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San Diego City Schools

EVALUATION SERVICES DEPARTMENT REPORT

REPORT OF THE EVALUATION OF THE RACE/HUMAN RELATIONS PROGRAM

Student and Staff Program and Long Range Goals

BASELINE YEAR 1982-83

No. 348

Prepared for:

Superintendent
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PLANNING, RESEARCH AND EVALUATION DIVISION

REPORT OF THE EVALUATION

OF THE

RACE/HUMAN RELATIONS PROGRAM

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The evaluation is based on a set of priority questions developed through discussion with many concerned audiences and approved by the Board of Education in November, 1982. The evaluation occurred between November, 1982, and June, 1983.

Organization of the Report

Each of the first eight sections gives design, findings, conclusions, and Section IX gives a general narrative discussion of findings and conclusions. Section X gives recommendations. It is suggested that the reader refer to the Table of Contents to find sections of interest. Appendices are bound separately and are available.

As mentioned in the preceding paragraph, findings are discussed in sections of the report, and the reader is invited to refer to sections of interest for discussion and graphic presentation of the findings. Discussion of the findings is not repeated in this summary. Conclusions and recommendations for each section do appear in this summary.

CONCLUSIONS

STUDENT PROGRAM, "CONFLICT":

1. A student program, "Conflict" was field tested at 12 treatment schools for grades K through 12.

2. Confusion or inaccurate description existed as to how the program was implemented at school sites and over what period of time.

3. Inservice of materials was rated low by teachers. Materials developed over the summer did not arrive at sites until late second semester.

4. Staff members were not satisfied with the program, its implementation or service.

5. Eight relative weaknesses of the program were identified by mean score survey items compared to only one relative strength.

6. Teachers felt the materials were not appropriate for all grades and were sketchy on content.

7. While teachers supported the need for goals and objectives of the program, they criticized the materials, the method of delivery and the fact that this was not incorporated into the regular curriculum.

8. Teachers recommend the program be rewritten, with better preparation and inservice and with more time to implement the program.

9. Limited or no cognitive gains were realized on pre/posttests of student mastery.

EXECUTIVE SUMMARY

Description

Programs for race/human relations have existed in San Diego City Schools for several years. With guidance and assistance from the Race/Human Relations Program personnel, sites have developed and implemented their own plans with mixed results. Due to an order of the Superior Court in the summer of 1982, a centrally developed, sequential program for improving race/human relations was developed and field tested or implemented for the first time during the 1982-83 school year. The student program, "Conflict" was field tested and evaluated; the student program, "Identity" was implemented. A districtwide staff development program was implemented and evaluated. Race/human relations include relationships among groups and between individuals of the same or different racial/ethnic backgrounds, gender, able or disabled conditions, ages, or roles in the school system. Also, for the first time, a systematic evaluation of the race/human relations program was conducted. This report gives the results of that evaluation in three parts: the student program, "Conflict," the staff program, and baseline data for several goals of the program:

- Degree of racial mixing
- Quality of interaction between students, adults, and students-adults
- Institutional procedures and practices
- Student participation in activities and leadership positions
- Student suspension rates
- Student and staff perception of justice and fairness at the school
- Student career goals

Design and Analyses

Twenty-four schools were randomly selected to participate in the evaluation: twelve elementary, six middle/junior high schools, and six senior high schools. Twelve formed a treatment group which received and taught the Conflict materials to students. Twelve schools formed a comparison group which taught the Identity materials or designed their own program. The schools formed a stratified random sample of high majority, high minority, and balanced populations, low and high enrollment, low and high mobility. By stratification and random selection, the assumption was made that the twenty-four schools were representative of the district.

Multiple methods of data collection were part of the design, and multiple methods of analyses of the data were used. This report represents the first level, the general summary of the data. At least one other portion will follow, that of compiling the data for each of the participating schools so that they may consider their results as well as compare them with the sample as a whole. A further in-depth look at the data may yield another report if further insights are found.

STAFF DEVELOPMENT PROGRAM:

10. A three-strand (Personal, Classroom and Institutional) staff development program was developed and implemented in 1982-1983.

11. The effectiveness of the orientation to the program was rated 3.2 on a 5-point scale with "5" being a high evaluation.

12. Respondents rated the implementation level of the program a 3.6 on a 5-point scale.

13. The overall satisfaction level with the program was 3.0.

14. The staff program, in general, received higher ratings than the student program, "Conflict."

15. Staff identified ten relative strengths of the program compared to three relative weaknesses based on mean score item responses.

16. When provided open-ended opportunities to identify strengths, staff indicated:

- the goals and objectives of the program
- the interactions and involvement of staff
- the facilitators
- specific workshop settings
- understandings and changes in attitudes and behaviors observed
- the organization of the progam

17. Weaknesses identified through open-ended items were:

- staff resistance to the program
- facilitator skills
- central office communication regarding the program
- the relevance of the program
- the fact that the program is "forced" or mandated
- teachers' feelings that they are disregarded, not recognized, not involved, and not respected
- time involved in implementing the program
- small group discussion methods
- separate inservices for classified/certificated staff

18. Some of the staff recommendations for program improvement were:

- allow for site-developed plans
- reduce the requirements/hours
- continue the program as is
- eliminate the program
- shift the emphasis of the program
- involve the community more
- encourage more participation
- provide better training for facilitators
- provide more follow-up and supervision of the plan

OBSERVATIONS AT SCHOOLS OF RACIAL MIXING AND QUALITY OF INTERACTION:

19. Racial mixing across the 24 schools observed was rated average to above average.

20. Elementary ratings were consistently higher than secondary ratings, both in the context of racial mixing and the interaction areas.

21. Significantly higher ratings were achieved by elementary schools in the areas of racial mixing in three situations:

    - at lunch
    - on school grounds
    - general racial mixing

22. No significant differences were found between elementary and secondary schools in the quality areas. Ratings were generally above average.

23. No significant differences were observed between treatment and comparison schools.

24. Schools observed for the most part received average to above-average ratings for mixing and quality of interaction.

25. Some degree of "resegregation" is occurring both at elementary and secondary sites. The problem is more severe at the secondary level.

26. Some classroom settings were more isolated than others, usually those that were based on some form of ability grouping.

27. The number of minority teachers proportional to the school site ratio were fewer than expected.

STUDENT PARTICIPATION IN SCHOOL ACTIVITIES AND LEADERSHIP POSITIONS:

28. Resident and non-resident Hispanics are under-represented in both activities and leadership positions as compared to their population.

29. Resident and non-resident Whites are over-represented in activities and elected leadership positions.

30. Non-resident Blacks are under-represented in appointed leadership positions and activities. Resident Blacks are over-represented in appointed and elected leadership positions.

31. Resident and non-resident Indochinese are under-represented in both activities and leadership positions.

32. Females are consistently over-represented in both activities and leadership positions as compared to their population.

INTERVIEWS WITH ADMINISTRATORS ABOUT INSTITUTIONAL PRACTICES:

33. Principals were generally able to articulate well the goals of their school, and emphasized the goals of academic achievement, particularly in basic skills and a successful integration program.

34. The reported procedures for student selection for awards and leadership positions indicate no built-in bias in the procedure. Since it is dependent on the judgment of individuals, individuals might exercise a personal bias, but that is not reflected by the procedures cited.

35. Responses to the questions of how students are assigned to classes, how students are grouped by what criteria, and the student scheduling process were confusing and unclear at many schools. It is possible that the procedures are quite clear, but not well explained, or that the procedures differ so widely that a clear picture did not emerge from the data. Interpretation is hampered by the lack of clarity.

36. Principals are responsible for the monitoring of the racial and sex balance in classes. It is more difficult at smaller schools and at schools which are more imbalanced in their total population.

37. Counselors are generally cited as the person from whom secondary students receive advice about the courses to take.

38. Schools were fairly evenly divided as to use of good techniques to insure that students are aware of abilities to enter any career unhindered by racial or sex stereotypes about jobs, careers, professions. Fifty-eight percent of the schools were able to give specific, strong responses to this question. The remaining forty-two percent gave weak responses or no response.

39. To assure the absence of prejudice and sexism, schools rely evenly on persons, usually counselors and on techniques, usually inservice workshops, reading materials, alterations to curricula. Three schools spoke to the subtlety of prejudice and sexism and the difficulty of assuring its absence.

40. Responses to the question of how counselors spend their time varied greatly. Elementary schools reported the majority of time is spent with individual students; supervision was added to the list of duties at the junior high level. Supervision was not a part of the duties at the senior high level, where the involvement in academic and career advising is reported as the major expenditure of time.

41. Administrators were aware of and were consistent in the naming of reasons for suspensions of students. Although the procedures in preventing or implementing suspensions clearly vary from school to school, almost every school was able to give a

clear procedure which they indicated works well for them. The administrators were specific and illustrative in their responses, and many of the measures used, both to determine when to suspend a student and to take action to prevent repeated occurrences would be judged to be good to excellent.

42. Seventeen schools were able to state examples of racial incidents and how the incidents were resolved. Seven schools said they did not have or could not remember any incidents. Incidents cited ranged from name calling to fighting, and some problems caused by influences outside the school. Resolution strategies included a range from discussion and/or counseling to disciplinary actions, and according to the schools, have been effective except for controlling the outside influences.

SUSPENSIONS OF STUDENTS:

43. Hispanic students were suspended in almost direct proportion to their representation within the total population at all three levels. White students at the elementary level were also suspended in almost direct proportion to their representation within the total population but in lower (-11.1 percentage points) proportion at the junior high level, with the gap widening another -19.7 percentage points by the senior high level. Black students were suspended in higher proportion to their representation in the total population beginning at the elementary level (+12.0 percentage points) and continuing upwards +5.0 percentage points per level to reach a total disparity at the senior high level of +22.0 percentage points. Asian and other minority students were suspended in lower proportion to their representation within the total population at all three levels with the greatest disparity at the elementary level of -14.1 percentage points. The gap narrows to -8.5 percentage points at the junior high level and continuing downward to reach a -6.0 percentage points disparity at the senior high level. (See Table 6.1.)

44. When the actual number of suspensions were compared to the total enrollment, the same pattern as above existed, with the disparity increasing an additional 1.0 to 3.4 percentage points for Hispanics, .01 to 3.5 percentage points for Whites and virtually no change for Asian or other minorities. Black suspensions at the junior and senior high levels each showed increases of 1.0 percentage point. However, the disparity decreases for Black elementary suspensions but only by .6 of a percentage point. (See Table 6.2.)

45. The average number of days of suspensions for Whites and Blacks was nearly identical at all levels, varying only from .02 to .07 days. The average number of days for Hispanic suspensions at elementary and senior high levels was at least a half day (.54 to .63) more than the average number of days for White and Black suspensions. At the junior high level, the average number of days for Hispanic students was nearly the same as that for White (.10 days more) and Black (.17 days more) suspensions. There was a wide

variance in the average number of days of suspensions between the other ethnic groups at all levels due in part to very small numbers. (See Table 6.3.)

46. There were repeat offenders (students who were suspended more than one time) in every ethnic group except American Indian/Alaskan.

47. The vast majority (75-85%) of students at all levels were suspended only one time and these one-time suspensions were ethnically proportionate to the total students suspended. Another 10-15% of students were suspended two times and these two-time suspensions were also ethnically proportionate to the total students suspended. About 4% of students were suspended three times and of these, both Hispanics and Blacks were disproportionately over-represented, about +8.0 and +20.0 percentage points respectively. The exact reverse was true for White (approximately -20.0) and Asian (approximately -8.0) suspensions. Four-time suspensions totaled 1.2% and of these, Hispanic students were disproportionately over-represented by approximately +34.0 percentage points. Only 1% of students were suspended five or six times (N=2) and both were Hispanic, a disparity of about +83.0 percentage points. (Also see Table 6.4.)

48. Students who were suspended between one and three days accounted for approximately 88% of all suspensions and for each group (one-day suspensions, two-day suspensions, etc.) were ethnically proportionate to the total suspensions, etc.). Of the 2% of students suspended four days, Hispanics were disproportionately over-represented by +15 percentage points and Whites by +11 and Blacks under-represented by -23. The suspensions lasting 5 days accounted for 10% of all suspensions; of these Blacks and Asians were ethnically proportionate to the total suspensions and Whites disproportionately under-represented by 13 percentage points. Hispanics were over-represented in 5-day suspensions by +8 to +10 percentage points. (See Table 6.5.)

49. There were fewer females suspended than males at every level and in every ethnic group. Additionally, Hispanic, White and Asian female suspensions were nearly proportionate to Hispanic, White and Asian males. However, the percentage of Black female suspensions to Black male suspensions was higher at every level. (See Table 6.6.)

50. Overall, there was less than a half day variation (+ or -) between male and female average number of days in every ethnic group except Hispanic and Asian where the average number of days for females is approximately a half day less than for males. (See Table 6.7.) Note that the wide variation that occurs with the other minorities is a result of small numbers.

51. The ethnic proportion of all suspensions for Physical Injury to Another Person, Disruption/Defiance, Stealing, and Damage to Property approximated the ethnic proportion of all suspension

52. Hispanic and White suspensions are over-represented, and Black suspensions under-represented for Controlled Substance/ Intoxication.

53. Hispanic suspensions were under-represented and White and Black suspensions over-represented for Obscenity.

54. Hispanic and Black suspensions were under-represented while White suspensions were over-represented for Weapons and Smoking.

55. There was no significant racial disparity (+.50 day) in the average number of days of suspension by category, except for Damage to Property (Hispanic and White suspensions were .80 days more than the total averages and 1.81 days more than Black suspensions).

STUDENT AND STAFF PERCEPTIONS OF JUSTICE AND FAIRNESS AT THE SCHOOL:

56. Elementary, junior high, and senior high school students agreed that the following items represented areas of positive or high regard in the schools' climates of justice:

- All races and backgrounds are disciplined equally.
- All races/backgrounds take part in our school activities.
- Counselors listen to student's side of story.
- There is a written form of rules and behavior.
- Infractions are explained before punishment is given.

57. There was agreement at the three levels that the following were items of negative or low regard in the schools' climates of justice:

- Students have a part in writing the rules of the schools.
- All students feel they are respected here.

58. Staff responses to the survey were more positive than student responses.

59. Student responses at the elementary level were more positive than the responses of junior high students; junior high students generally have more positive responses than senior high students.

60. Differences between treatment groups and comparison groups could not be accounted for programmatically; therefore, they must be accounted for by the chance of selection.

61. The data form a baseline from which to compare future results.

STUDENT CAREER GOALS:

62. Females choose a higher preponderance of professional careers than do males.

63. Whites and Asians have a greater propensity for professional careers than do Blacks and Hispanics.

64. Whites and Asians prefer more education beyond high school than do Blacks and Hispanics.

RECOMMENDATIONS

Programmatic Recommendations

1. Continue district and school site efforts to enhance both the racial mixing and quality of interactions which are occurring at the school sites. Commend sites receiving exemplary ratings.

2. Although the student program goals seem to be appropriate, significant revision and modification of the Conflict program need to occur. Attention needs to be given to program outcomes for students and type of measurement for these outcomes, particularly specifying the appropriateness of cognitive and/or affective outcomes.

3. Increase, improve and refine staff inservice. Include areas that emphasize teaching techniques, presentation skills, materials, and specific teacher skills needed.

4. Provide the objectives, materials, and requirements for both the student and the staff in a consistent and timely manner to allow time for preparation and implementation.

5. Review the content of the staff program and its degree of correlation with stated objectives. The staff program does not need as extensive modification as the student program.

6. Work to insure visible support and commitment at all levels for the program and for the the Board of Education's and the Superintendent's goals. The Site Principal has a particularly important role in setting the tone for commitment and seeing that the Race/Human Relations Program is taken seriously at the school.

7. Improve proportions of majority/minority role models at all levels of school staff, as possible.

8. Individual school sites need to assess their efforts at involving students from all ethnic groups in participation in school activities.

9. Develop clear procedures and guidelines needed to assure the absence of prejudice and sexism in the academic, career advising and counseling processes.

10. Give attention to the disparity of suspension rates and the reasons why these are occurring. It is important not to blindly strive for equal numbers without considering the issue of underlying causes of the disparate percentages.

11. Give recognition to staff who are making strong efforts to improve race/human relations. Recommendations in a report such as this generally focus on the areas of needed improvement, but it is important to note that there are many individuals and schools who are contributing positively to the intent of integration and better race/human relations. Positive rewards for those who are going the "second mile" are as important to the success of the program as the assistance and/or punitive attention given to those who ignore the necessity of such a program.

12. Better and more consistent use at the school site of the Career Planning Inventory is recommended.

13. Site and central office administrators need to express and support the legal right of the District and the Court to establish or mandate curriculum and programs to be taught, and staff members need to recognize and accept that fact. The program is to be judged on its merits or weaknesses, not on the premise that it is mandated. Integration is a major goal stated by the San Diego City Schools Board of Education and Superintendent, and the question of whether to have a race/human relations program is not, at this time, debatable. Energy is better spent on improving the program, not on the moot question of whether it should exist.

