpose provided the foundation from which a set of evaluation questions was developed.

The statement of purpose and the evaluation questions developed for the YRS program are shown in Figure II-1. As can be seen from this figure, the program is intended to relieve overcrowding without educational disadvantage to the YRS students or adverse reaction from their parents. The evaluation questions elaborate the important aspects of the program purpose.

The evaluation questions for the program provided the conceptual framework for the design of the evaluation study. They guided the development of procedures used in all phases of the evaluation: sampling, instrumentation, data collection, and data analysis. These procedures are described in subsequent sections of this chapter and follow closely the procedures used in our 1981-82 study.

In addition, two separate intensive studies were conducted on items of high priority: because of concerns with the reliability of the findings and the adequacy of the data collected in a survey of YRS parents, this year's study devoted attention to understanding more fully parental concerns in a special sub-study. A second sub-study was also conducted to study instructional and school effects at YRS.

The first part of this chapter provides details on the overall study, and in a later portion, the specific sub-study procedures are presented.

Sampling

The original sampling plan developed for the study during 1981-82 involved 40 schools selected to represent a range of grade configurations and different schedules operating in the Year-Round Schools program. Five different grade configurations were involved: K-5, K-6, 6-8, 7-9, and 9-12. In our 1980-81

Figure II-i
Evaluation Approach: Year-Round Schools

Program Purpose

To relieve overcrowding without educational disadvantage to the Year-Round School students or adverse reactions by their parents.

Evaluation Questions

Overcrowding

1. How successful have participating schools been in relieving overcrowding?

Program Process

2. What are the opinions of teachers and administrators about the advantages and disadvantages of Year-Round Schools?

3. What are the instructional practices used in Year-Round Schools?

4. What are the attitudes of parents of participating students toward Year-Round Schools?

Program Outcomes

5. What progress appears to have been made in reducing the harms set forth in the Crawford decision?

   a. What are the achievement levels of YRS students?

   b. What are the attitudes and behaviors of YRS students?

   c. What are the post-secondary opportunities for YRS students?

study we also compared the effects of different schedules, e.g., 45/15, 90/30, but no differences were found in our data analysis. Consequently, in 1981-82, we chose to compare schools that had prior YRS participation with schools new to the program in 1981-82. The logic of using that sampling plan was that it could provide data on administrative changes made by LAUSD based upon feedback from 1980-81 data. It was our plan to maintain the same sample during this year's study. However, a schedule change occurred involving three elementary schools and five junior high schools. Last year's study highlighted the problem caused when schools in the same neighborhood differed in schedule. Not only were families inconvenienced by multiple patterns of attendance and vacation, but schools had difficulty in communication among themselves. For this reason, a number of schools were placed on the Concept-Six schedule (a schedule used exclusively by senior high schools in 1981-1982 school year) so that all schools within a region would be on the same schedule. Concept-Six operates to permit 50% more children than capacity (by alternately) including two of three groups in session at a time). Thus, moving to Concept-Six administratively allows the most capacity for a given site in the light of available options. Figure II-2 presents a picture of the distribution of the 1981-82 sample schools by grade configuration and schedule at the start of the 1982-83 study.

The sampling plan for the 1982-83 study called for the maintenance of the 1981-82 sample; a detailed description of the selection of the original 1981-82 sample is presented in the next section.

Figure II-2
Year-Round Schools Sampling Plan

School Config. 1982-83	YRS Prior to 1981				New to YRS in 1981-82			
	Schedule 1982-83				Schedule 1982-83			
	45/15	90/30	Modified Concept-Six	Concept-Six	45/15	90/30	Modified Concept-Six	Concept-Six
K-5	6	-	1	2	-	-	-	-
K-6	5	-	-	-	12	-	-	-
6-8	-	1	-	4	-	-	-	-
7-9	-	1	-	-	-	3	-	1
9-12	-	-	-	-	-	-	-	4

Selection of Year-Round Schools for the 1981-82 Study. During the 1981-82 school year, 90 schools operated on a year-round basis; of these, 87 were considered for inclusion in this study.[1] The schools considered differed with respect to grade level configuration, type of schedule, and recency as a YRS. Five grade level configurations existed during 1981-82: K-5, K-6, 6-8, 7-9, and 9-12.[2] Three schedules existed: 45/15 (45 days in school, 15 days out of school), 90/30 (90 days in school, 30 days out of school), and Concept-Six (163 days, 390 minutes in length contrasted to 176 days, 360 minutes in length with the traditional calendar). Concept-Six involves three tracks and the 45/15 and 90/30 schedules involve four tracks at each school. Forty of the 90 schools were new to the YRS program in 1981-82. Thus, a contrast between the two groups was planned with respect to length of YRS participation prior to 1981-82 and new to YRS in 1981-82.

The three dimensions above combined to categorize the 87 schools as shown in Table II-1. In addition to the three dimensions shown in this table, a fourth dimension, grade level configuration during 1980-81 was also necessary to specify completely all of the relevant variations because eight schools had changed grade level configurations since the previous year. Specifically, six schools that were configured as K-6 in 1980-81 operated with grades K-5 in 1981-82, and two schools that had grades 7-9 in 1980-81 operated with grades 6-8 in 1981-82. Thus, the complete sampling matrix was composed of four factors: grade level configuration during 1981-82, grade level configuration during 1980-81, length of YRS participation, and type of schedule.

The final sampling strategy was shaped by two additional considerations. First, our analyses in 1980-81 indicated that the type of schedule did not result in important differences in students' performance. Therefore,

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[1] The three Continuation schools on a YRS schedule were not considered for study because of their unique educational purpose.

[2] Modified Concept-Six schedules and one experimental 60/20 schedule were not used as schedule types for stratification.

we decided to relax this dimension for sampling purposes by selecting schools with the predominant schedule, when grade level configuration held constant. Second, the year-round elementary schools included in the PHBAO testing sample were eliminated from inclusion in our sample.[1] A total of 16 schools fell into this category. These considerations led to a sampling strategy which eliminated two cells from the matrix. These cells are indicated in Table II-1.

The total sample of 40 schools was thus allocated to the remaining sampling cells. The allocation was designed to achieve uniform sample representation within the constraints of the population distribution. The sample size for each cell is indicated in Table II-1. Selection of schools within a cell was accomplished through a random sampling procedure within each defined category.

Selection of Year-Round Schools for the 1982-83 Study. As mentioned previously, it was decided to include the same schools used in the 1981-82 study in the 1982-83 study. This decision assured continuity and comparability of data over the two-year period. The resultant sample of schools was distributed across geographical areas and included all current grade level configurations and schedules. (Table II-2 presents a complete breakdown of the sample schools in terms of the sampling dimensions.) However, as was noted above, eight schools were operating on a new schedule during the 1982-83 year. This change was not viewed as critical to the planned analyses because the type of schedule was found not to influence the outcome areas addressed by this study.

Selection of Respondents Within Sample Year-Round Schools. We identified five types of respondents that were needed to provide the information implied by the evaluation questions: principals, YRS coordinators, teachers, students, and parents.

The principal and the YRS coordinator at each sample school were included as respondents. However, a sampling of teachers, students, and parents was

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[1] An evaluation of the PHBAO (predominantly Hispanic, Black, Asian, and Other non-Anglo) programs was being conducted concurrently.