14. As the program develops, consideration should be given to establishing competency criteria, either at the individual or school level. A suggested timeline to develop such criteria would be within one-to-three years. If it is possible to establish benchmarks of progress, staff would not have to fulfill objectives they have already met. Individuals not meeting the criteria would receive further or remedial work on the first-level objectives. The difficulty but importance of assuring that competencies are valid make this a recommendation for consideration and discussion, not a recommendation for action.

15. Provide staff development programs based on needs assessment data such as that given in the baseline information portion of this evaluation. Since the schools were randomly selected to be representative of the district as a whole, schools which were not a part of the evaluation can still use the aggregated data for self-assessment. Schools in the evaluation sample can be more specific, using the data collected at their site as well as the aggregated data.

16. Strand III of the program, "Institutional Practices" addresses many of the long-range needs in race human relations. Using needs assessment data, such as the baseline data in this report, a school profile could be developed for each site. Further, there are goals and a process to address them. The program needs to assure that the process is used.

17. The knowledge and cognitive portions of the program should be tied with the action plans to build or remediate needs at the site and to demonstrate relevance of activities with goals.

Evaluation Recommendations

18. The observation for racial mixing and quality of interaction among people should be continued with a new sample of schools during 1983-84 and subsequent years. It is recommended that elementary, middle/junior high and senior high schools be randomly selected from the schools which did not participate in the 1982-83 sample. In addition, any schools in the 1982-83 sample which had a score of less than "4" on team observation ratings should have a follow-up visit during 1983-84.

19. During the baseline year, schools were randomly selected to be representative of the district. While the random selection process should be continued, as stated in No. 1 above, it is recommended that beginning with the 1983-84 school year school names be published. The focus should be on individual schools now that a baseline has been established and procedures have been validated.

20. Three guides for student programs still need to be field tested: those written for Prejudice and Discrimination, Culture, and Diversity. In the light of the results, both for the "Identity" guides in the Race/Human Relations Report and for the "Conflict" program in this evaluation report, it is recommended that the three new guides be field tested and evaluated in 1983-84, including both tests of student mastery and opinions of teaching staff. The tests of student mastery should be developed as part of the program by the program writers, with technical assistance available from Evaluation Services, and should be field tested for reliability and item analysis prior to administration as part of the program and evaluation process.

21. The Survey of Justice and Fairness and investigation of discrepancies between students and staff should be continued as part of the evaluation in 1983-84.

22. A study of suspensions should be reported each year. Instead of data being collected and analyzed in a number of different offices, one office (department/division) should be responsible for the collection, analysis and reporting of data. These could be entered and analyzed either by mainframe computer or by microcomputer for ease and accuracy of reporting. If this is done, it is not necessary to include a report of suspensions as part of future race/human relations evaluations.

23. The role of the counselor, guidance practices and the assignment of students to classes should be studied, either through this program or through a separate study.

24. Communication and meetings with Community Relations and Integration Services Division should occur early in the 1983-84 year to determine needs for the 1983-84 evaluation design for the Race/Human Relations Program.

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*Appendices are bound separately.

INTRODUCTION

The Superior Court's order of Summer, 1982 instructed the San Diego Unified School District to "produce a complete Race/Human Relations course of classroom instruction...and require classroom presentation of the course to conform to the text centrally developed...," and to "produce a complete Race/Human Relations program...for teachers and other school employees."

The Integration and District Programs Unit of Evaluation Services Department was given the charge to evaluate the Race/Human Relations program. Based on the study of the program, discussions with representatives of the Board of Education, Administration, Race/Human Relations program managers, Race/Human Relations facilitators, school site administrators (principals and vice-principals), and studies of integration efforts across the nation, the evaluation was designed to:

1. Provide information on the 1982-83 field tested student program, "Conflict".

2. Provide information on the 1982-83 implemented staff program.

3. Establish a baseline of data with regard to selected long-term outcomes, specifically:

   - Racial Mixing at Schools
   - Quality of Interaction Among People at School Sites
   - Institutional Practices and Procedures
   - Student Suspensions
   - Student and Staff Perception of Justice and Fairness at the School Site
   - Student Career Goals.

The necessity of providing both long term and short term evaluation data was based on the following assumptions:

1. Long term and yearly commitment to achieving and promoting good race/human relations is an important part of the success of the program.

2. The degree of progress or attainment of significant changes in behavior may be limited in any one year. Changes in both knowledge levels and behaviors should, however, be expected over a period of a year in a sequential, centrally-based, consistent program.

3. Because a program has existed for a number of years, some degree of behavior change and/or a cumulative effect could

be expected. However, it has not previously been systematically assessed.

4. It can be anticipated that continued measurement of progress will be expected by the District, by the Court, or both. A baseline should therefore be established against which further progress can be measured.

DESIGN

A design for the evaluation was developed by the Integration and District Programs Unit of Evaluation Services Department and was approved by the Board of Education on November 16, 1982. The design included the relevant and crucial questions to be addressed. This report is organized to answer those questions in a similar order to that presented to the Board. Although this report is lengthy, it addresses the concerns identified prior to the design as important to the audiences approving and improving the program. The short-term goals of the Student program are addressed first, then the results of the staff development program is reported in section 2. Part II reports data on the long range goals for the Baseline Year (1982-83.) Part III discusses the findings and presents recommendations.

Because of the many questions addressed in the evaluation, it was necessary to select appropriate methodologies for different sections of the evaluation. For example, some questions could be appropriately assessed by the use of surveys; others required a cognitive, paper/pencil test, observations or the use of documents and statistics collected within the District. Therefore, except for a brief description of the overall design given in this introductory section, the design, methodology and findings are reported for each section separately. It is the intention of the authors that this arrangement will provide the reader with a clearer picture of each portion of the report, and that each section can stand alone.

SELECTION OF SCHOOLS

The Race/Human Relations program is to be district-wide. Therefore, it was desirable to have a sample of schools representative of the district as a whole. Random selection is the best way to assure a representative sample of the total group of schools in the district. Further, it was desirable to have schools based on a number of demographic factors and various racial/ethnic compositions. A stratified random sample of 24 district schools were selected based on three demographic factors:

- Percent minority (high, balanced or low)
- Mobility (high or low)
- Enrollment (over 500, less than 500)

For the student "Conflict" materials, in which pre and posttests would be given, it was desirable to have a treatment group and a comparison group to measure student growth, and to have both elementary and secondary schools in the sample.

Schools were selected, then randomly assigned to a treatment group which would receive the district program, "Conflict", or to a comparison groups receiving only the staff program. There were six elementary, three junior high and three senior high schools in both the treatment and comparison groups.

Materials Used

For the student program portion of the report, Part I, it is necessary to keep separate the treatment and comparison schools. The student "Conflict" material was taught at the treatment school, and not at the comparison schools. In the comparison schools and in all other schools in the district, schools were restricted to the use of the "Identity" materials which had been distributed at the beginning of the 1982-83 year in an effort to make some materials available to all schools.

For other portions of the evaluation, treatment and comparison data were examined only to determine if there seemed to be some systematic variance between the treatment and comparison schools which should be taken into account in the data analysis. In other words, one assumes with a random sample that the two groups of schools are similar and that they are representative of the district as a whole. Based on the absence of any systematic or significant consistent differences between treatment and comparison schools, it is possible to conclude that the sample is fairly or generally representative of schools in the district and that any differences on variables other than the student program are simply random. Therefore, for all other data in the report the treatment and comparison schools are grouped together to give a measure of the "district". A separate Appendix gives the treatment and comparison school data and will be kept on file. For the purposes of this report, treatment and comparison only has meaning with regard to section 1, the report on the Student program.

Limitations of Study

There were many interesting questions to investigate in the Race/Human Relations program. It was necessary, through a process of discussion and prioritization of those questions which seemed to be of greatest interest to most audiences, to select certain areas to be addressed and to leave the others for another year. This study, although complex and wide-ranging, still does not cover all possible areas of investigation with regard to a race and human relations program. Many good suggestions were made which simply could not receive attention this year.

The observations on school sites were limited to the two variables selected for study this year: racial mixing and quality of interaction among people. Other observation efforts conducted within the District this year, such as the monitoring effort conducted by Community Relations and Integration Services Division, an entirely separate effort, looked at other variables and at the entire Integration program. Our task was to evaluate the Race/Human Relations program. Therefore, variables related to other parts of integration were not covered in this study. In addition, these observation visits were made before the implementation of any Race/Human Relations program in 1982-83 so that all conditions were prior-program to form a baseline.

The evaluation design did not include observations of the program being taught. Observations of the program being taught were conducted by the Integration Task Force subcommittee on Race/Human Relations.

This study did not include any evaluation of the "Identity" student program. However, a questionnaire and teacher comments about this program were included in the report by the Race/Human Relations program, CRISD, in June, 1983.

This study did not attempt to evaluate the inservice provided teachers and staff either for the student program or for the staff program.

In order to analyze suspension data by the date this report is due, only first semester (from September to February) of 1982-83 data were used.

Only secondary schools were used to collect data about student activities and leadership positions. While there are certainly opportunities on elementary campuses for students to participate in activities, to be in leadership positions and to receive awards, there is more consistency of activity areas at the secondary level, so the study was limited to selected activities at the secondary schools.

This report shows only totals or aggregates of data, such as treatment/comparison schools or elementary/junior high-middle/high schools, etc. No individual school data are contained in this report except where comments are quoted. Packets of information relating to the individual school will be prepared by or about the opening of the traditional year schools in September and will be shared with each school in the study. In a random sample the assumption is made that the sample is representative of the entire district and systematic bias did not occur. Individual schools are not singled out. However, the summary of the observation visits were shared with each school before the team left at the end of the second day.

There were no cognitive tests prepared for the K-3 program, so there are not measures of student achievement for those grades. Since both program and test for 4-6 were the same (likewise for 7-9, and for 10-12), scores are reported in the three groups, each spanning 3 grade levels.

The Race/Human Relations Subcommittee of the Integration Task Force monitored the observation process portion of the evaluation, and their members accompanied or followed some of the evaluation teams as they made observations. This was not a limiting factor, as most of the ITF evaluators were either a positive contribution or made no difference to the team process (as opposed to being a hindering factor), but is mentioned as an event unanticipated at the beginning of the process.

PART I

SHORT-RANGE GOALS

EVALUATION OF THE STUDENT RACE/HUMAN RELATIONS PROGRAM, "CONFLICT"

- Description and Implementation of Program
- Effectiveness of Inservice Program
- Satisfaction of Staff with Program
- Reported Strengths and Weaknesses
- Survey Respondents' Recommendations for Improvement
- Mastery Levels of Students -- Cognitive Test

EVALUATION OF THE STUDENT RACE/HUMAN RELATIONS PROGRAM, "CONFLICT"

DESIGN

It was the purpose of this component of the evaluation design to determine:

1. What was the student program at the elementary, junior high, and senior high school levels?
2. How was the program implemented at each level?
3. What were the expected outcomes of the program?
4. How effective was the inservice training?
5. To what degree was the program implemented?
6. What were the strengths/weaknesses of the program?
7. How satisfied were the staff with the program?
8. What recommendations for improvement need to be implemented?
9. How did outcomes compare with schools not using the program?

Surveys were sent to all teachers using the student materials "Conflict" at treatment schools. Cognitive pre and posttests over the "Conflict" materials were administered to two classes at each grade level, 4-12, at each treatment school. An overview of the program goals, objectives and implementation strategies was provided by the Community Relations and Integration Services Division (CRISD).

Description

A description for the Program is excerpted from a Report by the Community Relations and Integration Service Division.

"The specific Race/Human Relations program goal adopted June 1982 states:

"The Board shall adopt and management shall implement policies designed to foster positive practices and relationships between and among students and district employees (student to student, student to adult, and adult to adult); to facilitate equal education access and opportunities in a society of racial and ethnic richness, economic and cultural diversity, and changing value system.

1982-83 Program

"The focus for the Race/Human Relations Program for the 1982-83 year changed from a program where individual sites developed their own site plans based upon individual needs assessments to a centrally developed Race/Human Relations Program where all sites were involved in implementing designated objectives for the 1982-83 year.

"The 1982-83 year was designated as a transition year for implementation of the centrally developed Race/Human Relations Program. In his court order dated August 12, 1982, Judge Franklin B. Orfield ordered the district to develop a complete race/human relations course of classroom instruction for all students and staff. In response to this court order, the district used the 1982-83 school year to:

1. Design and review a centrally developed Race/Human Relations plan for staff and students.
2. Develop and expand Race/Human Relations Program curriculum materials to support the plan.
3. Provide staff with inservice training for plan implementation.

"Guidelines for race/human relations training followed the concepts expressed by the the California State Department of Education and the National Institute for Education. The district program addressed both (a) multiethnic education, and (b) those institutional practices which affect the treatment, status, and opportunity of all students."

Student Program

The student Program was based on five Concept Goals:

I. Identity: To develop feelings of self-acceptance and self-worth which are based upon awareness of factors influencing self-definition, including ethnic ancestry and cultural heritage.

II. Diversity: To become aware of and value the many similarities and differences among individuals and among diverse racial, ethnic, and cultural groups within the community, the United States, and the world.

III. Culture: To develop awareness of what "culture" is and the ways cultures are alike and different.

IV. Conflict: To demonstrate interpersonal skills for positive relations and/or constructive response to conflict between individuals and among groups.

V. Prejudice and Discrimination: To develop sensitivity to stereotyping prejudice and discrimination in its many forms.

CRISD describes the program as:

> "...an instructional program that combines affective and cognitive experiences which provides students from diverse ethnic, cultural and socioeconomic backgrounds with opportunities and tools to openly interact with one another in a safe environment. This focus provides the critical link between the process of learning about people to the process of learning to deal with people more effectively. Outcomes of such face-to-face interaction will ideally result in a greater tolerance and acceptance of differences related to living together, whether at the classroom, school, community, city, state, national, or international level."

Conflict

At the beginning of the 1982-83 year, "Identity" guides had been sent to all district schools. The Race/Human Relations program selected "Conflict" to be the field tested and evaluated student program this year. Table 1.1 shows that objectives and samples of learner behaviors in the "Conflict" program.

Implementation of the Student Program

Regarding implementation, the program indicated that,

> "Students at elementary and secondary school participated in Race/Human Relations activities during the following scheduled period of time:
>
> - Social Studies period
> - Race/Human Relations classes
> - Individual teacher-designated times
> - Individual school-designated times"

A calander of the dates when the program was requested of the schools, and the information provided indicated that the program varied greatly from site to site. The length of the program, for example, reportedly lasted from four to twenty-one weeks. (Materials were made available in late April, therefore, the program could not have been held for twenty-one weeks.) Information on the teacher inservice date, the start and end dates, was incomplete from some schools.

Table 1.1

CONCEPT GOAL IV:

CONFLICT To demonstrate interpersonal skills for positive relations and/or constructive response to conflict between individuals and among groups.

SAMPLE OF LEARNER BEHAVIORS

OBJECTIVES:	*Level 1 (Gr. K-3)*	*Level 2 (Gr. 4-6)*	*Level 3 (Gr. 7-9)*	*Level 4 (Gr. 10-12 and adult)*
4.1 To develop sensitivity to the needs, feelings and problems of others through learning and practicing interpersonal skills.	Learners will recognize people have different ways of expressing their needs and feelings and that the same feeling can be expressed in different ways.	Learners will identify their behaviors which have a positive or negative impact on others.	Learner will develop the capacity to respond in supportive ways when others express or demonstrate a need.	Learners will demonstrate ability and comfort to initiate cross cultural communication and establish friendships.
4.2 To identify and analyze factors that contribute to conflicts.	Learners will become aware of behaviors they engage in which contributes to conflicts with others.	Learners will recognize the influence of others on their participation in interpersonal or group conflicts.	Learners will analyze ways in which styles of verbal and non-verbal communication influence conflict.	Learners will analyze how various social, political and economic factors have contributed to conflict among groups in the United States both historically and in contemporary times.
4.3 To identify and utilize appropriate alternatives in responding to and attempting to resolve conflict.	Learner will identify several positive ways of responding to conflict with others.	Learners will exert influence on peers to engage in behavior that prevents or minimizes conflicts.	Learners will analyze their styles of dealing with conflicts and develop alternatives for those which they do not consider effective.	Learners will take the initiative to prevent or resolve conflicts that might not directly affect them.

Table 1.2

SUMMARY MEAN SCORES:
STAFF SURVEY OF THE STUDENT CONFLICT PROGRAM IN RACE/HUMAN RELATIONS

ITEM #	TOTAL N=114	ELEMENTARY TEACHERS N=76	K-3 N=46	4-6 N=29	SECONDARY TEACHERS N=32	7-9 N=17	10-12 N=13	* weakness + strength
2	2.6	2.8	2.6	3.0	2.5	2.5	2.5	*
3	3.4	3.3	3.5	3.2	3.3	3.8	2.7	
4	3.7	3.7	3.8	3.6	3.7	3.8	3.6	+
5	3.2	3.2	3.3	3.1	3.2	3.1	3.5	
6	2.7	2.7	2.6	2.9	2.6	2.5	2.6	*
7	2.8	2.8	2.6	3.0	2.9	2.9	2.9	*
8	3.0	3.0	2.8	3.3	2.8	2.9	2.7	
9	2.8	2.9	2.9	2.8	2.6	2.8	2.3	*
10	3.3	3.4	3.4	3.3	2.9	3.1	2.9	
11	3.3	3.5	3.8	3.1	2.9	2.9	3.1	
12	2.8	2.8	2.8	2.7	2.8	3.1	2.4	*
13	3.2	3.1	3.2	3.1	3.1	3.1	3.3	
14	3.2	3.4	3.4	3.4	3.6	3.3	4.1	
15	3.4	3.3	3.3	3.4	3.3	3.1	3.8	
16	3.2	3.2	3.2	3.3	3.2	2.9	3.5	
17	3.3	3.3	3.5	2.9	3.4	3.1	3.6	
18	3.4	3.2	3.2	3.3	3.7	4.0	3.3	
19	2.5	2.5	2.2	3.1	2.4	2.7	2.1	*
20	3.4	3.5	3.5	3.6	3.6	3.1	3.5	
21	3.7	3.6	3.6	3.6	3.8	3.9	3.8	
22	3.1	3.2	3.3	3.0	3.1	3.1	3.2	
23	2.5	2.5	2.5	2.8	2.5	2.6	2.3	*
24	2.9	3.1	3.0	3.1	2.6	2.9	2.1	*

Item #1 was an identification item.

Effectiveness of Inservice

Table 1.2 provides a summary of mean scores comparing respondents' choices on a 5-point scale where "1" was a low evaluation and "5" a high evaluation of the student program. A complete copy of the survey is provided in Appendix A .

The degree to which the inservice prepared teachers to use the materials was rated 2.6, overall, on a 5-point scale. Elementary teachers rated the inservice higher (2.8) than secondary (2.5). Respondents also rated the degree of structure and direction provided for use of the program low (2.9). Once again, secondary ratings (2.6) were lower than elementary ratings (3.1). Further analysis is provided under Survey-Identified Strengths and Weaknesses.

Satisfaction of the Staff with the Program

The overall satisfaction rating was 2.5 for all staff. Secondary and elementary ratings were identical (2.5). Teacher ratings of student enjoyment of the program were higher. The overall rating was 3.1, with elementary teachers rating it 3.2 and secondary teachers rating it 3.1. Most teachers also indicated they would change the guide rather than leave it as is. Further discussion will be provided in the following section. Complete survey results are shown in Table 1.2.

Survey-Identified Strengths and Weaknesses

Mean scores of 3.5 or higher were considered a relative strength of the program, scores of less than 3.0, a relative weakness. Eight relative weaknesses and one relative strength were identified from the survey. The relative weaknesses were:

- Degree to which the inservice prepared teachers to use the materials
- Degree to which materials adequately met the needs of the students
- Degree to which materials adequately met the needs of the teacher's style
- Degree to which materials were relevant to actual school situations
- Degree to which conflict resolution skills learned by students were actually used
- The Guide as provided
- Teachers' overall satisfaction with the "Conflict" program.

The relative strength was:

- Degree to which teachers indicated they implemented the program

In addition, two open-ended items provided opportunities for respondents to identify strengths and weaknesses of the "Conflict" program. An analysis of the comment sections for each strength and weakness was conducted to determine any trends. Comments based on that analysis indicated that:

- Teachers felt the inservice was too sketchy, too quick, and that more training was needed.
- The program came late and staff were expected to rush through it.
- Too short notice and too little time to implement the program were provided.
- The materials were not appropriate for all levels (especially K-1).

- Materials were either too sketchy or too easy.
- There was no relationship of the materials to behavioral changes. in students.
- There were not enough materials provided or time to implement them.
- Too much time was dedicated to discussion.
- It was difficult for staff to observe any noticeable behavioral changes in students due to the materials.
- Teachers suggested that the activites often did not match the objectives.
- Staff felt the program needs to be simplified.
- Staff felt separate guides for each grade level are necessary.
- Staff felt materials should have been ready in September.
- Staff felt more concrete lessons and activities are needed.
- Staff felt the program should be incorporated into the regular district curriculum (social studies mentioned most often).
- Staff were willing to use the materials.
- Staff indicated they implemented the materials (3.7) as inserviced.
- Little parent resistance to the program was noted.

Two open-ended items asked staff to list major strengths and weaknesses of the student program.

The major strengths listed were:

- The goals and objectives of the program
- The awareness of students
- The students' evaluation and expression of their own feelings
- The students' enjoyment of the program
- The need for the program
- The concept of the program
- The interaction of different racial groups
- The fact that it was a uniform program

The major weaknesses listed were:

- The program is not incorporated into the regular curriculum.
- There is not enough inservice of the materials.
- The program was received too late.
- The program is too difficult for young kids.
- The program is not conducive to small groups.
- More and better materials are needed.
- The program lacks realism.

Survey Respondents' Recommendations for Program Improvement

The final survey question asked respondents to identify what they would recommend the district do to improve the program.

Key comments were:

- Rewrite the program.
- Make the program optional.
- Provide more activities and materials.
- Don't rush the program.
- Get the materials to sites before school opens in September.
- Provide more/better training.
- Integrate the program into the regular curriculum.

Mastery Levels of Students: Cognitive Tests

The evaluation design of the student program included a pre/posttest of cognitive skills students should learn upon completion of the program. Although the long range goals of the program aim for attitudinal and behavior changes, the initial course emphasized awarness and knowledge of how to handle conflict. The pre and posttest were developed by the Race/Human Relations program writers with technical assistance from Evaluation Services staff. It was recommended that the pre and posttests be an integral part of the program by being sent out with the program materials and included as part of the inservice. Some confusion evidently existed as to whether the pre/post should be an actual part of the program or separate from it. In March the Race/Human Relations Program requested that Evaluations Services reduce, for budgetary reasons, the number of students who took the tests. For purposes of evaluation, two classes per grade level comprised an adequate sample. At this time, Evaluation Services was also asked to and agreed to distribute the pre and posttests to schools for administration. Pre-tests were sent to the treatment and comparison schools

in March, 1983, and posttests were sent during May. The student program itself did not get to the schools until late second semester. Staff concerns about the late arrival have been reported in previous sections.

A second area of limitations of the pre/posttests needs to be described. The tests for 4-6th graders and 7-9th graders consisted of 15 items. The 10-12th grade test consisted of 40 items. Since classes, not individual students, were matched and since schools were randomly selected, not children in those schools, the findings only lend themselves to descriptive statistics, not tests of significance. Any inferences are based purely on face value, not tests of statistical significance. While a large number of students could cause inferential statistical techniques to show "statistical" significance, a gain of less than one point on a 15-item test could not be considered educationally significant. Nevertheless, results indicate limited or no mean score growth on cognitive "Conflict" skills for the treatment and comparison schools. A summary of these results is provided in Table 1.3.

As one can determine from the table, there was less than an average of 1 raw score gain for most treatment and comparison schools in grades 4-6. The average gain was .86 points for treatment schools (4-6) combined, compared to .56 points for comparison schools combined. Comparable gains for the 7-9th graders were .7 points for treatment schools compared to .16 points for comparison schools. No gain scores are reported for 10-12th graders combined since several treatment schools submitted an excess of posttests over pretests. Caution again needs to be taken that these are in fact just descriptions of gains approximating what two classes at each grade level, unmatched, were able to demonstrate on the Cognitive tests.

Table 1.3
Pre/Post Mean Scores for Treatment and Comparison Schools

Treatment Schools (4-6)	Pretest	Posttest	Difference
1	6.30	7.61	1.31
2	6.60	7.76	1.16
3	7.05	7.96	.91
4	6.79	8.21	1.42
5	6.45	6.85	.40
6	6.74	6.75	.01
7*	6.16	6.96	.80
Comparison Schools (4-6)			
1	7.43	7.72	.29
2	6.28	6.99	.71
3	7.63	8.10	.47
4	5.53	5.90	.37
5	6.83	7.98	1.15
6	5.56	6.60	1.04
Treatment Schools (7-9)			
1	9.36	10.21	.85
2	9.81	11.00	1.19
3	9.70	10.05	.35
4	8.67	7.04	-1.63
Comparison Schools (7-9)			
1	8.58	8.40	- .18
2	8.99	8.93	- .06
3	8.86	9.92	1.06
4	8.74	8.77	.03
Treatment Schools (10-12)			
1	23.79	23.49	- .30
2	26.19	25.62	- .57
3	23.34	23.71	.37
Comparison Schools (10-12)			
1	25.72	25.90	.18
2	23.83	22.52	-1.31
3	24.61	23.35	-1.26

Means given are for the number of correct items. For grades 4-6 and 7-9 the total number of test items was 15. For grades 10-12 the total number of test items was 40.

*While there were 6 treatment and comparison schools with grades 4-6, one middle school had both 6th and 7th grades, adding a seventh treatment group.

Conclusions

1. A student program "Conflict" was field tested at 12 treatment schools for grades K-3, 4-6, 7-9 and 10-12.

2. Inservice of materials was rated low by teachers. Materials developed over the summer did not arrive at sites until late second semester.

3. Staff members were not satisfied with the program, its implementation or inservice.

4. Eight relative weaknesses of the program were identified by mean score survey items compared to only one relative strength.

5. Teachers felt the materials were not appropriate for all grades, were sketchy and came far too late in the year.

6. While teachers supported the need for and goals and objectives of the program they criticized the materials, the method of delivery, and the fact that this was not incorporated into the regular curriculum.

7. Teachers recommended the program be rewritten, with better preparation, inservice and more time to implement the program.

8. Limited or no cognitive gains were realized on pre/posttests of student mastery.

Recommendations

1. The "Conflict" program needs to be modified significantly. Staff is neither happy with the materials or outcomes.

2. There appears to be little relationship between the program and tests on the program. Perhaps this is a result of too short and rushed a period of implementation. The program should carefully determine the criteria they will use to measure the success of this program.

3. Inservice and materials, objectives and requirements of the program must be provided to the teaching staff in a consistent and timely manner. This did not occur in 1982-83. Future student programs need to be ready for implementation in the Fall and staff need to be provided with sufficient timelines to include these instructional materials.

4. Many teachers feel these materials should be incorporated into the existing social studies or language arts curriculum. Others feel they should not be taught at all. The program should reconsider and meet with concerned representatives from the sites to determine the most effective implementation techniques. For 1982-83, the program appeared to come in as an "add on" with little value or commitment associated with it. A race/human relations program for children needs to be more than that.

EVALUATION OF THE STAFF DEVELOPMENT PROGRAM

- Description and Implementation of the Program
- Effectiveness of the Orientation and Inservice
- Effectiveness of the Program
- Satisfaction of Staff with Program
- Strengths and Weaknesses
- Survey Respondents' Recommendations for Improvement

EVALUATION OF THE STAFF DEVELOPMENT PROGRAM

DESIGN

In the spring of 1983 surveys were sent to all classified and certificated staff in treatment and comparison schools in order to determine effectiveness and satisfaction levels. Both a response analysis and an open-ended analysis were conducted of each survey item. A copy of the survey is provided in Appendix B.

It was the purpose of this component of the evaluation design to determine:

1. What the staff program in Race/Human Relations for certificated, administrative and classified staff was in 1982-83.
2. How the program was implemented.
3. What the expected outcomes of the program were.
4. How effective the orientation/inservice of the materials was.
5. The degree of implementation of the program.
6. The effectiveness of the program in achieving outcomes.
7. The strengths/weaknesses of the program.
8. The degree of administrative/staff support for the program.
9. Staff satisfaction with the program.
10. Recommendations for improvement of the program.

FINDINGS

Description and Implementation of the Program

"The Multi-Year District Race/Human Relations Staff Development Program" was designed as a training program for staff members at all district sites. It incorporated 47 program objectives in three strands: Personal, Classroom, and Institutional. It is anticipated that program objectives will be completed in a six-year period. The focus of the district's staff training program provided cognitive information and interactional skills.

Each program objective includes a full list of behavioral outcomes which will:

- describe what staff should be able to do as a result of inservice training
- describe what must be done to complete a given objective.

A full description is provided in Appendix A to the Race/Human Relations Report to the Board of Education in June, 1983.

Effectiveness of the Orientation and Inservice

Table 2.1 provides a summary of the mean score responses of the 767 respondents who returned the staff survey. On the survey "1" was a low evaluation and "5" was a high evaluation.

The overall rating for effectiveness of the orientation to the program was a 3.2 with the classified staff providing the highest rating in that category (3.4). The effectiveness of the inservices and organization of the workshops were rated 3.3 and 3.5 respectively.

TABLE 2.1

SUMMARY MEAN SCORES:
SURVEY OF THE STAFF DEVELOPMENT PROGRAM IN RACE/HUMAN RELATIONS

ITEM #	TOTAL N=767	CLASSIFIED N=149	CERTIFICATED N=583	ADMINISTRATORS N=35	TOTAL ELEMENTARY N=215	TOTAL JR. H.S. N=257	TOTAL SR. H.S. N=295	* weakness + strength
2	3.2	3.4	3.1	3.3	3.2	3.1	3.3	
3	3.3	3.4	3.2	3.3	3.4	3.1	3.2	
4	3.5	3.7	3.5	3.6	3.7	3.4	3.5	+
5	3.4	3.6	3.4	3.4	3.6	3.3	3.4	
6	3.0	3.2	2.8	3.4	3.1	2.7	3.0	
7	3.0	3.2	3.0	3.1	3.2	2.8	3.1	
8	2.7	2.9	2.7	3.0	2.8	2.5	2.9	*
9	4.1	4.0	4.1	4.3	4.0	4.0	4.2	+
10	3.7	3.7	3.7	3.8	3.6	3.6	3.7	+
11	3.9	3.9	3.9	4.2	4.0	3.8	3.9	+
12	3.6	3.6	3.6	3.7	3.7	3.5	3.6	+
13	3.5	3.6	3.5	4.5	3.7	3.5	3.5	+
14	4.0	3.8	4.0	4.5	4.0	3.9	4.1	+
15	3.5	3.4	3.5	3.9	3.7	3.5	3.6	+
16	3.5	3.5	3.4	3.6	3.7	3.4	3.3	+
17	2.9	3.2	2.9	3.1	3.1	2.8	2.9	*
18	2.9	3.1	2.8	3.1	3.0	2.8	2.8	*
19	3.4	3.4	3.4	3.0	3.3	3.5	3.4	
20	3.2	3.5	3.1	3.3	3.4	3.2	3.1	
21	3.2	3.2	2.9	3.0	3.2	2.8	2.9	
22	3.0	3.4	2.9	3.2	3.2	2.9	3.0	
23	3.0	3.3	2.9	3.0	3.2	2.9	3.0	
24	4.1	4.1	4.1	4.7	4.3	3.9	4.1	+

Item #1 was an identification item.

Effectiveness of the Program

Respondents indicated that the implementation level of the program as inserviced was 3.6 on a 5-point scale. The majority of inservices were held on minimum days or after school. Presentation skills of facilitators was rated 3.4 and interest levels of the workshops 3.0. Support from site administrators, central office administrators and facilitators was rated 4.1, 3.7 and 3.9 respectively. Self involvement in the program was rated a 3.5.

For the most part staff indicated (3.5) they understood the purpose and requirements of the Race/Human Relations program and received assistance in writing their action plans if necessary. Concerns expressed were related to the usefulness of the staff orientation packet and video tape (2.7), the degree to which materials actually met staff needs (2.9) and the degree to which staff felt their efforts would be recognized by interested parties (2.9).

Evaluation of the three strands of the program were comparable with Strand I receiving slightly higher ratings. Staff also indicated a high rating of 4.1 in support of integrated education for students of different racial groups.

Staff rated the appropriateness of the workshop content a 3.0 and the degree to which the materials met their needs a 2.9.

Satisfaction With The Program

As mentioned previously, satisfaction with the 3 strands was rated 3.2, 3.2 and 3.0 respectively. The overall satisfaction rating for the staff program was rated 3.0 on the 5-point scale. More detailed information is provided in the following section.

Overall, for the staff program, 10 relative survey strengths were identified and three relative weaknesses. A survey item was considered to be a strength if its mean score rating was 3.5 or higher. Relative weaknesses were those mean score items less than a 3.0 on the survey.