Table II-1
1981-82 Year-Round Schools Sampling Plan

School Configuration 1981-82	Total Number of Schools	YRS Prior to 1981 (N = 46) Schedule 1981-82				New to YRS in 1981-82 (N = 41) Schedule 1981-82					
		45/15 Schools		90/30 Schools		45/15 Schools		90/30 Schools		Concept 6	
		Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample
K-5	(N = 21)	(17)	9	(3)*	0	(1)*	0				
K-6	(N = 52)	(20)	5			(29)	12	(3)	0		
6-8	(N = 5)			(5)	5						
7-9	(N = 5)			(1)	1			(4)	4		
9-12	(N = 4)									(4)	4
Total		37	14	9	6	30	12	7	4	4	4

*Year-Round elementary schools included in PHBAO testing sample, therefore not included in this sample.

Table II-2
1982-83 Year-Round Schools Sampling Plan

School Config. 1981-82	Total Number of Schools	YRS Prior to 1981 (N = 46) Schedule 1982-83				New to YRS in 1981-82 (N = 41) Schedule 1982-83							
		45/15 Schools		90/30 Schools		45/15 Schools		90/30 Schools		Concept 6		Modified Concept 6	
		Number of Schools	Number In Sample	Number of Schools	Number In Sample	Number of Schools	Number In Sample	Number of Schools	Number In Sample	Number of Schools	Number In Sample	Number of Schools	Number In Sample
K-5	(N = 21)	(14)	6	(3)*	0	(1)*	0			(2)	2	(1)	1
K-6	(N = 52)	(20)	5			(29)	12	(3)	0				
6-8	(N = 5)			(5)	1						4		
7-9	(N = 5)			(1)	1			(3)	3	(1)	1		
9-12	(N = 4)									(4)	4		
Total		34	11	9	2	30	12	6	3	7	11	1	1

*Year-Round elementary schools included in PHBAO testing sample, therefore not included in this sample.

required because of time and resource constraints. All students and teachers within four target grades (5, 6, 8, and 12) were selected because they provided variation over grade levels and representation of the ending grade of the most prevalent grade level configurations. A separate section describes the parent selection procedure.

Instrumentation

The first step in the instrument development process involved the creation of instrumentation specifications. These specifications identified the variable(s), data source, and measurement method(s) for each evaluation question. In constructing these specifications we attempted to be complete while minimizing the time and burden placed on District staff and, especially, school respondents. These specifications are provided in Figure II-3.

The instrumentation specifications provided the blueprint for all instruments developed. They required the use of three existing instruments and the construction of four new instruments as listed below:

Existing Instruments	New Instruments
1. School Attitude Measure	1. YRS Parent Survey
2. Survey of Essential Skills	2. Student Post-Secondary Expectation Questionnaire
3. Comprehensive Tests of Basic Skills	3. YRS Roster
	4. YRS Opinion Survey

Existing Instruments. The School Attitude Measure (SAM), published by Scott Foresman and Co., includes five subscales of 15 to 20 items each related to the following areas: motivation for schooling, academic self-concept--performance-based, academic self-concept--reference-based, students' sense of control over performance, and students' instructional mastery. Students respond on a four point scale, "never agree" to "always agree." The motivation for schooling scale includes items related to willingness to participate, desire to perform competently, and perception of the importance of school. The academic self-concept--performance-based scale taps the student's expectation of success, confidence in effort, and feelings of competence. The academic self-concept--reference-based scale relates to perception of others' performance compared with expectations for

self, and perception of discrepancy between performance and others' expectations. Sense of control items relate to the students' responsibility for school outcomes and his/her self-reliance. The instructional mastery scale reflects items about the student's evaluation of his/her own ability to focus attention, profit from feedback, persist in tasks, and use time effectively.

The School Attitude Measure (SAM) was selected over other self-concept measures, because it focuses on perceptions related to efficacy in school. Such perceptions would appear to be more amenable to school-based program interventions.

The Survey of Essential Skills (SES), the elementary achievement measure, and the Comprehensive Tests of Basic Skills (CTBS), the junior high achievement tests, are given in the District to assess achievement on an annual basis.

Instruments Developed Specifically for the Evaluation. Two instruments, the YRS Roster and the YRS Opinion Survey, were developed in 1980-81 based on the specifications reported in Figure II-3. Minor modifications were made on the YRS Opinion Survey used in 1981-82. Items were constructed for each variable and then combined into instruments. Due to the time and resource constraints on data analysis and reporting, open-ended items were avoided and instruments were kept as short and easy-to-complete as possible.

Drafts of all instruments were reviewed by District staff. Suggestions were given with respect to the parent survey for item content, phrasing, and ways to maximize returns. Revisions were made in all instruments based upon the groups' recommendations. In most cases, these changes were minor and involved modifications or clarification of wording. Final versions of all instruments can be found in the Appendix.

Figure II-3
Instrumentation Specifications: YRS

Evaluation Questions	Variables	Data Source	Measurement Methods
Overcrowding			
1. How successful have participating schools been in relieving overcrowding?	School capacity Enrollment	District records	Roster
Program Process			
2. What are the opinions of teochers and administrators about the advantages and disadvantages of Year-Round Schools?	Preferences for different schedules (e.g., Sept.-June, 45/15, 90/30) Opinions about YRS features Perceptions of YRS impact on professional and personal responsibilities School climate Parental involvement	Teachers Principals YRS Coordinators	Survey
3. What instructional processes are used in Year-Round Schools (sub-study)?	School and classroom level indicators (leadership standards, direct instruction, curriculum, morale)	Teachers Principals	Observation Interview Inventory Questionnaires
4. What are the attitudes of parents of participating students toward Year-Round Schools (sub-study)?	Parents' attitudes	YRS parents of sampled students	Survey
Program Outcomes			
5a. What are the achievement levels of YRS students?	Reading achievement Math achievement	Students	Achievement tests
5b. What are the attitudes and behaviors of YRS students toward school?	Attitudes toward school Vandalism Absenteeism Discipline	Students District records	Self-report measures Rosters
5c. What are the post-secondary opportunities for YRS students?	College entrance qualifications College plans	12th grade students	Self-Report

Data Collection

Data collection was managed by the LAUSD Research and Evaluation Branch staff. They maintained quality control of all phases of data gathering activities conducted from January through June, during the 1982-83 school year. A summary of activities is provided in Figure II-4 relating to the following tasks:

- completing forms for data abstraction
- distributing and collecting the Administrator, Teacher, College Advisor, and Student Post-Secondary Expectation questionnaires
- distributing and collecting YRS Parent surveys
- distributing and collecting School Attitude Measure materials
- collecting school summaries by grades level: CTBS, SES and District competency test results

The final step in the data collection process, monitored by the Evaluation Team, involved preparing the instruments for data processing. District staff reviewed all of the School Attitude Measure answer sheets for completeness, clarity, and appropriate identifying information prior to their submission to the publisher for scoring. In addition, members of the Research and Evaluation staff checked all of the questionnaires and parent surveys for proper identification.