Staff Program Relative Weaknesses (less than 3.0)

- Usefulness of the staff orientation packet and video tape
- Degree to which staff feels their efforts will be recognized
- Degree to which materials adequately meet their needs

Staff Program Relative Strengths (3.5 or greater)

- Organization of the workshops
- Support for the program from site administrators
- Support for the program from central office administrators
- Support for the program from facilitators

- Degree actually implemented through the action stage

- Willingness to involve themselves in the program

- Degree to which they understand purpose of the Race/Human Relations program

- Degree to which they understand requirements of the action plan

- Degree to which they received assistance, if requested, in writing the action plan

- Degree they value an integrated education for students of different racial groups

Open-Ended Responses: Strengths and Weaknesses

In addition to survey item mean scores, staff were asked to identify, in their opinion, the major strengths and weaknesses of the program. Survey comments were read and analyzed to determine if any categories of response could be determined. The following is a summary of that data.

Major Strengths of the Staff Program:

- The goals and objectives of the program.
  Staff indicated they agreed with the need for the program. Many expressed satisfaction with a standardized, developmental and sequential approach.

- The awareness received from the program.
  Staff discussed both self awareness and their awareness of other racial/ethnic groups.

- Interaction and involvement of staff
  Staff commented on the involvement and interaction of their staffs and the degree of participation at the sites.

- The facilitators
  Frequent comments complimented the district race/human relations facilitators, their skills and ability to do a difficult job.

- Specific workshops
  The most mentioned activity related to a specific workshop was the Personal Profile System. All comments directed at this activity/workshop were complimentary. Staff found the activity both useful and interesting.

- Understandings and changes in attitudes and behaviors observed by some
  Staff spoke of changes they have observed on their staffs which they felt were related to the program. In some cases

the information provided enhanced staff understandings; on other occasions behavioral or attitudinal changes were commented on.

- The organization of the program
  Some commented they particularly liked the organization of the program and the fact that the district had a structured program. Other comments related more directly to the specific organization of workshops or inservices.

Major Weakness of the Program

- Staff resistance to the program
  Comments centered around individual site staff members, administrators and/or central office personnel who resisted, opposed or did not show support for the race/human relations program. Staff apathy was a concern.

- Facilitator skills
  While faciliitators were frequently mentioned as a strength they were also listed frequently in the weakness section. Staff mentioned the need for better trained facilitators in the area of race relations.

- Central office communication about the program
  Staff indicated that communication about the program and its requirements was not always clear nor timely. Comments were directed toward the the delay in starting up the program. More direction was needed from the administration of the program.

- Lack of relevance
  Many comments indicated that the staff felt the activities did not often relate to the goals and objectives of the program. Some felt the program was idealistic or unrealistic. Not enough relationship to students was mentioned.

- The mandate
  Staff in many cases reacted to the fact that the program is a mandated or forced one. Many employees expressed the desire to go back to site-developed plans and activities. They resisted the generalization of the same program for everyone just because it was mandated.

- Feelings by staff
  Teachers often expressed that they felt "talked down to or at." They wrote that the district was insensitive to their skills and didn't recognize sites or individuals who had worked successfully with race relations for many years. Others commented that it was not their job to teach race relations and that the district should concentrate on basics (reading, writing, mathematics). Many others felt that schools that had successful programs in the past were being punished by the mandate for the same program for all based on those few sites that didn't have enthusiastic programs. Many were concerned that the pro-

gram emphasized differences and could be divisive.

- Time consuming
  The program according to staff is very time consuming and appropriate resources aren't always provided to implement it properly. Other comments mentioned the program is too rushed.

- Small group discussions
  While the Personal Profile System was listed as a strength, staff frequently indicated they did not like or didn't feel small group discussions were useful. Others indicated they were just tired or bored with the repetition in the program. Staff also did not feel the video presentations were effective.

- Certificated/classified inservices
  Many employees felt the inservices for certificated and classified employees should be conducted together and not separately.

Survey Respondents' Recommendations for Improvement

The final question on the survey was an open-ended item which provided opportunities for respondents to make recommendations for program improvement.

An analysis of staff recommendations was conducted. The following recommendations were the most frequently stated.

- Allow sites to develop their own plans and activities
  Staff felt there was more relevance and creativity to site-developed plans. Some suggested mandated plans only for those schools that didn't have effective site-developed ones. Others suggested more teacher involvement on the development of plans.

- Reduce the requirements and number of hours necessary to implement the plan
  In addition, staff felt some staff members should be given credit for their previous knowledge and/or experiences.

- Continue the program as is
  Many respondents expressed satisfaction with the district efforts and encouraged the district to continue and even expand the program.

- Eliminate the program in Race/Human Relations
  A large number of staff suggested the program be terminated. Many indicated the focus should be on students, not staff. Staff often emphasized the need to teach basics, not race relations.

- Shift the emphasis
  Some felt there should be more of an emphasis on "race" while others felt this was divisive and the concentra-

tion should be on similarities, not differences. It was difficult to establish a trend in this area.

- Involve the community
  Staff suggested involvement of more parents, community agencies and specialists of different cultural groups.

- Encourage more participation
  Staff emphasized more participation and interactions between staff and student, classified and certificated personnel, central office and administration in general.

- Better trained facilitators
  Respondents suggested better training for race/human relations facilitators and more facilitators working with fewer schools. This was coupled with a request for improved inservices.

- More follow-up and supervision of plans
  Staff felt this would increase participation, enforce the mandate and improve effectiveness. Staff strongly suggested recognition of successes.

CONCLUSIONS

Based on the analysis of the survey of the Staff Development Program in Race/Human Relations returned by 767 respondents, the following conclusions are drawn:

1. A three-strand (Personal, Classroom and Institutional) program was developed and implemented in 1982-83.

2. The effectiveness of the orientation to the program was rated 3.2 on a 5-point scale with a "5" being a high evaluation.

3. Respondents rated the implementation level of the program a 3.6 on a 5-point scale.

4. The overall satisfaction level with the program was 3.0.

5. The staff program, in general, received higher ratings than the student program, "Conflict."

6. Staff identified 10 relative strengths of the program compared to three relative weaknesses based on mean score item responses.

7. When provided open-ended opportunities to identify strengths, staff indicated

   - the goals and objectives of the program
   - the interaction and involvement of staff
   - the facilitators
   - specific workshop settings

- understandings and changes in attitudes and behaviors observed
- the organization of the program

8. Weaknesses identified through open-ended items were:

- staff resistance to the program
- facilitator skills
- central office communication regarding the program
- relevance of the program
- the fact that the program is "forced" or mandated
- teachers' feelings that they are disregarded, not recognized, not involved and not respected
- time involved in implementing the program
- small group discussion methods
- separate inservices for classified/certificated staff.

9. Some of the staff recommendations for program improvement were:

- allow for site developed plans
- reduce the requirements/hours
- continue the program as is
- eliminate the program
- shift the emphasis of the program
- involve the community more
- encourage more participation
- provide better training for facilitators
- provide more follow-up and supervision of the plan.

RECOMMENDATIONS

1. As the district enters its second year of a centrally developed program it is recommended that sites be given clear, systematic and complete descriptions of the program and its requirements by the program leadership.

2. Implementation of the program needs to take place in a more timely manner. Sites should at this stage move right into their plans for 1983-84.

3. Teachers, staff and sites are sometimes feeling left out of the process. Examine ways to involve them more. Also consider recognizing jobs well done so that employees know their efforts will be rewarded. At the same time more evaluation and supervision of the program is needed to identify sites that have not fulfilled the requirements of the mandate.

4. Review the content of the program and its relevancy to the district goals and objectives. If the content, goals, and objectives are synchronized, then determine if the outcomes are relevant

to staff and students in school settings.

5. Continue efforts to provide for well-trained and carefully selected race/human relations facilitators through performance evaluation by established procedures. At the same time continue efforts to improve the quality of the inservices provided by the Community Relations and Integration Services staff. This effort should not only review the substance of the inservice but the methodology as well.

6. Evaluation of the Staff Program needs to be expanded beyond the survey stage for 1983-84. To provide better and more timely evaluation data, Evaluation Services and Community Relations personnel need to determine program evaluation needs early or/ and establish a design which provides usable data.

PART II

LONG-RANGE GOALS --BASELINE YEAR

3.

OBSERVATIONS AT SCHOOLS-- RACIAL MIXING AND QUALITY OF INTERACTION

OBSERVATIONS AT SCHOOLS - RACIAL MIXING AND QUALITY OF INTERACTION

DESIGN

It was the purpose of this component of the evaluation design to examine two issues:

1. The degree to which racial mixing occurred or did not occur at school sites

2. The quality of interactions observed between students and adults.

These two issues are important parts of the long-range goal of the Race/Human Relations program in the San Diego Unified School District. Further, these concerns are not unique to this district but are in fact of national interest as one investigates the degree of integration or "resegregation" which takes place at desegregated or integrated school sites. Besides contributing to that body of evidence, this report purported to:

- Establish a baseline during the 1982-83 school year

- Provide correlational data in conjunction with the implementation of the centrally developed staff/student programs in race relations

In order to provide this baseline, the actual behaviors of people had to be observed. The qualitative judgments of professional people for this component is far superior to a paper-and-pencil test or survey. Nevertheless, it was necessary to guide the observations by a clear definition of what was to be observed, training for observers, and an appropriate observation instrument.

The Instrument

An extensive review of the literature did not turn up an appropriate instrument; hence, the development of a district instrument for assessment. A three-part observation instrument was developed and field tested in the fall of 1982 (Appendix C) by Evaluation Services Integration and District Programs Unit. This instrument was used to train three-member observation teams which consisted for the most part of an administrator from Evaluation Services, a school site representative, and a staff member from Community Relations. Attempts were made in the majority of cases to provide racial balance to each team and to have both male and female members on each team. The instrument used a seven-point scale to assess:

1. Racial Mixing

   a. In the classroom
   b. At lunch
   c. During recess
   d. On school grounds
   e. Among staff

2. Quality of Interactions

   a. Student-Student
   b. Student-Adult
   c. Adult-Adult

3. General Assessment

   a. Racial mixing
   b. Quality of interactions

For the purpose of this study, school grounds were defined as all settings (library, media center, counseling centers, etc.) other than the classroom, and adults were considered all certificated, classified, and volunteer staff having contact with students. Although the term "racial mixing" is used on the instrument, teams were instructed to include human relations as well as race relations, including male/female balance and Title IX compliance.

Selected schools were notified five days in advance of the evaluation visit. Team members met briefly with the site administrator on the first day, conducted observations of the above contexts for the major duration of both days, and provided a brief exit interview and summary of results with the principal and selected staff at the conclusion of the visit. Copies of the school site evaluation were left at the school at the end of the visit. Ratings within each context of racial mixing or quality of interaction were based on the consensus decisions made during a team meeting held the afternoon of the second day. These ratings are reported here. Mean score ratings from 1-7 were determined for each site and cluster of sites. Prior to the training in the use of the instrument a score of "4" was designated as average and this was stressed in the training. Specific descriptions of observed behaviors were required for all below average or above average school ratings. In two instances questions were raised about the validity of the findings, either by the school or by the team. Follow-up was conducted or offered. In one case, the original team findings were supported and validated. In the other, the offer of follow-up was declined.

FINDINGS

Racial Mixing

Table 3.1 provides a summary of the mean scores in the area of racial mixing. On the average, classroom ratings were higher for both elementary schools and secondary schools (5.7 and 4.5 respectively). On the average, ratings for elementary schools were approximately one score higher than secondary schools. The general rating for elementary schools was 5.4; it was 4.3 for secondary schools. Breakdowns by treatment and comparison schools are also provided.

Table 3.1

Summary Mean Scores

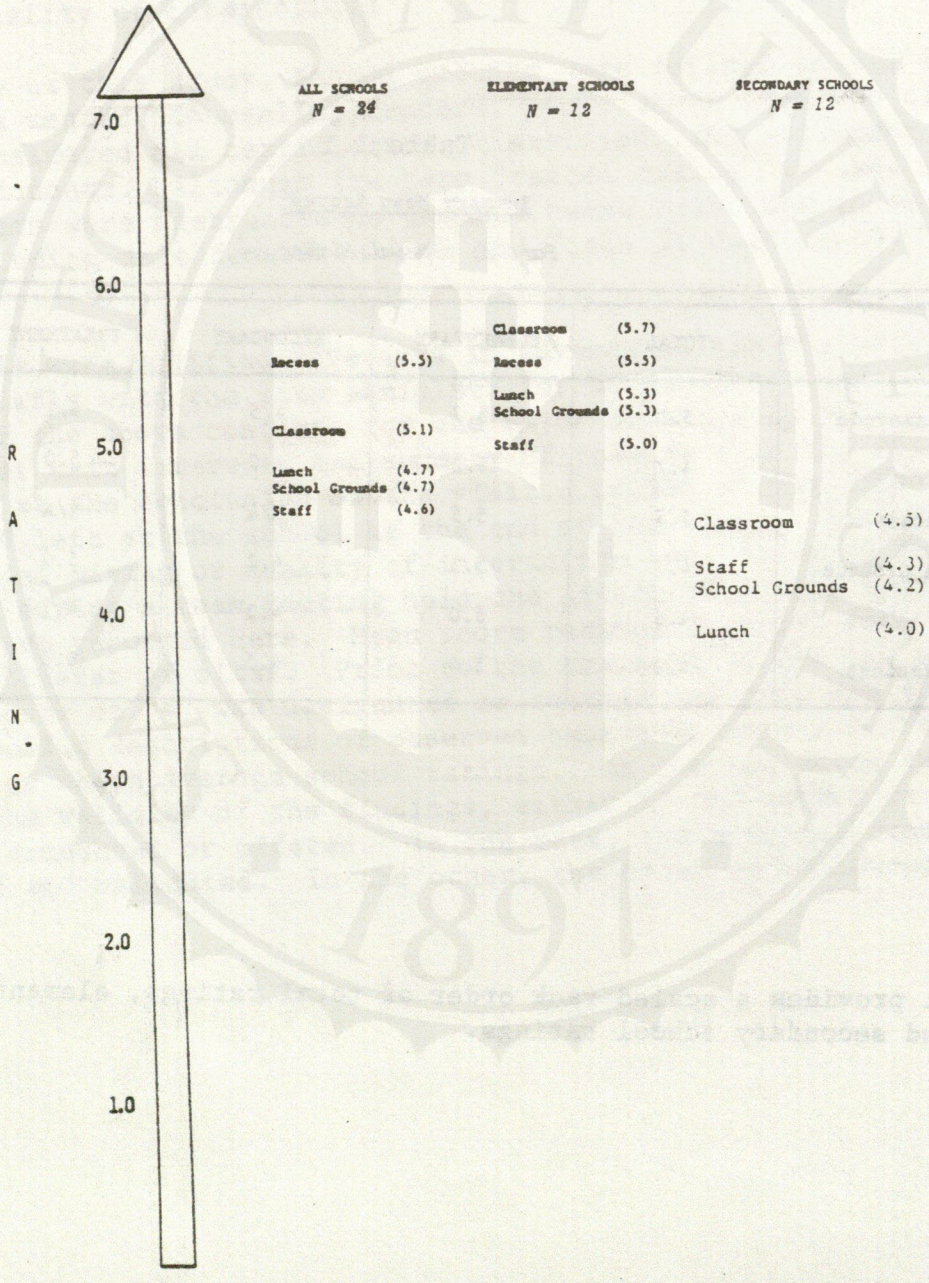
Part A: Racial Mixing

	TOTAL	ELEMENTARY	SECONDARY	TREATMENT	COMPARISON
In the Classroom	5.1	5.7	4.5	5.1	5.1
At Lunch	4.7	5.3	4.0	5.0	4.3
During Recess	5.5	5.5	N/A	N/A	N/A
On School Grounds	4.7	5.3	4.2	5.0	4.4
Staff	4.6	5.0	4.3	4.7	4.4
General Ratings	4.9	5.4	4.3	5.2	4.6

Figure 3.1 provides a scaled rank order of total ratings, elementary school ratings and secondary school ratings.

Figure 3.1

Rank Order Ratings
by
Context in the Area of Racial Mixing
(High to Low)



While classroom ratings were highest for both elementary and secondary schools, elementary ratings were higher. Note should also be made that while staff mixing was second ranked for secondary schools and fifth ranked for elementary schools, the elementary rating of 5.0 was higher than the secondary rating of 4.3.