Data Analysis

The analysis of information collected was designed to produce summary indicators of the degree to which the program met its specified purpose. Additionally, the analysis was intended to identify relevant characteristics of schools and programs which appeared to influence the potential success of the YRS program.

The analyses were largely descriptive with a heavy reliance on frequencies, cross-tabulations, and measures of central tendency and dispersion. To help identify differences between sampling strata, techniques such as t-test or analysis of variance were used. These analyses allowed estimates of the reliability of differences.

The results of these analyses are presented in the following chapter. In reporting these results, every effort was made to provide concise and readily understandable statements of the findings. Charts, graphs, and other figures are used to help convey the analytic results.

Figure II-4
Data Collection Schedule

Tasks	Jan.	Feb.	Mar.	Apr.	May	June
Complete abstracts	———	———	———			
Administer:						
Administrator Opinion Survey				———		
Teacher Opinion Survey				———		
College Advisor Questionnaire				———		
Student Post-Secondary Expectation Questionnaire				———		
School Attitude Measure				———		
Collect:						
District achievement data summaries						———

Chapter III
Findings and Recommendations

Data for surveys, attitude scales, and achievement tests were collected and prepared for analysis by LAUSD staff in the Research and Evaluation Branch. Open-ended responses from staff and parent surveys, attitude and achievement data were prepared for computer processing. Data were collected from archival records and summarized by LAUSD staff according to the Evaluation Team's direction. Following the data processing, the results were analyzed and the findings are presented below. In addition, the parent sub-study data and the instructional effectiveness sub-study data were also processed by LAUSD.

The results section is organized by the evaluation questions presented below.

Question 1
How successful have participating Year-Round Schools been in relieving overcrowding?

Forty schools participating in the study were analyzed according to their actual enrollment levels with YRS compared to school capacities prior to YRS entry (see Table III-1). Twenty-six elementary schools, 10 junior high schools, and four senior high schools were sampled. Any number above 100% indicates that a school is serving more than its planned capacity. If 20% over enrollment were to be taken arbitrarily as a seriously overcrowded school, then 26 schools out of 40 would have been seriously overcrowded, without YRS. At the senior high level, all schools would have been seriously overcrowded, between 45% and 70% over capacity. Participation in YRS changes the situation substantially. Only five of 24 overcrowded elementary schools have more students than capacity in one or more sessions. Two of the schools were overcrowded in all four sessions. Over enrollment averages equal 3.8% for the five schools. For junior high schools, YRS participation reduces overcrowding dramatically. For the 35 sessions of instruction across all 10 schools, only one school exceeded capacity in two sessions. At the senior high level, two of the high schools remain enrolled over capacity with YRS participation. However, the reduction in overcrowding has been substantial, reducing 64% over capacity to an average of 7% for each of the enrolled sessions at one school, and reducing 70% excess to about 8% with YRS participation. In Table III-2, the building capacities and actual numbers of

Table III-1
Year-Round Sample Schools Capacity and Percentage of Overcrowding

School Type	Percentage of Overcrowding Without YRS 1982-83	1982-83 Percentage of Capacity by Sessions With YRS			
		S1	S2	S3	S4
Elementary					
1	1.21%*	91	86	91	86
2	1.04	80	75	75	76
3	1.37	106	103	102	105
4	1.25	93	89	88	96
5	1.31	87	89	85	--**
6	1.40	101	105	106	101
7	1.34	90	89	85	--**
8	1.35	100	100	100	102
9	1.29	92	91	93	89
10	1.24	92	93	93	90
11	1.13	85	86	85	82
12	1.10	84	78	83	77
13	1.10	80	78	81	79
14	1.15	86	87	85	84
15	0.92	63	64	64	62
16	0.91	70	65	67	67
17	1.41	103	109	110	98
18	1.29	100	95	95	95
19	1.16	78	74	74	--**
20	1.38	102	97	96	96
21	1.47	103	102	102	102

*A school is overcrowded when its enrollment exceeds 100%, e.g., elementary school One is 21% overcrowded without year-round scheduling.
**Three track schools

Table III-1 (Continued)
Year-Round Sample Schools Capacity and Percentage of Overcrowding

School Type	Percentage of Overcrowding Without YRS 1982-83	1982-83 Percentage of Capacity by Sessions With YRS			
		S1	S2	S3	S4
Elementary					
22	1.20	89	87	92	88
23	1.27	96	96	95	88
24	1.23	88	95	92	91
25	1.27	96	95	91	93
26	1.24	95	94	92	91
Junior High					
1	0.98	72	73	71	70
2	1.32	101	96	102	95
3	0.97	72	73	71	65
4	0.86	58	61	52	--**
5	1.45	97	96	89	--**
6	1.32	100	98	99	93
7	1.07	81	72	72	71
8	1.23	80	80	77	--**
9	1.20	84	79	73	--**
10	1.09	72	74	68	--**
Senior High					
1	1.47	93	95	93	--**
2	1.45	90	92	92	--**
3	1.64	110	107	103	--**
4	1.70	110	110	105	--**

**Three track schools

enrolled students are presented. What is striking is the variation in capacity of buildings with the largest schools having tripled the smallest. In actual numbers, certain schools have excess numbers almost as large as the capacity enrollments of smaller schools.

Question 2
What are the opinions of teachers and administrators about the advantages and disadvantages of Year-Round Schools?

Teachers and principals in our sample were asked to complete a questionnaire about their opinions of YRS. The questionnaire consisted of 34 items, including staff's overall reaction to YRS, their reaction to specific factors, their perceptions about YRS effectiveness, and any continuing problems. Since all of the sampled schools were in last year's study, items relating to specific YRS factors and perceived effects were scaled from 1= better last year to 5= better this year. The results for this questionnaire appear in Table III-3. In this table, responses are combined for all grade levels.

With respect to their overall reaction, teachers and administrators were asked to compare Year-Round Schools with traditional schedules. Both teachers and administrators reported that they preferred the year-round schedule. Administrators and teachers were then asked to compare specific factors of YRS in 1982-83 to their perception of these factors last year. Respondents were to indicate whether these factors were "better" or "worse" in 1982-83 than they were in 1981-82. Any number higher than "3" displays a preference for 1982-83 implementation. In scanning Table III-3, one can see that administrators rated every item as better in 1982-83. Teachers were slightly less positive throughout. They reported that 1981-82 was better for professional activities, staff morale, extracurricular activities, and custodial care; but their preferences were, on the average, weak (ranging from .02 to .11 below 3.00). Staffs were also asked to indicate which of a set of potential problems were serious concerns in YRS. "Shared classrooms" was rated highest overall by administrators and second highest by teachers. About 40% of the administrators saw "ability to plan and collaborate with others", "instruction continuity", and "warm weather" as serious problems. Over half

of the teachers reported "warm weather" as a serious problem, and "instruction continuity" and "ability to plan/collaborate with other teachers" were noted by approximately one-third of the teacher sample.