Figures 3.2 through 3.7 provide summaries of the number of schools receiving ratings of 1-7 within each context area of racial mixing observed. Of the 24 schools visited, ten received average or below-average ratings; 14 received above-average to excellent ratings

Figure 3.2

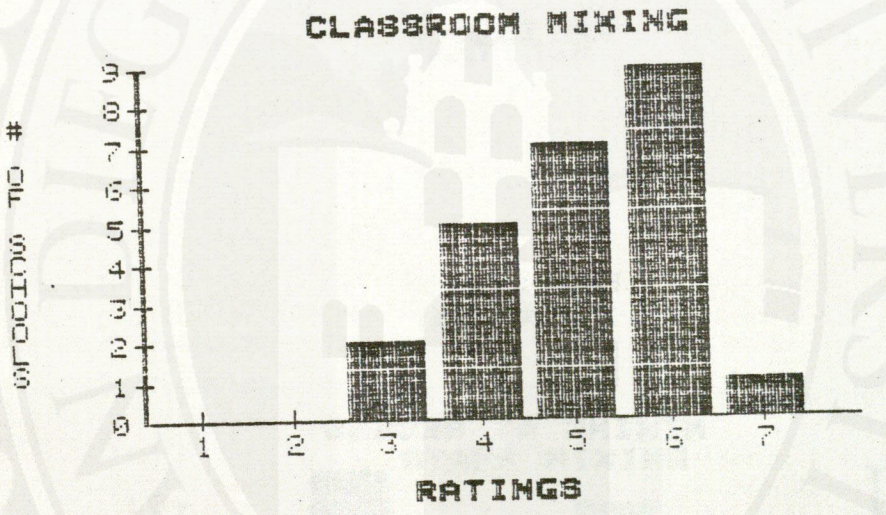


Figure 3.3

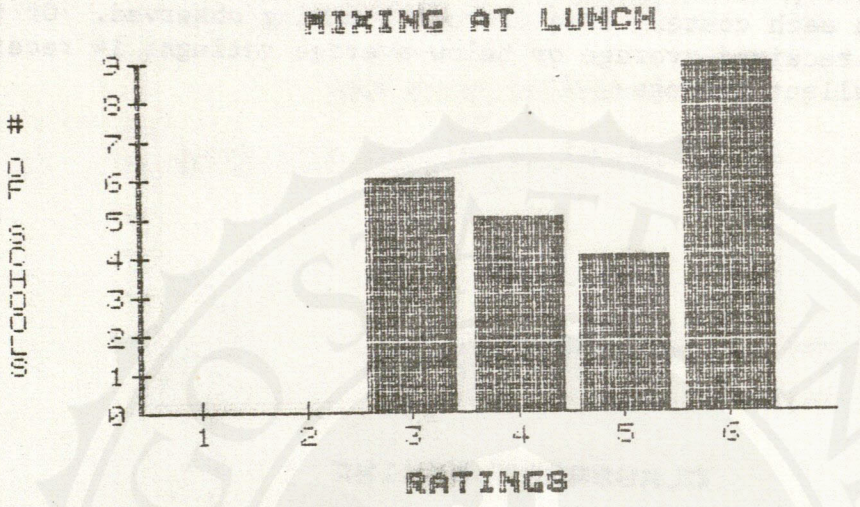


Figure 3.4

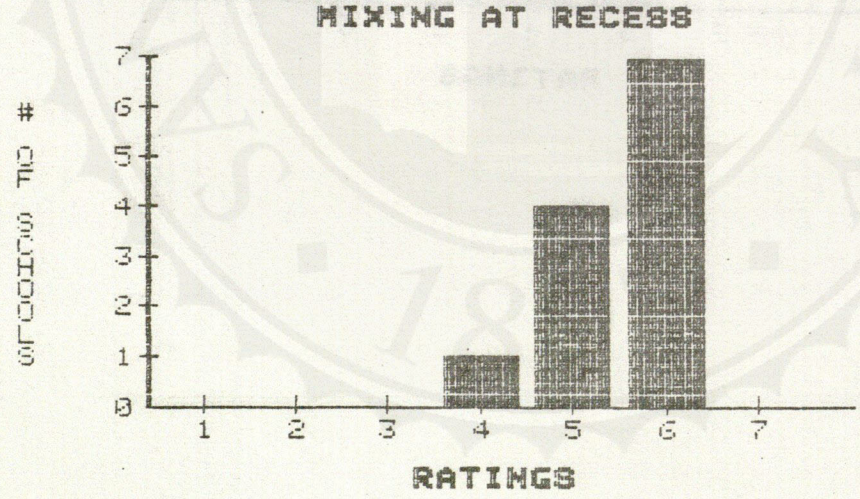


Figure 3.5

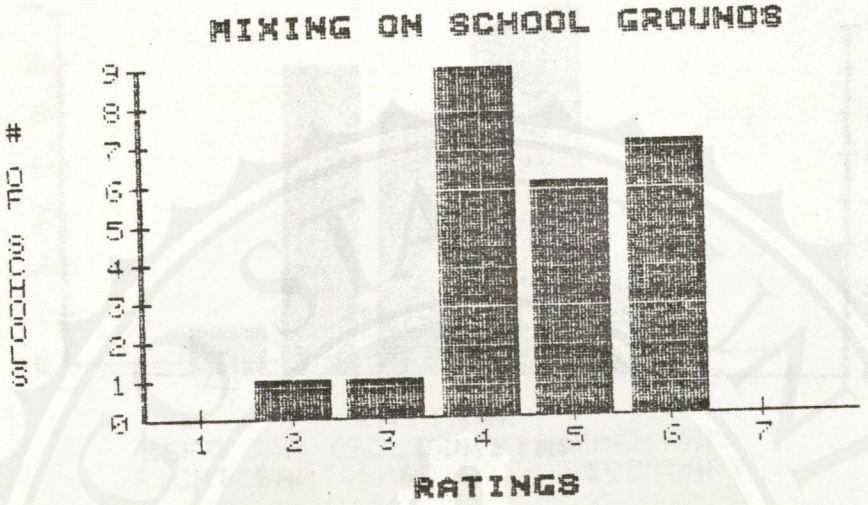


Figure 3.6

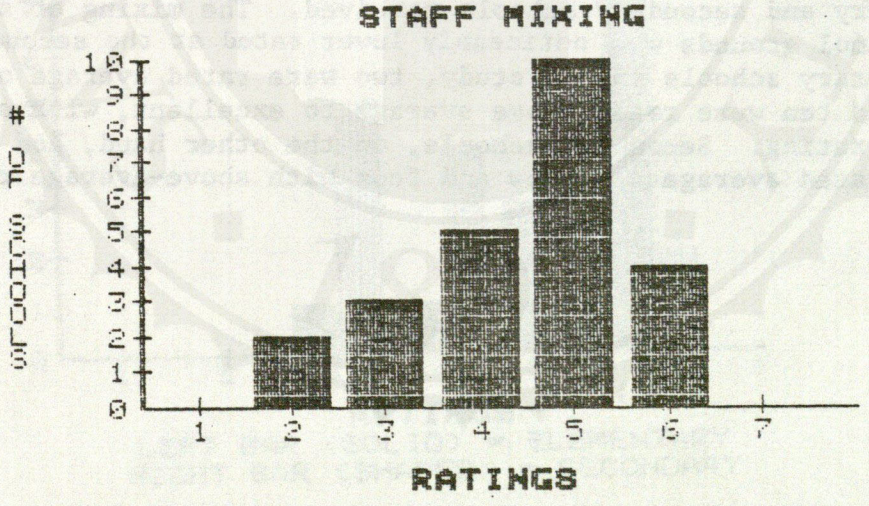
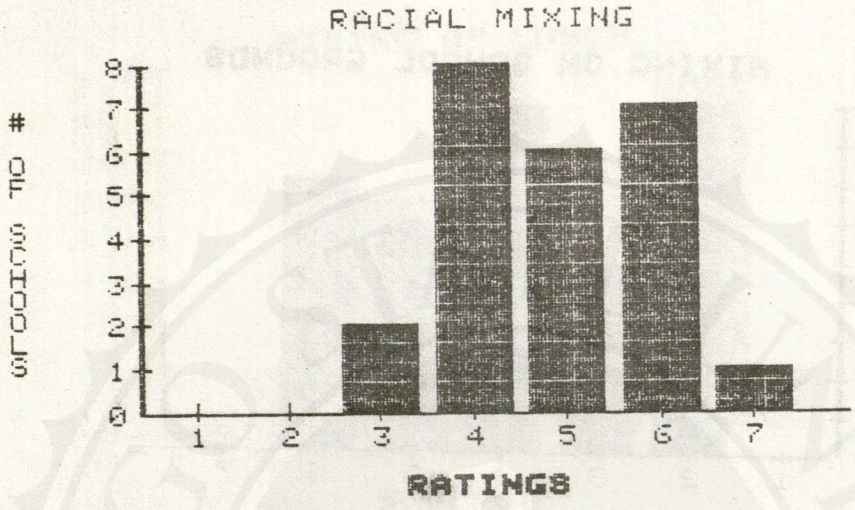
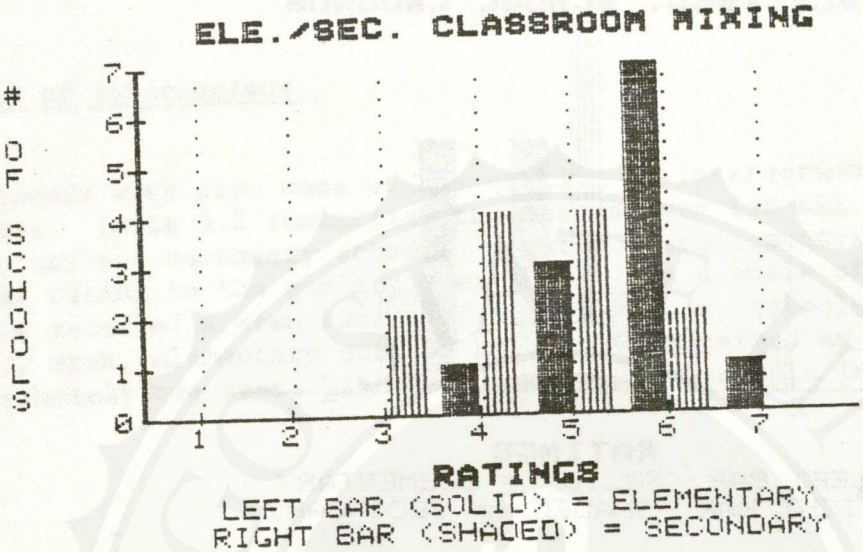


Figure 3.7



As mentioned previously, elementary ratings were consistently higher than secondary school ratings. Figures 3.8 through 3.11 indicate the different ratings elementary and secondary schools received. The mixing of students at lunch and on school grounds was noticeably lower rated at the secondary sites. Of the 12 elementary schools in the study, two were rated average overall in racial mixing and ten were rated above average to excellent, with one school receiving a "7" rating. Secondary schools, on the other hand, had eight of the 12 schools rated average or below and four with above-average ratings.

Figure 3.8



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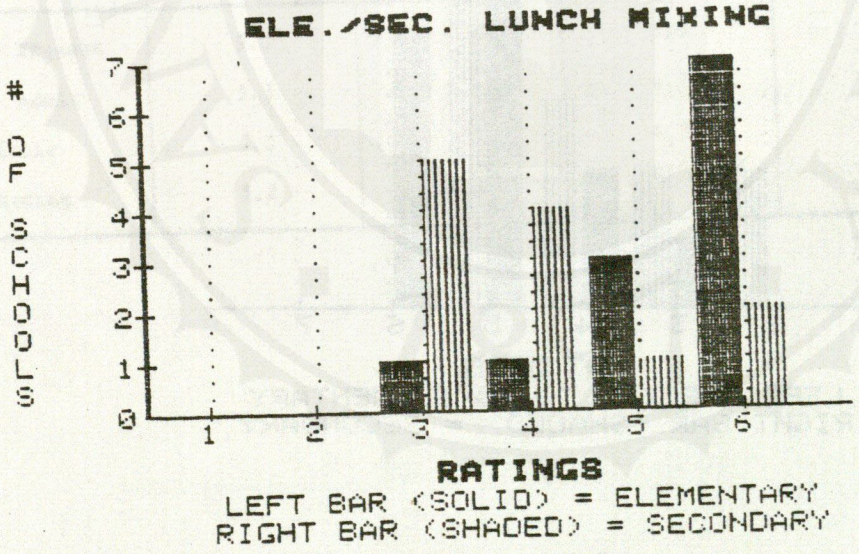


Figure 3.10

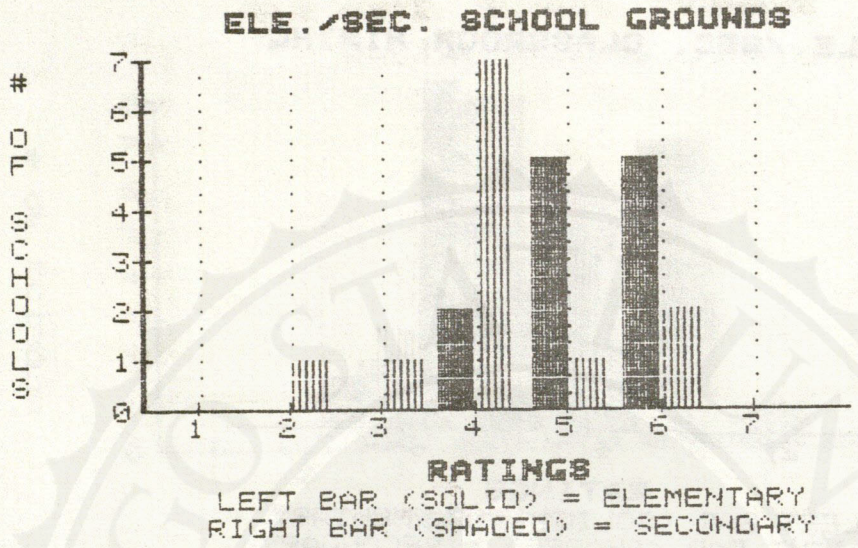
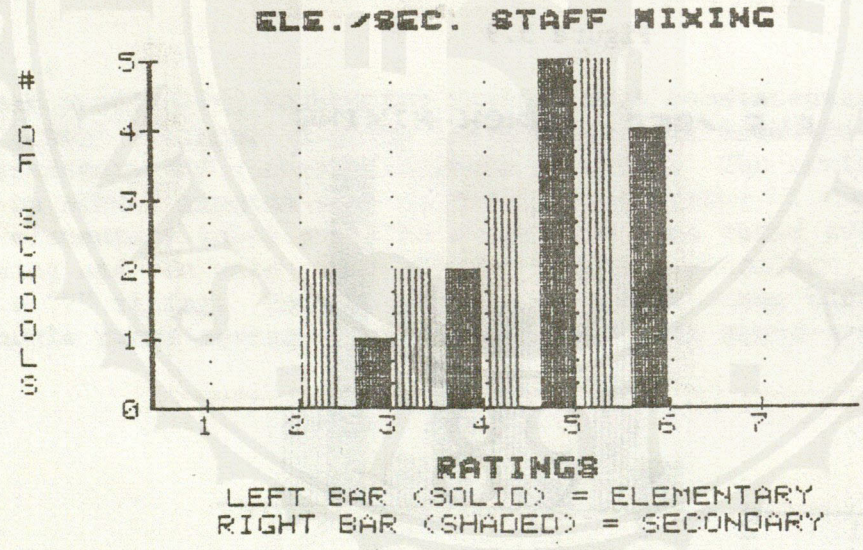


Figure 3.11



Quality of Interactions

Assessments were also made of the quality of interactions observed at the 24 sites. Table 3.2 summarizes the mean scores for all schools combined, elementary and secondary schools, treatment and comparison schools. The general rating in the quality area was 5.2 on a scale of 7. Elementary schools received a mean rating of 5.8; secondary schools, 4.7. In the quality area, elementary schools once again received an average rating approximately one score higher than secondary schools in each area observed.

Table 3.2

Summary Mean Scores

Part I: Quality of Interactions

	TOTAL	ELEMENTARY	SECONDARY	TREATMENT	COMPARISON
Student - Student	5.5	5.9	5.0	5.6	5.3
Student - Adult	5.3	5.8	4.9	5.6	5.1
Adult - Adult	5.0	5.4	4.5	5.2	4.8
General Rating	5.2	5.8	4.7	5.3	5.2

Although ratings varied, no rank order differences were identified in the area of quality of interactions. The highest quality observed was between student and student. The student-adult relationship was closely rated to the above. Note should be made that a limitation of this study was that limited time for adult-adult observation was available. For the most part, teaching adults were observed with students. Limited observation of work-rooms, lounges, and faculty dining areas occurred when compared to classroom or student-related activities. Figures 3.12 through 3.15 display the number of schools receiving individual ratings. Figures 3.16 through 3.19 show elementary/secondary breakdowns. Overall, 17 schools received ratings higher than average and seven at or below average. Of the 12 elementary schools, 11 were above average compared to six secondary schools.