The responses to the questionnaire are separated by school level (elementary, junior high, senior high) in Table III-4. Responses to the overall question of preferring YRS to the traditional schedule show the strongest preference by senior high school teachers and elementary school administrators. If the other items in the table are scanned again for those items receiving a rating of about "4", suggesting substantial improvement for 1982-83, and those around "2", indicating that 1981-82 was better, one can quickly locate the sources of positive and negative reactions. For instance, administrators at every school level responded that in 1982-83, there was improvement on all factors and perceived effects, with the exception of elementary school administrators' reactions to building and grounds and custodial care. Senior high school administrators appeared to be the most positive group. In analyzing the teachers' responses, junior high school teachers appeared to be the least satisfied group, with reservations about 9 of the 19 factors and effects. Most of these ratings fall within a few percentage points of the neutral "3" response, with only perceptions about "extracurricular activities," "teacher turnover," and "custodial care" discrepant beyond a trivial amount. Most positive, were the senior high school teachers. Elementary school teachers were in the middle and registered complaints about "building and grounds" and "custodial care." With regard to the perception of serious problems, "instruction continuity" was viewed as a problem by most junior and senior high administrators, and for 42% and 50% of the junior and senior high teachers, respectively. Availability of text or instructional materials seemed to be a problem that increased with school level, with 13.73% of teachers reporting problems in elementary school, and up to 37.5% reporting problems at the senior high school level. Although large proportions of respondents cited "warm weather" as a problem, teachers at elementary and junior high levels reflected concern in larger numbers than did their administrators; the pattern was reversed, however, at the senior high school level.

Table III-2
Capacity and Enrollments of Year-Round Sample Schools: 1982-83**

School Type	Capacity	1982-83 Enrollment	Extent of Overcrowding Without YRS	Enrollment by Sessions With YRS S1	S2	S3	S4
Elementary							
1	550	663	113	504	474	503	478
2	562	584	22	455	427	423	429
3	1191	1627	436	1266*	1238*	1218*	1255*
4	986	1232	246	917	884	870	947
5	884	1159	275	775	789	752	--***
6	1277	1791	514	1294*	1346*	1358*	1297*
7	1024	1373	349	926	920	878	--***
8	604	817	213	604	610*	604	618*
9	884	1137	253	819	810	828	789
10	1489	1848	359	1380	1394	1387	1347
11	940	1064	124	800	814	801	771
12	1047	1153	106	880	823	873	814
13	685	755	70	552	540	556	545
14	724	833	109	625	635	621	615
15	1085	1002	-83	688	699	698	681
16	1429	1298	-131	1007	934	966	963
17	850	1202	352	880*	933*	942*	839*
18	661	850	189	663*	631	634	--***
19	1651	1916	265	1301	1233	1232	--***
20	631	869	238	647*	616	610	608

*Student enrollment exceeds capacity
**Based on data compiled by Educational Housing Branch, February 1983.
***Three tracks only

Table III-2 (Continued)
Capacity and Enrollments of Year-Round Sample Schools: 1982-83**

School Type	Capacity	1982-83 Enrollment	Extent of Overcrowding Without YRS	Enrollment by Sessions With YRS S1	S2	S3	S4
Elementary							
21	1296	1880	584	1341*	1325*	1325*	1328*
22	599	718	119	537	523	555	533
23	1156	1472	316	1111	1111	1109	1025
24	1056	1302	246	932	1006	977	964
25	780	991	211	754	745	717	733
26	992	1226	234	946	938	913	908
Junior High							
1	1670	1643	-27	1216	1225	1194	1171
2	1782	2360	578	1809*	1726	1828*	1699
3	1920	1863	-57	1393	1419	1381	1261
4	1822	1561	-261	1060	1117	963	--***
5	1968	2843	875	1913	1897	1766	--***
6	1513	1990	477	1520*	1483	1512	1416
7	1541	1657	116	1253	1111	1115	1096
8	2594	3198	604	2081	2098	2023	--***
9	2629	3163	534	2216	2078	1932	--***
10	1960	2131	171	1421	1453	1338	--***
Senior High							
1	2395	3517	1122	2250	2282	2228	--***
2	2786	4043	1257	2514	2583	2575	--***
3	2057	3370	1313	2276*	2205*	2137	--***
4	1721	2932	1211	1900	1904*	1824	--***

*Student enrollment exceeds capacity

**Based on data compiled by Educational Housing Branch, February 1983.

***Three tracks only

Table III-3
YRS Opinion Survey: Sample Schools

	School Administrators (N = 81)		Teachers/Staff (N = 269)	
	Mean*	Standard Deviation	Mean	Standard Deviation
Overall Reaction to YRS:				
If you have taught on both a year-round and traditional schedule, how would you compare them?	3.81	1.62	3.77	1.54
Reaction to Specific Features of YRS:				
Vacation schedule**	3.37	1.45	3.98	1.27
Salary warrants	4.49	0.89	4.29	1.18
Instructional program**	3.85	1.17	3.39	1.26
Perceived Effects of YRS on:				
Ability to teach	3.65	0.97	3.43	1.07
Family responsibilities	3.16	0.85	3.16	0.96
Professional activities	3.10	0.78	2.92	0.93
Staff morale**	3.72	1.15	2.98	1.14
Students' attitudes toward school**	3.80	0.89	3.34	0.99
Students' behavior**	3.78	0.87	3.21	1.03
Parent involvement**	3.47	0.88	3.15	0.82

*Results are reported on a scale ranging in value from 1 to 5 where higher values indicate more favorable opinions about the YRS program.
**Differences between teachers and administrators are statistically significant $p < .01$

Table III-3 (Continued)
YRS Opinion Survey:
Sample Schools

	School Administrators (N = 81)		Teachers/Staff (N = 269)	
	Mean*	Standard Deviation	Mean	Standard Deviation
Perceived Effects of YRS on:				
Students' academic performance**	3.76	0.87	3.25	1.00
Extracurricular activities**	3.30	0.80	2.89	0.88
Students' attendance**	3.54	0.89	3.16	1.02
Teachers' attendance	3.47	0.96	3.29	0.93
Faculty turnover**	3.33	0.99	3.04	0.97
Building and grounds	3.21	1.07	3.06	1.05
Custodial care	3.14	1.12	2.92	1.04
Administrators' support	3.32	0.96	3.16	0.99
School vandalism**	3.49	0.82	3.26	1.00
Perceived Serious Problems of YRS:	Frequency	%	Frequency	%
Instruction continuity	31	38.27	96	35.69
Warm weather**	31	38.27	145	53.90
Shared classrooms	48	59.26	141	52.42
Shared instructional materials	17	20.99	41	15.24
Availability of text/instructional materials	14	17.28	60	22.31
Ability to plan/collaborate with other teachers**	35	43.21	84	31.23
Additional review	19	23.46	39	14.50

*Results are reported on a scale ranging in value from 1 to 5 where higher values indicate more favorable opinions about the YRS program.
**Differences between teachers and administrators are statistically significant $p < .01$

Another perspective may be taken in analyzing these survey results. If one looks at those elements related primarily to implementation of the program in contrast to those that reflect student effects, the results take on a slightly different character. With regard to staff perceptions of implementation issues, where mixed reviews were more positive than last year's estimates, improvement occurred in many of those aspects over which the LAUSD had control: parent involvement, administrator support, extracurricular activities, and building and grounds and custodial care.

Question 3
What instructional practices are used in Year-Round Schools?

The sub-study findings are briefly presented. A full text of the sub-study is included in the Appendix to this report. The sub-study data were based upon interviews with teachers and principals and observations of instruction in reading and mathematics. With regard to interview findings, the following inferences can be made. Teachers and principals tended to have positive views of the academic focus and learning environment of their school. All principals and the majority of teachers preferred the YRS schedule to the September to June calendar. Principals and teachers generally felt that teacher stress, teacher stamina, and student retention were better under the YRS schedule. Particular benefits of YRS, educationally, were thought to include: increased continuity of the instructional program, improved teacher morale, improved student behavior, stronger contact with parents, productive use of vacation time, and avoidance of less desirable administrative alternatives to deal with school overcrowding. Teachers' and administrators' suggestions for improvement concerned maintenance of grounds and buildings and equipment, air conditioning, support to the roving teacher, District accommodation to the YRS schedule, the need for year-round community activities, consistency of YRS schedules, better and more texts, instructional materials suitable for limited English and non-English speaking students, increased support, and simplification of paperwork and administrative demands in YRS settings.

The findings for the observational phase of the sub-study produced a description of "typical" instruction that a YRS student receives. The picture we have for reading instruction is one where most of the time spent in

Table III-4
YRS Opinion Survey

	Elementary School				Junior High School				Senior High School			
	Administrators (N = 51)		Teachers/Staff (N = 146)		Administrators (N = 21)		Teachers/Staff (N = 91)		Administrators (N = 9)		Teachers/Staff (N = 32)	
	Mean*	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Overall Reaction to YRS:												
If you have taught on both a year-round and traditional schedule, how would you compare them?	4.00	1.49	3.88	1.47	3.44	1.82	3.50	1.64	3.50	1.97	4.10	1.51
Reaction to Specific Features:												
Vacation schedule	3.46	1.41	3.86	1.32	3.06	1.30	4.03	1.21	3.56	1.94	4.43	1.14
Salary warrants	4.49	0.82	4.22	1.24	4.40	1.14	4.42	1.00	4.67	0.71	4.29	1.40
Instructional program	4.10**	1.15	3.71**	1.25	3.48**	1.25	2.89**	1.12	3.33	0.71	3.35	1.25
Perceived Effects of YRS on:												
Ability to teach	3.48	0.96	3.51	1.06	3.77	0.93	3.18	0.99	4.40	0.89	3.74	1.15
Family responsibilities	3.17	0.90	3.15	0.98	3.05	0.51	3.13	0.87	3.33	1.22	3.28	1.10
Professional activities	3.04	0.79	2.87	0.97	3.05	0.76	2.91	0.81	3.56	0.73	3.17	1.07
Staff morale	3.53**	1.30	2.88**	1.19	3.85**	0.75	2.99**	1.03	4.44**	0.73	3.41**	1.15
Students' attitude toward school	3.62	0.92	3.41	0.97	4.00**	0.79	3.10**	0.92	4.33	0.71	3.74	1.09
Students' behavior	3.62**	0.90	3.24**	1.07	3.95**	0.76	3.03**	0.98	4.22	0.83	3.63	0.85

*Results are reported on a scale ranging in value from 1 to 5 where higher values indicate more favorable opinions about the Year-Round Schools program.

**Differences are statistically significant $p < .05$

Table III-4 (Continued)
YRS Opinion Survey

	Elementary School				Junior High School				Senior High School			
	Administrators (N = 51)		Teachers/Staff (N = 146)		Administrators (N = 21)		Teachers/Staff (N = 91)		Administrators (N = 9)		Teachers/Staff (N = 32)	
	Mean*	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Parent involvement	3.40	0.92	3.15	0.84	3.67*	0.91	2.98*	0.71	3.33	0.50	3.62	0.86
Students' academic performance	3.83*	1.00	3.44*	0.98	3.65*	0.67	2.94*	0.99	3.63	0.52	3.32	0.94
Extracurricular activities	3.32	0.76	3.01	0.69	3.25*	0.85	2.66*	0.99	3.78	0.83	3.00	1.17
Students' attendance	3.43	0.91	3.21	1.00	3.67*	0.86	2.93*	1.03	3.78	0.83	3.58	0.96
Teachers' attendance	3.46	1.09	3.30	0.91	3.50	0.76	3.24	0.95	3.44	0.73	3.43	0.96
Faculty turnover	3.28	1.13	3.13	0.92	3.40*	0.75	2.80*	1.00	3.44	0.73	3.38	1.02
Building and grounds	2.91	1.10	2.96	1.00	3.62*	0.74	3.02*	1.06	3.78	1.09	3.61	1.12
Custodial care	2.79	1.14	2.87	1.03	3.62*	0.74	2.78*	0.96	3.89	1.05	3.53	1.14
Administrators' support	3.09	0.91	3.14	1.03	3.74*	0.87	3.05*	0.88	3.56	0.73	3.52	1.03
School vandalism	3.40	0.82	3.26	0.96	3.67*	0.80	3.11*	1.05	3.56	0.88	3.68	0.94

*Results are reported on a scale ranging in value from 1 to 5 where higher values indicate more favorable opinions about the Year-Round Schools program.

**Differences are statistically significant $p < .05$

Table III-4 (Continued)
YRS Opinion Survey

	Elementary School				Junior High School				Senior High School			
	Administrators (N = 51)		Teachers/Staff (N = 146)		Administrators (N = 21)		Teachers/Staff (N = 91)		Administrators (N = 9)		Teachers/Staff (N = 32)	
	f	%	f	%	f	%	f	%	f	%	f	%
Perceived Serious Problems of YRS:												
Instructional continuity	12	23.53	41	28.09	11	52.38	39	42.86	8	88.89	16	50.00
Warm Weather	20	39.22	81	55.48	6	28.57	52	57.14	5	55.56	12	37.50
Shared classrooms	33	64.71	82	56.16	10	47.62	38	41.75	5	55.56	21	65.63
Shared instructional materials	10	19.61	27	18.49	5	23.81	7	7.69	2	22.22	7	21.88
Availability of texts/ instructional materials	7	13.73	25	17.12	4	19.05	23	25.28	3	33.33	12	37.50
Ability to plan with others	25	49.02	45	30.82	6	28.57	32	35.17	4	44.44	7	21.88
Additional reviews	6	11.77	28	19.18	8	38.10	8	8.79	5	55.56	3	9.38

*Results are reported on a scale ranging in value from 1 to 5 where higher values indicate more favorable opinions about the Year-Round Schools programs.
**Differences are statistically significant $p < .05$

directed lessons was devoted to instruction with relatively little time spent in classroom management or motivational or social concerns. Instruction takes place in small groups and the content most frequently seen in the lesson was vocabulary development and literal comprehension. The instructional pattern most often used was question and answer and feedback to students, and occurred in classrooms with generally positive environments. Teachers tended to use one major adopted text as their principal instructional support, although a wide range of supplemental materials was available. Teachers also varied considerably in the time they assigned to reading, with a range between 30 to over 90 minutes.