Figure 3.12

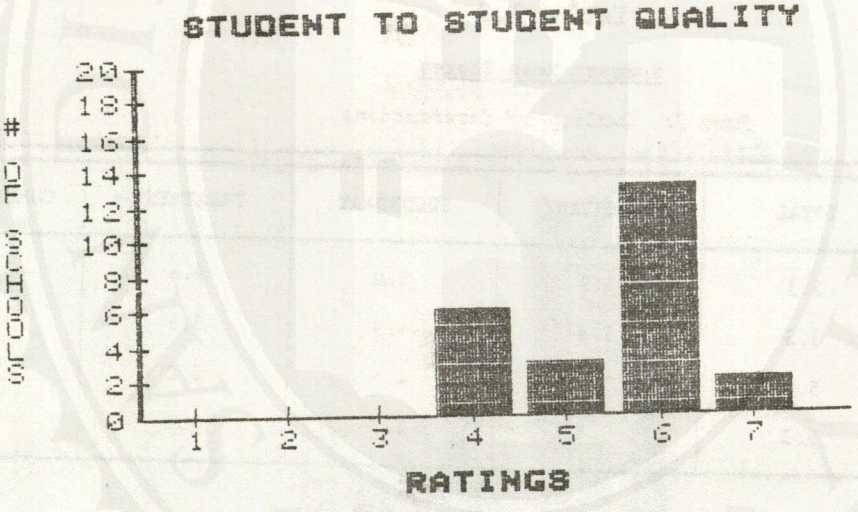


Figure 3.13

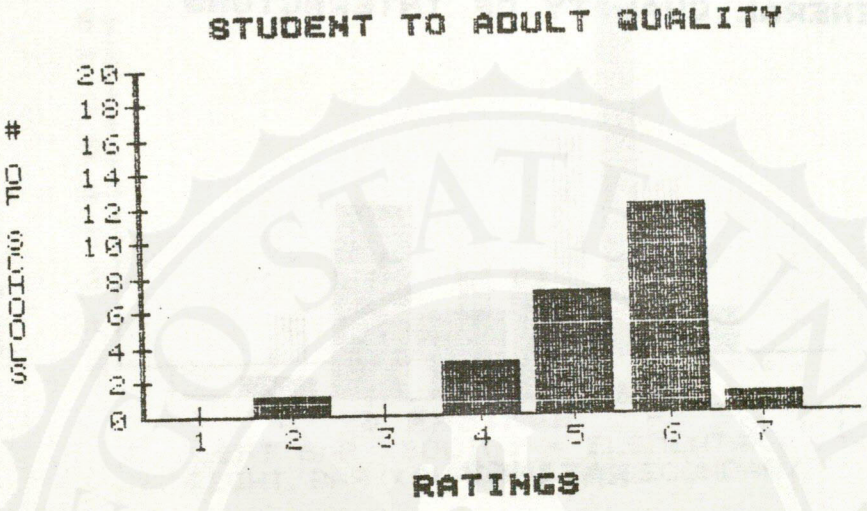
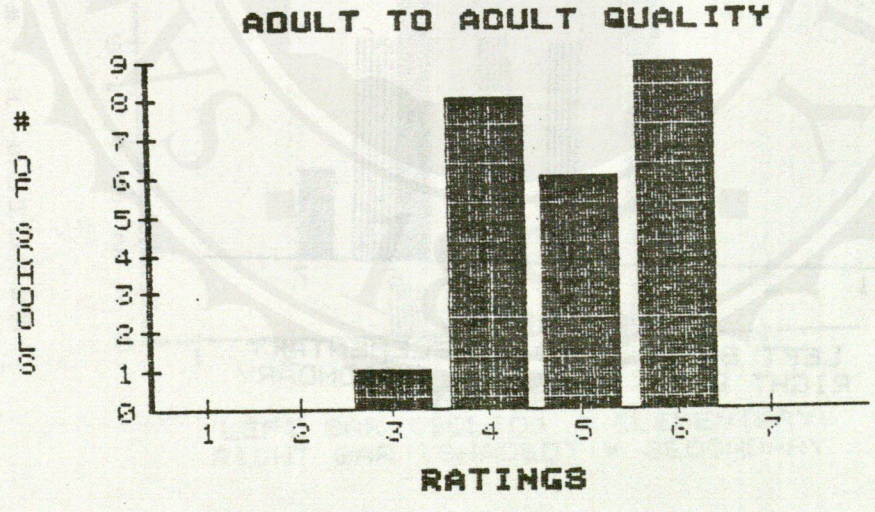


Figure 3.14



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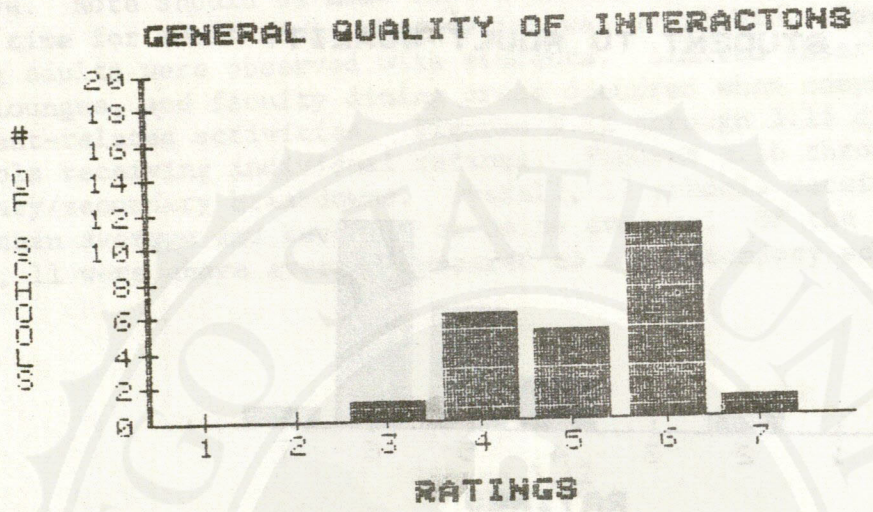

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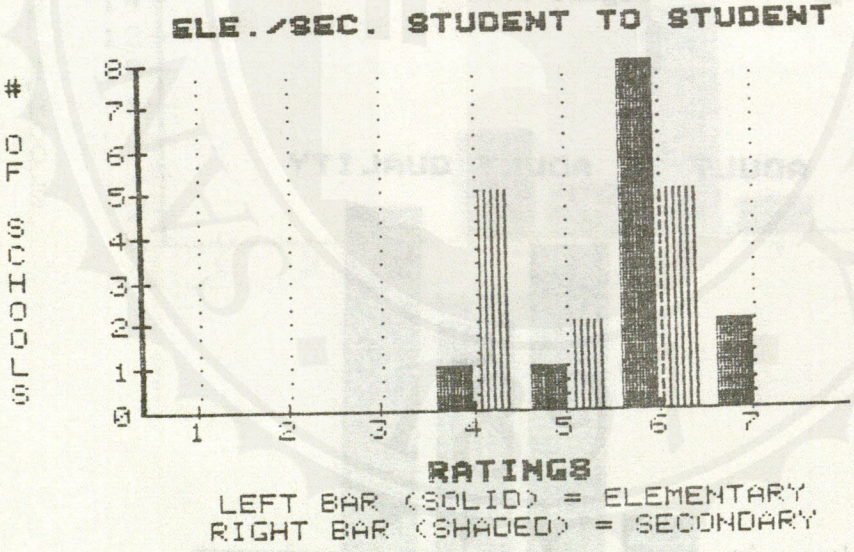

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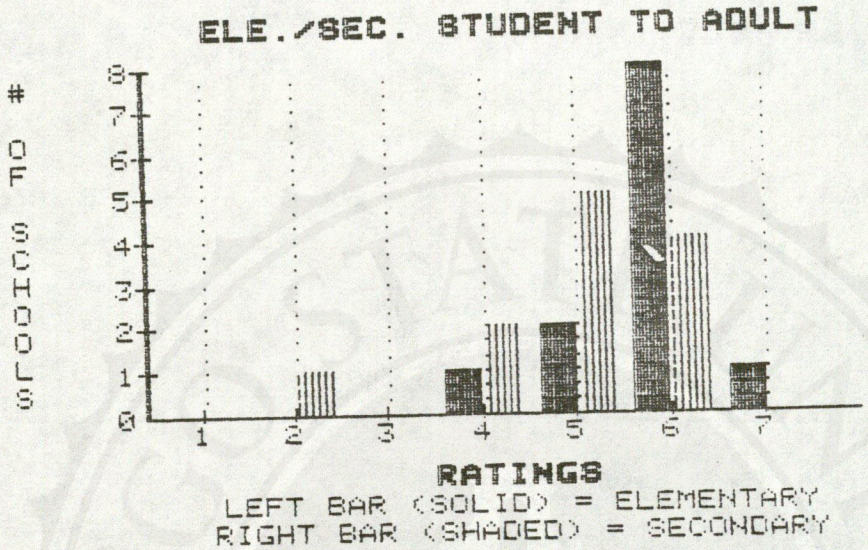


Figure 3.18

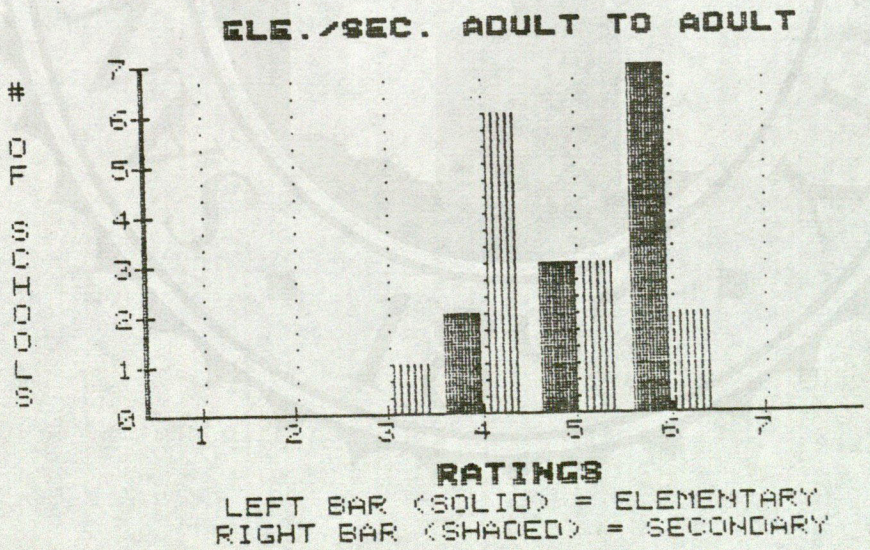
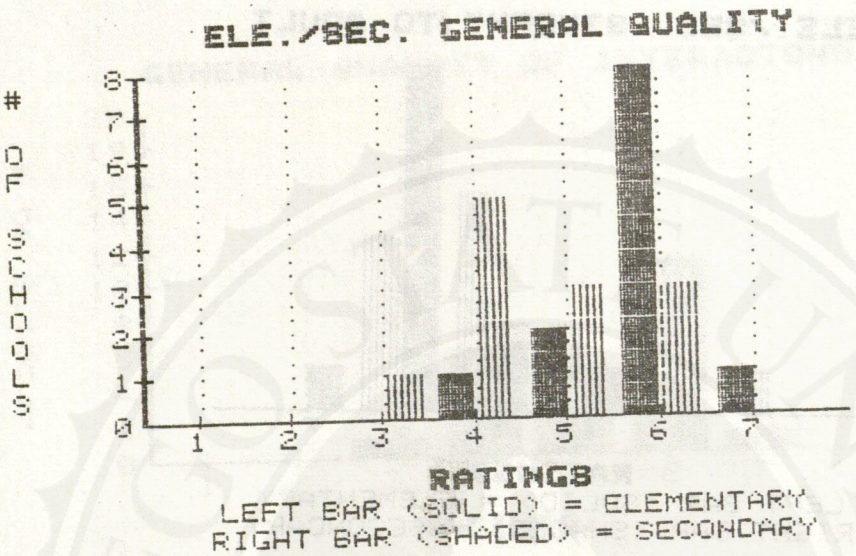


Figure 3.19



Significant Differences

A chi-square test of statistical significance was run on grouped ratings to determine if the differences in elementary/secondary, treatment/comparison groups were significantly different or those that would be expected.

The ratings for elementary and secondary schools were grouped into two categories:

1. Number of schools with above-average ratings (5-7)

2. Number of schools with average or below ratings (1-4)

Chi-square tests were run in the areas of classroom mixing, lunch mixing, mixing on school grounds, staff mixing and general mixing ratings. An additional set of chi-squares was run in the quality areas of student-student, student-adult, adult-adult and general quality of interactions.

The results indicated that significant differences occurred in three areas of racial mixing:

- At lunch (d.f.=1, x^2=6.04, p=.01)

- On school grounds (d.f.=1, x^2=6.04, p=.01)

- General racial mixing (d.f.=1, x^2=4.29, p=.04)

In all three cases, elementary schools received significantly higher ratings. No significant differences were found within any area of quality interaction or between the distribution of racial mixing scores and quality of interaction scores.

A similar analysis was conducted to determine if any differences occurred between treatment and comparison schools. No significant differences were found in any racial mixing or quality of interaction areas between treatment and comparison schools.

Descriptors

Appendix D provides a complete summary of evaluation team observation comments in the areas of racial mixing and quality of interaction. Comments are categorized by elementary/secondary and treatment/control.

A review of the individual content comments provides selected examples of specific observations which led to individual school ratings. Selected unedited comments are provided below which reflect some of the trends noted in the data.

Racial Mixing in the Classroom

"Given the low percentage of minority students, mixing occurs as much as possible. No evidence of racial slurs or putdowns. Work groups are well mixed racially. There were few bulletin boards reflecting multiracial contributions or themes; however, good use of multiracial models in bulletin boards."

"While the percents of minorities are low, the school has handled the mix very well. It was observed that academic groups are for the most part, racially mixed."

"Multiracial bulletin boards were not evident. Generally speaking, students were fairly well racially mixed in classes. Some tendency for Asian students to cluster together and to separate themselves by sex. Advanced classes seem to have disproportionate representation of White and Asian students."

"Most classes observed had good racial mixing. Students were seated with a variety of other students. ASB leadership class was racially mixed. Conversation was generally across racial lines. Advanced classes and some Special Ed. classes visited did not reflect the racial mix of the school. Advanced--a preponderance of majority. Some classes had few minority students and little interracial interaction. Activity classes (i.e., P.E.) looked very good. Special Ed. settings reflected a disproportionate amount of minority students."

Racial Mixing at Lunch

"Tables were generally mixed by race, grade level and sex. Parent luncheon was enjoyable and impressive. Students preparing the parent lunch were racially balanced and parents of different racial groups attended. Kids respond well to each other, talk freely and comfortably. Conversations were across all lines. Children appear happy and well behave."

"Some racially separate, i.e., White and Mexican, White girls alone, particularly 5th and 6th. Average, similar to that throughout the district. Good lunch lineup provides for mixing. Students may sit where they please. One teacher eats with students. Volunteers and lunch supervisors aware of/interact with students."

"Most students eat with members of own race, but no separation, i.e., two groups would be seated next to each other with no space between. No hostile sounds or body language observed. No name calling heard. Lines are mixed, with no apparent separation. Cafeteria workers are all female, but a mix of Black and White. Some possible territories."

"Definite tendency for students to group racially at lunch and territorialism by Asian students was particularly evident. Lunch lines appear segregated. Again, communication across racial lines was limited. However, no hostility was observed."

Racial Mixing at Recess

"Students mixed and played together without any negative incidents. No signs of territorial boundaries. Recess seemed like a nice, safe environment. Students were helpful with each other. Older children were helping younger children and children were playing with and assisting a young, handicapped girl."

"Excellent mixing of all students during recess. No evidence of territorialism."

"Students play in racially mixed groups. A lot of cooperation in rainy day games. Ball games - group mixed. No conflicts observed; a couple of minor altercations--not racially based. Adaptation of 4-square game to equalize kids."

Racial Mixing on School Grounds

"Students walk and intermingle in racially mixed groups. Many bulletin boards reflected Brotherhood Week and Black History Week. However, many others lacked the use of multiracial models."

"Student center was excellent. Good mixing there and excellent multicultural displays. Limited number of kids between classes observed. VEEP students greeted in the morning and dispersed well to class. Students arriving from (name of school) tended to stay together for much of the day."

"Generally friendly environment. VEEP students greeted by designated staff and appeared comfortable and happy. Kids dispersed well from the buses to other areas to mix with the students. Not much multicultural contributions reflected on bulletin boards, showcases or media center."

"Kids observed walking together and sharing lockers were predominantly of the same racial group. Few multicultural bulletin boards and displays. Kids appeared comfortable on the grounds. Black student groups noticed in one area, Asian students in another. No distinct signs of territoriality observed--while groups were isolated on the grounds, they shared territory."