The mathematics period observations yielded a somewhat different description. Instruction in math was more often a large group rather than a small group endeavor. Teachers tended to use lecture and presentation more frequently than teacher/student interaction strategies. The content of instruction concentrated on operations with fractions and decimals and on math concepts, although teachers reported a heavier emphasis during the year on computation and applications. Considerable variation in the amount of time devoted to math was observed, with the range between 30 to 60 minutes a day. As in reading, the teachers tended to use a principal mathematics text, which was written for the 5th grade level. Teachers noted problems about text difficulty and reading level; however, few supplemental materials were observed in use.

With regard to student achievement in reading and mathematics, there were no systematic differences in average achievement of YRS students when compared to students in similar schools (matched on demographic characteristics) that operated on a traditional schedule. There was also marked improvement in the performance of 5th grade students on the SES achievement measure between 1982 and 1983 in the Year-Round Schools sampled in the sub-study.

Question 4
What are the attitudes of parents of participating students toward Year-Round Schools?

A special sub-study was conducted to ascertain parent attitudes about YRS. Prior studies have provided relatively weak data either because of restricted sample size of interviews or low response rate from a survey. In

this year's effort, we attempted to use a new approach, where students were trained to complete the survey and to provide assistance to their parents in survey completion. Twenty-four schools were included in this phase of the study: a full text of the sub-study appears in the Appendix. Parents of elementary school children seem most positive about YRS. In relatively high numbers they believe that their childrens' school work has improved from last year. A great majority, usually around 80% or more believe that student performance and attitudes are better than or at least as good as last year. Parents of junior high school students show the same general pattern of results, as do parents of senior high school students. Areas for improvement at the junior high level seem to be in participation in school activities and job opportunities. At the senior high school level, these topics reoccur as areas of concern. Overall, however, most parents believe that the effects of YRS on children seem to be about the same or improved from last year.

When queried about conditions at the school, most parents felt that school conditions were similar or improved this year from last year. Cleanliness and appearance of schools, as judged by parents, is considerably more positive, especially at the senior high school level, where over 95% reported conditions equal or better than last year and more than 65% believe conditions have definitely improved. Overall, more than half of the parents believe that the schools have made improvements in providing parents information about student progress. Overall, more than 87% believe that communication between parents and the school is as good or better than last year. More than one-third of the parents continue to report that their arrangements for child care this year improved over last year. With respect to parent participation in school activities, most reported participating at about the same level as last year, with modest improvement in 1983. Overall, parents reported that their feelings about YRS have improved somewhat. Thirty-two percent of parents of elementary school students, and 33% of the parents of junior high school students, and 20% of the parents of senior high school students reported increased approval for YRS this year compared to last year. Yet, there remain almost 5% of elementary school parents, 18% of junior high parents and about 25% of senior high parents whose feelings about YRS are less positive this year.

Question 5
What progress has been made in reducing the harms set forth in the Crawford decision?

5a. What are the achievement levels of YRS students? Scores for students in our YRS sample were obtained from the regularly administered LAUSD achievement tests described in the previous chapter. The Survey of Essential Skills (SES) provides data on student performance in reading, mathematics, and composition. Table III-5 presents YRS student performance on the SES by grade configuration (K-5, K-6, 6-8) for 5th and 6th grade students. Looking at the data, one can get a general sense of YRS student performance. Table III-6 provides an additional comparison of the differences between the 1981-82 and 1982-83 performance of 5th and 6th grade students. Although the absolute magnitude of differences, over the two-year period, is small, around two score points, or between two and five percentage points per cell. The number of positive marks, compared to negative (7 to 2) suggests that some progress is being made. In fact, scores that decreased did so by margins of only .3 score points.

Table III-7 presents the sample Year-Round Schools SES results compared to the District averages (in terms of average percent correct). This table displays the trend that the differences between YRS elementary students and District-wide averages are diminishing by year. In 1981, the discrepancy between District and sample Year-Round Schools' scores averaged across subject matters and grade levels was 7.17 percentage points favoring the District average; in 1982, the average discrepancy was 5.83, and in 1983, the discrepancy was 5.17.

A comparison between YRS and non-year-round elementary schools' achievement was made in the sub-study, discussed previously. In this study, 17 pairs of elementary schools were matched on features including region, percent of Hispanic enrollment, poverty ranking and school size. In nine of the pairs, YRS showed higher performance on the SES. In eight of the pairs, non-YRS showed higher performance. In essence, there were no systematic achievement differences between YRS and non-YRS on the SES achievement measure when general school and community characteristics are matched. Table III-8 presents these results.

Table III-9 presents the achievement results for eighth grade students. These students, as part of the regular District testing program, completed the

Table III-5
Year-Round Schools Survey of Essential Skills
Achievement Test Results

School Grade Config.	Reading			Mathematics			Composition		
	Mean Raw Score	SD	Mean Percent Correct	Mean Raw Score	SD	Mean Percent Correct	Mean Raw Score	SD	Mean Percent Correct
K-5 (N = 8)									
Grade 5	32.71	2.19	74	35.88	2.77	71	33.15	2.45	75
K-6 (N = 17)									
Grade 5	31.58	2.83	72	37.75	3.89	67	32.30	3.01	73
Grade 6	37.19	3.38	77	32.10	4.53	67*	25.83*	3.00	72**
6-8 (N = 5)									
Grade 6	33.98	1.64	71	25.73*	1.18	54	23.47*	0.64	65**

*Difference statistically significant $p < .05$
**Difference statistically significant $p < .01$

Table III-6
Year-Round Schools Achievement on the Survey of Essential Skills: 1982 vs. 1983

	Reading	Mathematics	Composition
K-5			
Grade 5	+	+	+
K-6			
Grade 5	+	+	+
Grade 6	+	+	+
6-8			
Grade 6	-	+	-

Note: A "+" indicates an increase in performance in 1983 over 1982. A "-" indicates a decrease in performance in 1983 from 1982.

Table III-7
Comparison of Year-Round Sample Schools and District Survey of Essential Skills Results (Mean Percent Correct) 1981, 1982, 1983

Grade Level	Reading			Mathematics			Composition		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Grade 5									
YRS Sample	69	69	73	62	65	69	74	69	74
District-wide	77	74	78	68	68	72	74	76	79
Grade 6									
YRS Sample	64	76	77	53	61	64	56	67	72
District-wide	74	82	83	64	67	70	65	75	76
Grade 5									
Decreasing differences between YRS and District scores*	8	5	5	6	3	3	0	7	5
Grade 6									
Decreasing differences between YRS and District scores*	10	6	6	11	6	6	9	8	4

*Percentage points

Table III-8
Achievement of Matched YRS and PHBAO Schools on the Survey of Essential Skills (Grade 5)

School Pairs	Mean Percent Correct		
	Reading	Math	Composition
1*	69	71	71
2**	69	60	69
3	56	53	58
4	61	66	67
5	78	71	79
6	71	65	72
7	69	66	69
8	63	61	61
9	74	72	78
10	70	66	71
11	59	56	64
12	60	54	60
13	77	61	71
14	64	53	68
15	62	51	64
16	72	73	76
17	60	49	62
18	63	59	66
19	68	67	74
20	75	67	76
21	76	78	77
22	78	70	81
23	77	70	78
24	66	57	70
25	72	70	75
26	74	72	75
27	75	71	77
28	71	68	68
29	78	71	77
30	77	71	76
31	68	63	68
32	70	66	74
33	71	68	74
34	79	72	78

*Odd numbers denote Year-Round Schools
**Even numbers denote PHBAO schools

Comprehensive Tests of Basic Skills (CTBS). In both reading and mathematics, YRS students performed below the District mean in 1983. In reading, students were about 10 raw score points which translate to 14 percentiles lower than the District mean. In mathematics, YRS students performed about 10 raw score points or about 11 percentiles lower than the District mean.