Racial Mixing of Staff

"A racially mixed staff representative of the population."

"There was only one minority teacher out of about 11. Interchange was easy. Only one male teacher. Many, many parent volunteers. Great degree of sharing and caring among and between staff. No adverse word about or from anyone."

"No minorities in clerical positions observed. No Black instructors observed in any classrooms. Difficult to observe mixing when not many racial minorities are present."

"Very few minority staff members to observe (appearance). Those we saw seemed to mingle well; no problems observed. Mix well among staff, both the minority and men/women across roles."

General Racial Mixing

"Excellent racial mixing in classrooms and a racially balanced staff. Good seating arrangements. Most classrooms had good

to excellent multicultural bulletin boards and displays. Some were limited. Racial mixing among staff and students was admirable. Teachers very personable with all children. Lunch and recess settings were outstanding. Excellent mixing. Children appear relaxed, comfortable and happy to be with each other.

"In structured situations, (classrooms, recess, school grounds), better than average degree of mixing. Students mix well; classes appear well mixed. In the less structured situations, (lunch, staff in lounges), less mixing but within average range. The average rating applies to staff and to the 'freer choice, less structured situations.' The above average rating applies to students and the more structured, intentional efforts the school is obviously making to have kids mix."

"The team had the opportunity to observe approximately 54 classroom settings, 2 lunches, Media Center, P.E., counseling/office, lounge, cafe and school grounds. Our observations led us to conclude that this school has good-to-excellent racial mixing in most settings. Kids mixed well in all settings, talked to and helped each other and expressed many signs of cross racial concern and affection. Very few signs of racial isolation. Limited isolation at lunch (a few tables) and near one restroom. Very few multicultural bulletin boards or displays observed. Little racial isolation or territoriality observed. There is a very good mixture at this school. (Name of school) seems to be one of the most multiculturally populated schools visited, including male/female interaction."

"Students tend to group racially at lunch and during passing periods and, to lesser extent, in classrooms. Very few bulletin boards reflecting multiracial contributions. No evidence of racial slurs or putdowns. Some evidence of racial territorialism, particularly by Asian students during lunch. Good contributions by all racial groups in class settings. Lunch lines are, for the most part, segregated. Minority staff is underrepresented and doesn't mix with other staff."

Student - Student Interaction

"Many instances of students exhibiting feelings of warmth and positive regard for each other across racial lines. Students seem very happy and comfortable with school."

"In all situations observed, student interaction was easy, positive, and constructive. Students of both sexes and all ethnic backgrounds played well together, worked together in groups, and seemed to enjoy each others' presence. There was no name calling, no fighting, no arguing."

"In the controlled environment of the classroom the interaction observations were outstanding. In the voluntary, less dic-

tated worlds of passing periods and lunch, the pull of ethnic groups became more observable. Students do move freely from group to group and appear to be comfortable and relaxed at school. Some strong evidence of territorialism before and after school and at lunch."

"Students seem to get along without racial hostility but do not initiate a lot of contact across racial lines. Students do seem to work cooperatively in classes. No evidence of racial animosity. Some evidence of territorialism during lunch."

Student - Adult Interaction

"Students and adults appear to have excellent rapport, are relaxed and comfortable with each other. Teachers provide opportunities for all children to participate and encourage all children to learn. Positive communication observed. Sense of humor observed in many rooms. Praise and discipline were distributed equally. Students were observed on several occasions helping in the classroom, lunch area and office. Custodian worked really well with students."

"Superior. There were many parents present on campus. Everyone seemed to work easily together. Correction of students was tactful and pleasant. No putdowns; no sarcasm."

"Teacher recognition and attention to students seemed equal and positive. No putdowns; no hostile or cross corrections. Classroom atmosphere was usually congenial. In some classes, an obvious lack of rapport, in some, an obvious lack of respect for the teacher."

"Most classrooms observed reflected generally high quality. Student/staff interaction on campus was open. Teachers demonstrated concern, caring for all students. Opportunities provided for all kids to participate. Kids treated as individuals, not groups. Students were friendly toward their teachers and the team. Discipline appeared to be equitably enforced."

Adult - Adult Interaction

"Not much time to observe staff interaction. At lunch the teachers observed left the evaluator with a sense that you look after and out for each other and obviously passed it on to students. The office staff, teachers, custodian and other adults were receptive and more than friendly towards the team."

"Some separation, hard to tell how much exclusionary or just simple choice. Certainly no unpleasantries. Some people extremely warm and friendly. Some more reserved. Certainly none were observed to be unfriendly to each other. Overall, good interaction and seemingly good relationships."

"Staff friendly, positive, professional. Greet each other, talk highly of each other and speak highly of the school."

"The large campus scattered adults fairly well and little adult-to-adult interaction observed. Office staff very friendly and receptive to the team. Teachers were also receptive as well. Those staff members observed at lunch and preps, appeared comfortable and relaxed."

General Quality of Interaction

"All interactions observed appeared positive both with students and adults. No alienation observed. A true sense of helpfulness and caring were felt by the team. Students care about learning and each other. Teachers reflect similar behaviors of caring and helpfulness. Verbal support and appreciation expressed equally. (Name of school) appeared to be a good school for any student regardless of race, color or sex. A very enjoyable and pleasant two-day visit."

"Student - student received highest ratings. Student - adult above average. Very positive interactions overall; a few exceptions are noted. Adult - adult, fairly typical of the district. Good, positive interactions were observed."

"The team in the past two days observed good-to-very-high quality interactions between kids and adults in all settings. Teachers and staff showed positive regard for all racial groups, permitted opportunities for quality mixing in class settings, and most students voluntarily interacted well at lunch and in settings on the school grounds. Staff and students appeared calm, relaxed and happy to be (at this school) The extent of the mixing has enhanced the naturalness of interactions, has led to high quality situations. Comments from many expressed how 'lucky' they felt to be at this school. The team agrees. A beautiful site with excellent administration has set a positive multiethnic atmosphere."

"Both excellent and poor interactions were seen. Although there do not appear to be overt problems across racial lines, there are strained interactions among all groups (adults, students). Student rudeness to teachers was observed, as was undue tolerance by teachers of student misbehavior. While there appears to be mutual acceptance, there is not warmth, enthusiasm generally, although there are some individuals who interact well with others. Students were friendly to visitors."

CONCLUSIONS

Based on the analysis of the 24 team observations the following conclusions are drawn:

1. Racial mixing across the 24 schools observed was rated average to above average.

2. Elementary ratings were consistently higher than secondary ratings both in the contexts of racial mixing and the interaction areas.

3. Significantly higher ratings were achieved by elementary schools in the areas of racial mixing in three contexts:

   -at lunch
   -on school grounds
   -general racial mixing.

4. No significant differences were found between elementary and secondary schools in the quality areas. Ratings were generally above average.

5. No significant differences were observed between treatment and comparison schools.

6. Schools observed for the most part received average to above average ratings for mixing and quality of interaction.

7. Some degree of "resegregation" is occurring both at elementary and secondary sites. The problem is more prominent at the secondary level.

8. A few instances of non-compliance with Title IX regulations were found.

9. Some classroom settings were more isolated than others, usually those which were based on some form of ability grouping.

10. The number of minority teachers proportional to the school site ratio were fewer than expected.

RECOMMENDATIONS

It is recommended that:

1. The district and school sites continue their positive efforts to enhance both the racial mixing and quality of interactions which is occurring at school sites.

2. School sites, perhaps as part of their Race/Human Relations action plans, address the need to increase interactions at lunch, on school grounds and in more instructional settings.

3. Additional schools be assessed by evaluation teams during 1983-1984.

4. A follow-up visit be conducted during the spring of 1984 to schools which received below average ratings.

5. Staff development programs be provided to staffs in order to develop techniques to address the problems of "resegregation" at K-12 sites.

6. More racially proportionate role models, both certificated and classified, are needed at our schools, especially sites with significant bused-in "minority" populations.

4.

STUDENT PARTICIPATION IN SCHOOL ACTIVITIES AND LEADERSHIP POSITIONS

STUDENT PARTICIPATION IN SCHOOL ACTIVITIES AND LEADERSHIP POSITIONS

DESIGN

One purpose of the baseline component dealing with racial mixing and quality of interaction at school sites was to answer the question: "Does racial mixing exist?" In an attempt to discover whether racial mixing exists in terms of student participation in school sponsored activities and leadership positions, the principals of the secondary schools involved in the Race/Human Relations Evaluation were asked to complete Student Participation Rosters and Student Leadership Rosters (See Appendix E). The information required on the activities rosters included: Name, Racial/Ethnic Code, Sex, and Resident/ Non-Resident status. Principals were asked to provide information on students in the following activities:

Drama
Speech
Yearbook
Journalism/Newspaper
Band
Choir
Other Music Groups
Drill Team
Winter Season Athletics Teams
2 clubs of their choosing

Leadership rosters required the same information as Activities rosters, and additionally, requested Position, Organization, and whether the position was Elected or Appointed. Principals were asked to provide information on students in the following leadership positions:

ASB Officers
ASB Representatives
Class Officers
Club Officers
Song and Cheerleaders

It was recommended to principals that they distribute the forms to persons in charge of the activities at their site. Leadership rosters were received from all secondary schools in the study, and Activities rosters were received from all but one site.

Figure 4.1 and Table 4.1 provide a summary of the percents of male/female enrollments in the treatment group, comparison group, and combined groups. On the average it appears that female participation in activities is approximately 10 percentage points higher than their population.

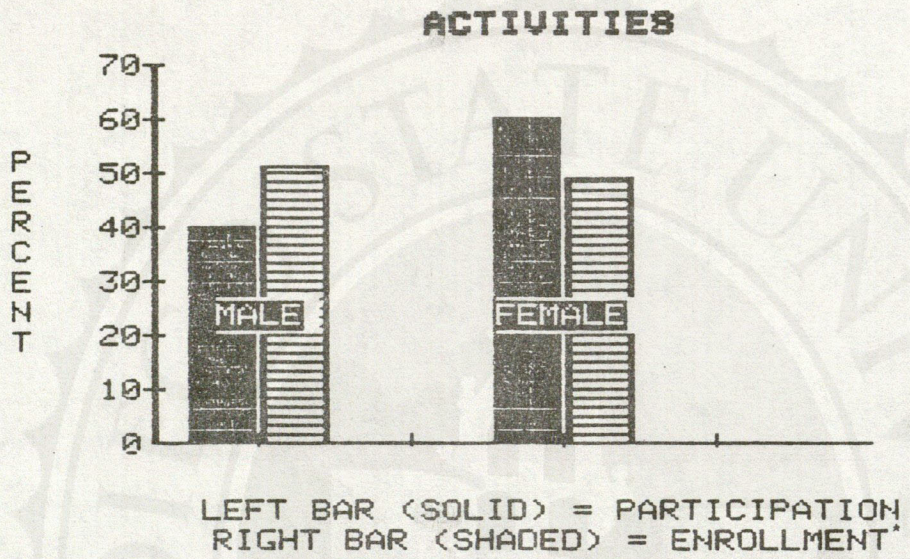


Figure 4.1

Table 4.1

Comparison of Male/Female Participation in Activities and School Enrollments* - Percents

	Male %	Female %	Total N
Treatment Group Participation	39.1	60.9	2109
Treatment Group Enrollment	50.5	49.5	8958
Comparison Group Participation	40.7	59.3	2018
Comparison Group Enrollment	51.9	48.1	7027
Total Group Participation	39.9	60.1	4127
Total Group Enrollment	51.1	48.9	15985

*Enrollments from Sending/Receiving Analysis Report - 4/19/83

Figure 4.2 and Table 4.2 provide a summary of the percents of male and female participation in elected leadership positions as compared to male/female enrollments in the treatment group, comparison group and combined groups. Once again, female participation is at a higher rate than their population with variance ranging from 11 percentage points for the treatment group to more than 19 percentage points for the comparison group.

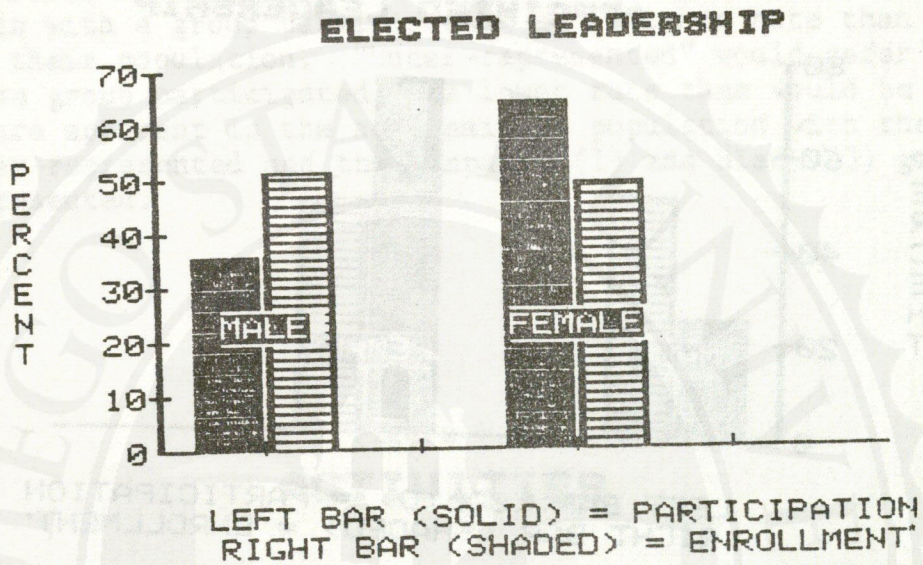


Figure 4.2

Table 4.2

Comparison of Male/Female Participation in Elected Leadership Positions and School Enrollments* - Percents

	Male %	Female %	Total N
Treatment Group Participation	39.5	60.5	370
Treatment Group Enrollment	50.5	49.5	8958
Comparison Group Participation	33.1	66.9	490
Comparison Group Enrollment	51.5	48.5	8041
Total Group Participation	35.8	64.2	860
Total Group Enrollment	51.0	49.0	16999

*Enrollments from Sending/Receiving Analysis Report - 4/19/83

Figure 4.3 and Table 4.3 summarize the percents of male and female participation in appointed leadership positions as compared to male/female enrollments in the treatment group, comparison group, and combined groups. It should be noted that the numbers of students in appointed positions is considerably less than those in elected positions. Again, female participation is markedly higher than their population with a difference of approximately 23 percentage points and almost 28 percentage points for the treatment and comparison groups respectively.