Table III-10 presents the CTBS achievement results in terms of national percentiles for the YRS sample and the District for the last three years. As can be seen, the YRS sample showed improvement in both reading and mathematics from the 1982 results. This improvement was most pronounced in mathematics where the sample schools gained more than 10 percentiles. Thus, the 1983 CTBS results appear similar to the 1983 SES results in showing improved performance both in absolute terms and relative to the District as a whole.

Another indicator of YRS students' academic achievement is their performance on the District mandated senior high school proficiency tests, mathematics (TOPICS), reading (SHARP) and writing (WRITE:SR). In 1983, YRS students performance, in terms of the average percentage of students passing the tests exceeded the District averages. (See Table III-11.) Their performance improved from 1981-82 where they fell slightly below the District-wide averages.

5b. What are the attitudes and behavior of YRS students? The question of student attitude in YRS is substantially answered by student responses to the School Attitude Measure (SAM), a commercially published attitude measure. Student 1982-83 responses on the five subscales of the SAM are presented in Table III-12. The responses are reported by grade and grade configuration. To interpret the table look at the national percentile (NP) columns for each subscale. On the "motivation for schooling" subscale, scores for students in all grade levels (5, 6, 8, and 12) are above the national average (50th percentile). For the "academic self-concept performance-based" subscale, only students in the grade configuration 6-8 are below the national average. For the "academic self-concept reference--based" 5th grade students in K-6 schools and 8th grade students in both configurations fall below the national average. On the subscale assessing the "sense of control" that students feel over their school efforts, only 12th grade students scored above the national average, however their scores are substantially higher than the

Table III-9
1983 Comprehensive Tests of Basic Skills Results
YRS Sample and District-Wide Grade 8

School Configuration/ Grade Level	Reading			Mathematics		
	Mean	SD	NP*	Mean	SD	NP
6-8 (N = 5)						
Grade 8	44.84	1.94	38	54.10	4.26	42
7-9 (N = 5)						
Grade 8	38.78	5.07	24	48.44	8.90	36
YRS (N = 10)						
Grade 8	41.81	4.83	28	51.27	7.22	39
District-Wide						
Grade 8	51.70	--	42	61.70	--	50

*National Percentile

Table III-10
YRS and District Grade 8 CTBS Results Percentile
Percentile Comparison: 1981,1982, and 1983

	Reading			Mathematics		
	1981 NP	1982 NP	1983 NP	1981 NP	1982 NP	1983 NP
YRS Sample	29	24	28	41	25	39
District-Wide	40	40	42	48	48	50

Table III-11
Competency Test Performance:YRS
(Percent Passing)

Group	TOPICS		SHARP		WRITE:SR	
	1982 Mean*	1983 Mean	1982 Mean	1983 Mean	1982 Mean	1983 Mean
YRS						
Grade 12	88.1	98.5	89.5	99.1	90.5	99.4
District-Wide						
Grade 12	93.2	95.6	94.5	96.9	94.6	97.0

*The percentages of students passing were based on the number who were assessed and passed. District-wide percentages are computed on the total District enrollment and the number of students, District-wide, who passed the tests.

average. On the scale that measures students' sense of "instructional mastery", only 6th grade students in K-6 schools and 12th grade students scored above the national median. Looking at Table III-12 and focusing on the rows, one can get a picture of students' performance by grade level. Grade five students in K-5 schools are above the median on three of the subscales; grade five students at K-6 schools are above the median on two subscales. For 6th grade students in K-6 schools, scores exceeded the national average on four of five subscales. However, 6th grade students in 6-8 schools, scores exceeded the national percentile average for only one subscale, while one is exactly at the 50th percentile, and three subscale scores are below the 50th percentile. This pattern may be a repetition of a finding in earlier studies: that students in the "highest" grade of a school feel more positively about themselves because they have reached the final level. That finding, however, does not appear to apply to 8th grade students in 6-8 schools. Twelfth grade students who have been exposed to the most education, score above the national average for every subscale of the School Attitude Measure.

Table III-13 displays changes in YRS attitudes as measured by the SAM from last year (1981-82) to this year (1982-83). Of 35 possible comparisons, by grade configuration, grade level and subscale, no change (0) from last year was registered for five of the cells; student scores rose (+) in 16 cells and dropped (-) in 14 cells. While this pattern approximates chance changes almost perfectly, one must consider that last year (1981-82) a good deal of positive growth was reflected in student attitudes. Thus we can assume that attitudes have stabilized to some degree, based on this year's analysis.

A different source of information about student attitudes and behaviors can be derived from archival data on student suspensions, vandalism incidents and unexcused student absences. Table III-14 summarizes the data in three areas and compares 1981-82 and 1982-83 figures. Elementary and junior high school student suspensions have dropped this year, while senior high school suspensions have increased. Incidents of vandalism have also been reduced for elementary and junior high schools, while senior high school vandalisms rose slightly. Unexcused absences have dropped for junior high and senior high students and show a small increase at the elementary school level. The only change of significant size appears to be for suspensions at the senior high school level. One potential explanation for this finding is what is called

Table III-12
Average School Performance by Grade Level on the
School Attitude Measure (SAM): YRS

l ration/ Level	Motivation for Schooling			Academic Self-Concept-Performance Based			Academic Self-Concept-Reference Based			Sense of Control Over Performance			Instructional Mastery		
	Mean	SD	NP*	Mean	SD	NP	Mean	SD	NP	Mean	SD	NP	Mean	SD	NP
= 9)															
5	47.44	1.67	57	40.78	0.97	53	40.22**	1.09	54	42.44	1.59	47	43.67	1.87	46
= 17)															
5	47.35	1.87	57	40.35	1.90	50	38.59**	2.00	43	42.47	1.55	47	43.82	1.81	47
6	47.94	1.95	60	40.94**	1.43	55	40.00	1.77	53	44.35	2.11	47	44.82	1.91	53
= 5)															
6	46.20	2.28	50	39.20**	1.30	40	39.80	1.30	52	43.20	2.49	40	43.40	2.19	45
8	53.40	1.67	58	45.60	1.14	49	45.60	1.34	47	49.20	1.92	48	46.20	1.30	45
= 5)															
8	53.20	1.30	57	46.00	0.71	52	45.40	1.14	46	48.60	0.89	45	46.00	0.71	44
igh)															
12	62.50	1.00	57	54.50	0.58	59	53.25	0.96	63	64.50	0.58	59	57.50	0.58	56

onal Percentile
erence statistically significant $p < .05$

Table III-13
YRS: School Attitude Measure (SAM)
Changes in Percentile from 1980-81 to 1981-82*

School Configuration/ Grade Level	Motivation for Schooling	Academic Self-Concept-Performance Based	Academic Self-Concept-Reference Based	Sense of Control Over Performance	Instructional Mastery
K-5					
Grade 5	-	-	+	-	-
K-6					
Grade 5	0	+	0	0	+
Grade 6	+	+	+	+	+
6-8					
Grade 6	0	-	+	-	-
Grade 8	+	+	-	+	+
7-9					
Grade 8	+	+	-	0	+
Senior High					
Grade 12	-	-	-	-	-

Note: A "+" indicates an increase in the percentile rank.
A "-" indicates a decrease in the percentile rank.
A "0" indicated no change in the percentile rank.

Table III-14
YRS Student Behavior

	1981 - 1982 Mean	1981 - 1982 SD	1982 - 1983 Mean	1982 - 1983 SD
Suspensions				
Elementary Schools (N = 26)	15.58	20.83	9.35	11.87
Junior High Schools (N = 10)	413.63	145.56	369.60	118.20
Senior High Schools (N = 4)	417.00	182.75	484.50	278.21

Vandalism	1981 - 1982 Mean	1981 - 1982 SD	1982 - 1983 Mean	1982 - 1983 SD
Elementary Schools (N = 26)	8.12	5.76	7.27	5.80
Junior High Schools (N = 10)	33.50	19.91	26.80	18.57
Senior High Schools (N = 4)	50.25	22.25	55.50	33.60

Unexcused Student Absences	1981 - 1982 Mean %	1981 - 1982 SD	1982 - 83 Mean %	1982 - 83 SD
Elementary Schools (N = 26)	3.59	0.89	4.61	4.46
Junior High Schools (N = 10)	4.60	2.84	4.26	2.18
Senior High Schools (N = 4)	6.64	1.54	4.81	0.93

the "smaller school" effect. The logic is that YRS functionally turns schools into smaller sized entities for any given session, and permits administrators and others to attend more closely to student misbehavior. It is hypothesized that one reason for the absolute increase might be that the schools are "tightening-up" standards and formerly less serious events now result in disciplinary action. Certainly, such a view could be verified by discussions with school administrators.

5c. What are the post-secondary opportunities for YRS students? Twelfth grade students were asked to complete a form dealing with their post-secondary school aspirations; college advisors also provided information on the issue. The findings on post-secondary opportunities are displayed in Table III-15 for 1982-83. Compared to last year's data, 1983 YRS students are taking somewhat more English, mathematics, laboratory science, and foreign language courses. A small percentage of more students are expecting to receive their high school diploma, 91.1%. High school grade point averages are up significantly, and the increase does not seem to be a matter of "grade inflation", that is, higher grade for the same level of work. Support for the real increase can be inferred from performance on the the Scholastic Aptitude Test(SAT), with scores significantly increased on both verbal and mathematics scales for 1983 over 1982 YRS performance.

With regard to student aspirations, data for 1983 seem comparable to the 1982 findings overall. Slightly fewer students expect to work immediately or attend a technical school. More students (5%) plan to attend a UC four-year university and less (4%) plan to attend a private university. These findings probably reflect changes related to the general economy rather than specific school-based interventions.

Discussion of Findings

Data for 1983 presents a more positive picture of the progress of the YRS program overall. Teachers and administrators have a more positive view of the program, although some problems remain to be solved. Student performance is also improving as measured by the Survey of Essential Skills (SES) and the Comprehensive Tests of Basic Skills (CTBS). Student attitudes have stabilized

Table III-15
Year-Round Schools
12th Grade Student Academic Preparation and Post-Secondary Plans

I. High School Diploma (June 1983)	Frequency	%
Yes	962	91.10
No	12	1.14
Not Sure	82	7.77
Number taking Scholastic Aptitude Test (SAT)	322	43.61
Eligible to attend UC*	186	17.50
Eligible to attend CSUC*	227	21.40

II. College Preparatory Courses	Mean	SD
Yeors of History	1.66	0.11
Years of English	2.33	0.14
Yeors of Mathematics	2.09	0.18
Yeors of Loborotory Science	1.63	0.10
Years of Foreign Language	1.74	0.11

III. Academic Achievement	Mean	SD
High School GPA	2.73	9.18
SAT Performance - Verbol	428.90	27.30
- Mathemotics	496.83	20.97

*Estimates based on student self-reported college preparatory subjects, GPA, and SAT scores, and are reported at school level.

TABLE III-15 (continued)
Year-Round Schools:
12th Grade Student Academic Preparation and Post-Secondary Plans

IV. Plans After High School	Frequency	%
Full-time job	115	12.78
Attend a technical school	140	15.56
Attend a 2-year community college	265	29.44
Attend a UC campus	90	10.00
Attend a CSUC campus	111	12.33
Attend a 4-year public college	28	3.11
Attend a private 4-year college	48	5.33
Other	103	11.44

and for elementary and junior high school students, incidents of misbehavior are being reduced. Parental reaction is mixed, but is somewhat more positive than that in the 1981-82 interim report. Our sub-study on instruction in YRS found fairly widespread use of practices that have been demonstrated in the literature to be effective in improving reading and mathematics achievement.

The District has made a number of efforts to ameliorate difficulties identified in earlier reports. The custodial allocation formula was changed in Fall, 1982 so that assistance is provided on the basis of numbers of students served rather than measured size of the school. Year-round schools are reported to have benefitted by about 10%. Since 1981, the District reports that 800 classrooms have been air-conditioned. Plans are in place for additional air conditioning at 46 schools and for 295 classrooms as of March, 1983. Building plans for Year-Round Schools involve 11 schools and a total allocation of $44,277,000. In addition, the District administrative offices, including payroll, are monitoring YRS needs more closely. Microcomputers are being put in place through the Information Systems Division to help YRS schedule students, monitor data, and assist in overall communication. The District is also completing a half-hour television presentation designed to communicate with parents, teachers, and community members about YRS. The program will be in two languages.

Recommendations

The Los Angeles Unified School District (LAUSD) reported on its efforts to deal with continuing problems related to maintenance of schools, the summer heat problem, and building options as a way to deal with overcrowding. The District is also attempting to improve its administrative liaisons with YRS and communication with parents. It appears that the LAUSD efforts with the YRS program are beginning to result in positive trends in many significant areas. Because some problems remain, the following recommendations are made.

1. The District should anticipate the levels of enrollment likely to affect a given school so that more notice to schools and parents can be given concerning changes in schedule or configuration.

2. The District should, because of the continuing conflict in schedule among different schools, consider moving all YRS to the same schedule. This will reduce ambiguity for parents and school personnel, regularize contact among schools, and obviate the need for repeated schedule changes.

3. The District should continue its practice of providing support to YRS for custodial and general maintenance. Equipment repair opportunities should also be scheduled with YRS needs in mind.

4. The District should continue its efforts to match its administrative services to the YRS calendar.

5. The District should encourage local communities to provide recreational and other ancillary services to assist out-of-session students.

6. The District should continue its building and air conditioning programs so that the environment in YRS is as comfortable and educationally sound as possible.

7. The District should continue its efforts, both centrally and at the school sites, to inform parents about YRS and to provide options for those parents who prefer some alternative for their children.

8. The District should consider additional research in the area of student achievement; how it is developed or affected by the YRS program.