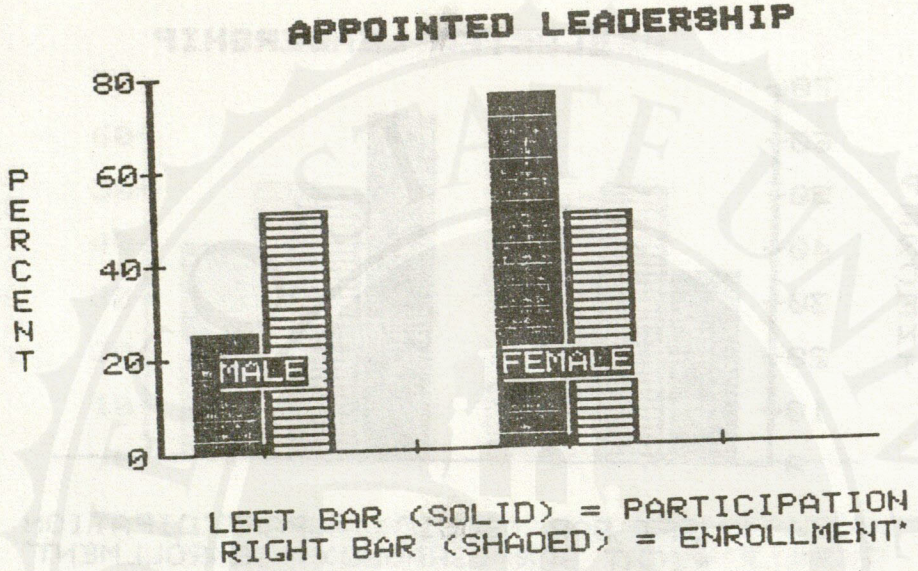


Figure 4.3

Table 4.3

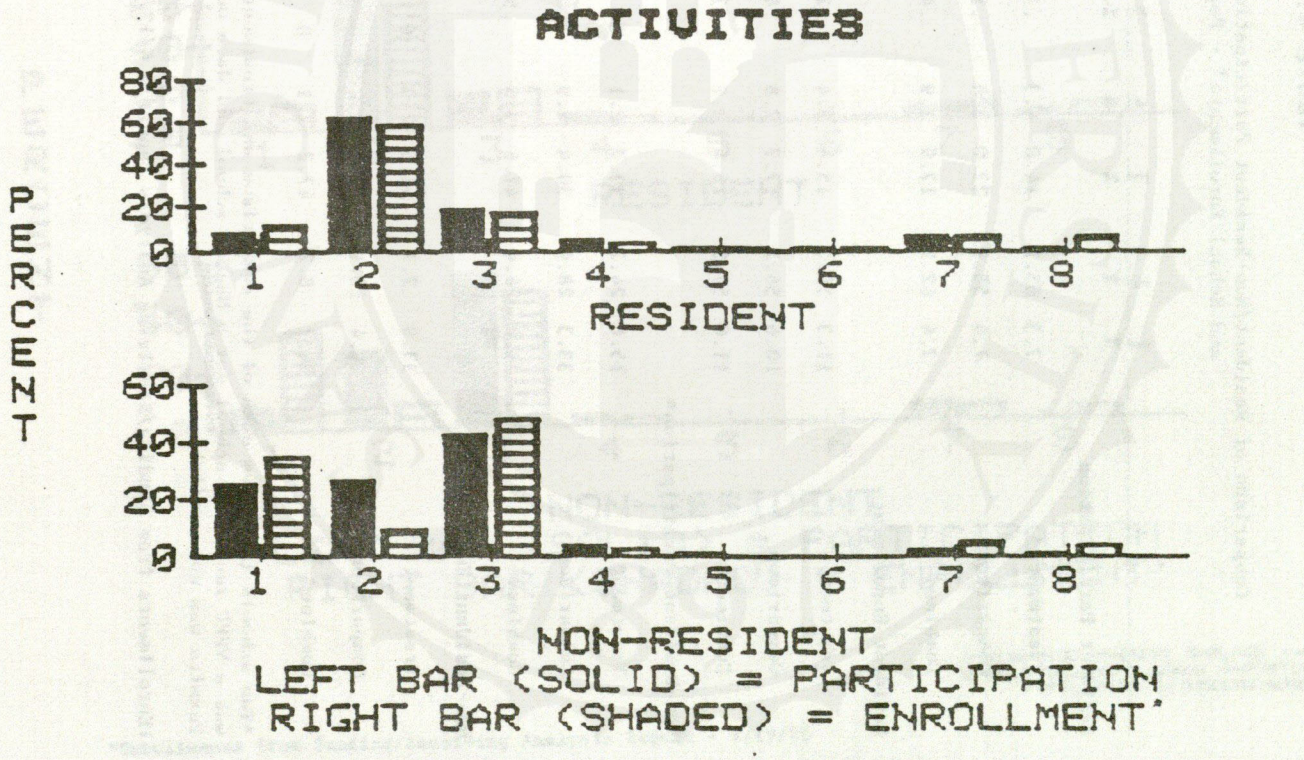
Comparison of Male/Female Participation in Appointed Leadership Positions and School Enrollments* - Percents

	Male %	Female %	Total N
Treatment Group Participation	27.3	72.7	110
Treatment Group Enrollment	50.5	49.5	8958
Comparison Group Participation	23.8	76.2	147
Comparison Group Enrollment	51.5	48.5	8041
Total Group Participation	25.3	74.7	257
Total Group Enrollment	51.0	49.0	16999

*Enrollments from Sending/Receiving Analysis Report - 4/19/83

Figure 4.4 and Table 4.4 summarize the percent of resident and non-resident participation in activities as compared to resident/non-resident school enrollments in the treatment, comparison, and combined groups by ethnicity. For the resident population, Whites (2) are slightly over-represented, while Hispanics (1) and Indochinese (8) are slightly under-represented as compared to their respective enrollments. For purposes of this analysis, "over-represented" will refer to a disparity between participation and enrollment percents with a group participating at a higher rate than would be expected based on their population. "Under-represented" would refer to such a disparity where the group participated at a lower rate than would be expected. This pattern is more apparent in the non-resident population with the White (2) group markedly over-represented and the Hispanic (1) and Black (3) groups clearly under-represented.

Figure 4.4



*Enrollments from Sending/Receiving Analysis Report - 4/19/83

Table 4.4

Comparison of Resident/Non-Resident Participation by Ethnicity in Activities and School Enrollments† - Percents

	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	Total N
Resident Participation									
Treatment	7.3	65.2	14.0	4.3	.3	.3	7.9	.6	2014
Comparison	7.4	58.9	22.0	3.4	.5	.8	4.7	2.4	1903
Combined	7.4	62.2	17.9	3.9	.4	.6	6.4	1.5	3917
Resident Enrollment									
Treatment	11.3	58.7	15.4	3.4	.2	.1	7.4	3.5	8787
Comparison	10.6	56.1	17.7	2.8	.4	1.2	3.5	7.6	7701
Combined	11.0	57.5	16.4	3.1	.3	.6	5.6	5.4	16488
Non-Resident Participation*									
Treatment	15.8	24.2	53.7	2.1	0	0	4.2	0	95
Comparison	33.3	28.4	30.4	4.9	1.0	0	0	2.0	102
Combined	24.9	26.4	41.6	3.6	.5	0	2.0	1.0	197
Non-Resident Enrollment*									
Treatment	33.9	2.1	51.5	2.3	0	0	10.0	.2	439
Comparison	34.4	13.1	43.8	2.0	0	0	.2	6.5	541
Combined	34.2	8.2	47.2	2.1	0	0	4.6	3.7	980

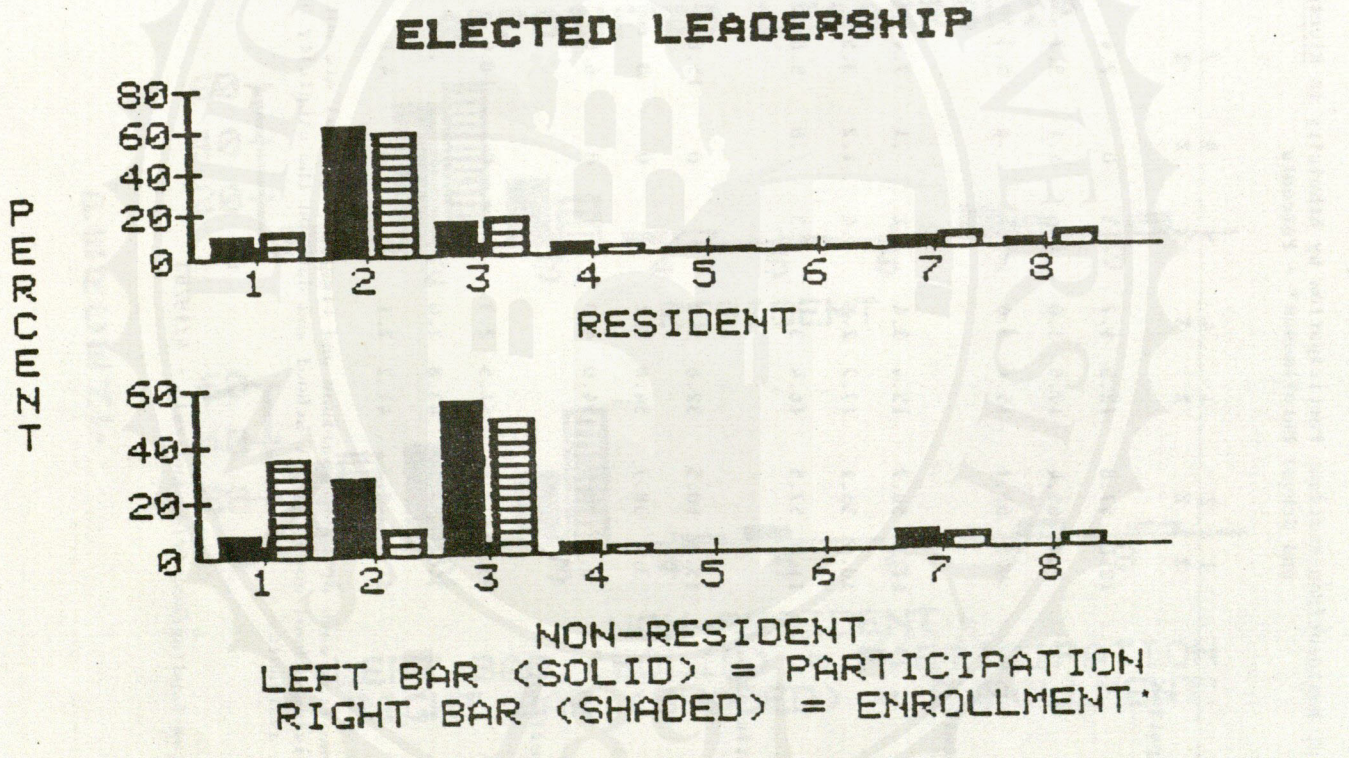
*Two schools (one from each of the comparison and treatment groups) are not included in this data since neither was a VEEP receiving school nor a Magnet school and data on the ethnicity of students on Special Attendance Permits was not available.

†Enrollments from Sending/Receiving Analysis Report - 4/19/83

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

Figure 4.5 and Table 4.5 summarize the percent of resident and non-resident participation in elected leadership positions as compared to resident/non-resident school enrollments in the treatment, comparison, and combined groups by ethnicity. For the resident population, the pattern established in Table VIII remains--that is, the White (2) group is over-represented, while the Hispanic (1) and Indochinese (8) groups are slightly under-represented. However, among non-residents, the White (2) group in markedly over-represented; the Black (3) group is somewhat over-represented; and the Hispanic (1) group is markedly under-represented.

Figure 4.5



1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

*Enrollments from Sending/Receiving Analysis Report - 4/19/83

Table 4.5

Comparison of Resident/Non-Resident Participation by Ethnicity in Elected Leadership Positions and School Enrollments+ - Percents

	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	Total N
Resident Participation									
Treatment	12.0	57.8	12.5	5.7	.3	0	7.4	4.3	351
Comparison	7.7	65.4	17.5	2.0	0	1.1	3.7	2.6	456
Combined	9.5	62.1	15.4	3.6	.1	.6	5.3	3.3	807
Resident Enrollment									
Treatment	11.3	58.7	15.4	3.4	.2	.1	7.4	3.5	8787
Comparison	10.6	56.1	17.7	2.8	.4	1.2	3.5	7.6	7701
Combined	11.0	57.5	16.4	3.1	.3	.6	5.6	5.4	16488
Non-Resident Participation*									
Treatment	15.8	10.5	52.6	5.3	0	0	15.8	0	19
Comparison	3.2	38.7	54.8	3.2	0	0	0	0	31
Combined	8.0	28.0	54.0	4.0	0	0	6.0	0	50
Non-Resident Enrollment*									
Treatment	33.9	2.1	51.5	2.3	0	0	10.0	.2	439
Comparison	34.4	13.1	43.8	2.0	0	0	.2	6.5	541
Combined	34.2	8.2	47.2	2.1	0	0	4.6	3.7	980

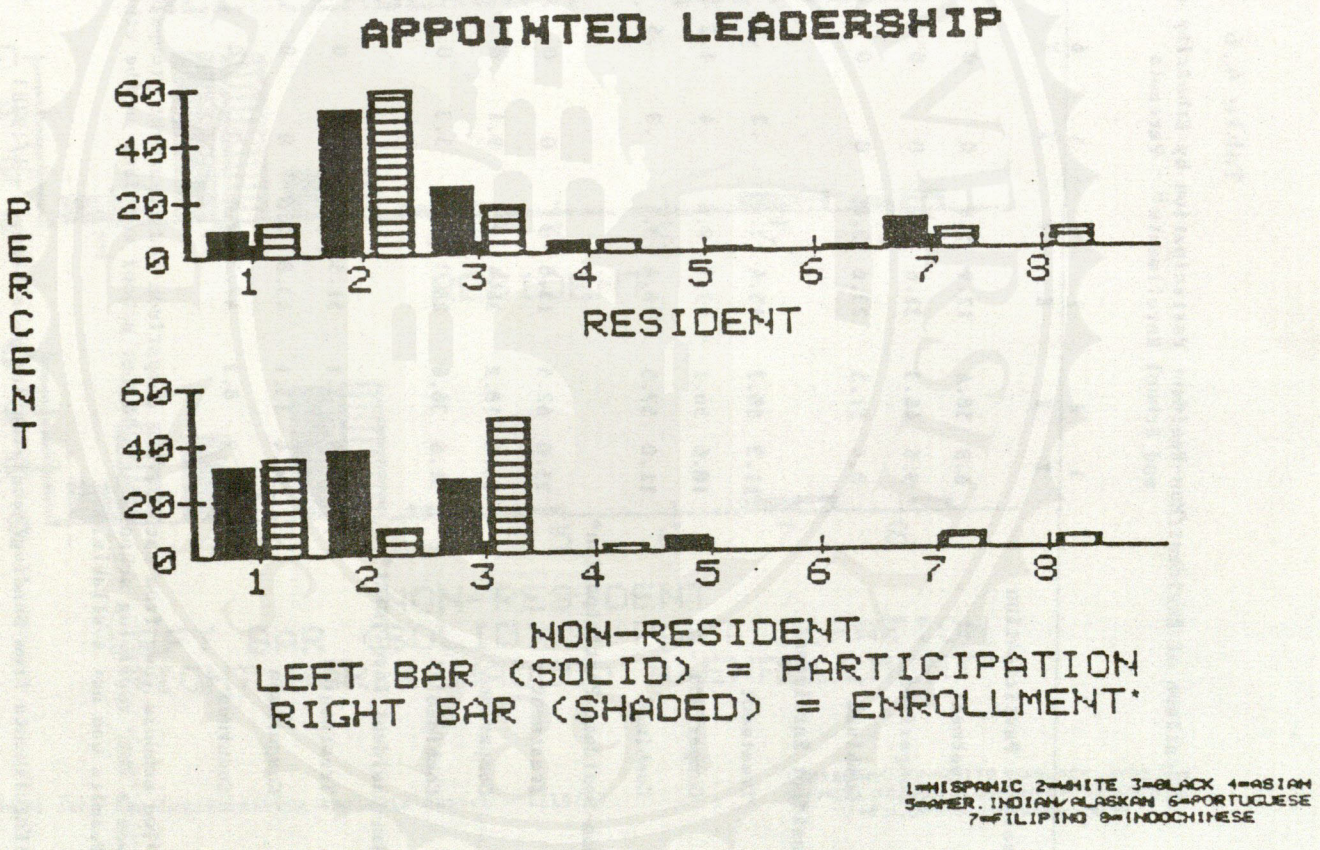
*Two schools (one from each of the comparison and treatment groups) are not included in this data since neither was a VEEP receiving school nor a Magnet school and data on the ethnicity of students on Special Attendance Permits was not available.

1-HISPANIC 2-WHITE 3-BLACK 4-ASIAN
5-AMER INDIAN/ALASKAN 6-PORTUGUESE
7-FILIPINO 8-INDOCHINESE

+Enrollments from Sending/Receiving Analysis - 4/19/83

Figure 4.6 and Table 4.6 summarize the percent of resident and non-resident participation in appointed leadership positions as compared to resident/ non-resident school enrollments in treatment, comparison, and combined groups by ethnicity. Among residents, both Hispanics (1) and Whites (2) are somewhat under-represented, while the Black (3) and Filipino (7) groups are somewhat over-represented. However, among non-residents, the White (2) group is markedly over-represented, while the Black (3) group is markedly under-represented. One caution in examining and interpreting non-resident data in Table 4.6 would be that the sample sizes are very small.

Figure 4.6



*Enrollments from Sending/Receiving Analysis Report - 4/19/83

Table 4.6

Comparison of Resident/Non-Resident Participation by Ethnicity in Appointed Leadership Positions and School Enrollments† - Percents

	1	2	3	4	5	6	7	8	Total N
	%	%	%	%	%	%	%	%	
Resident Participation									
Treatment	6.9	58.4	12.9	5.9	0	0	12.9	3.0	101
Comparison	9.6	46.3	31.6	2.2	0	0	8.8	1.5	136
Combined	8.4	51.5	23.6	3.8	0	0	10.5	2.1	237
Resident Enrollment									
Treatment	11.3	58.7	15.4	3.4	.2	.1	7.4	3.5	8787
Comparison	10.6	56.1	17.7	2.8	.4	1.2	3.5	7.6	7701
Combined	11.0	57.5	16.4	3.1	.3	.6	5.6	5.4	16488
Non-Resident Participation*									
Treatment	25.0	62.5	12.5	0	0	0	0	0	8
Comparison	36.4	18.2	36.4	0	9.1	0	0	0	11
Combined	31.6	36.8	26.3	0	5.3	0	0	0	19
Non-Resident Enrollment*									
Treatment	33.9	2.1	51.5	2.3	0	0	10.0	.2	439
Comparison	34.4	13.1	43.8	2.0	0	0	.2	6.5	541
Combined	34.2	8.2	47.2	2.1	0	0	4.6	3.7	980

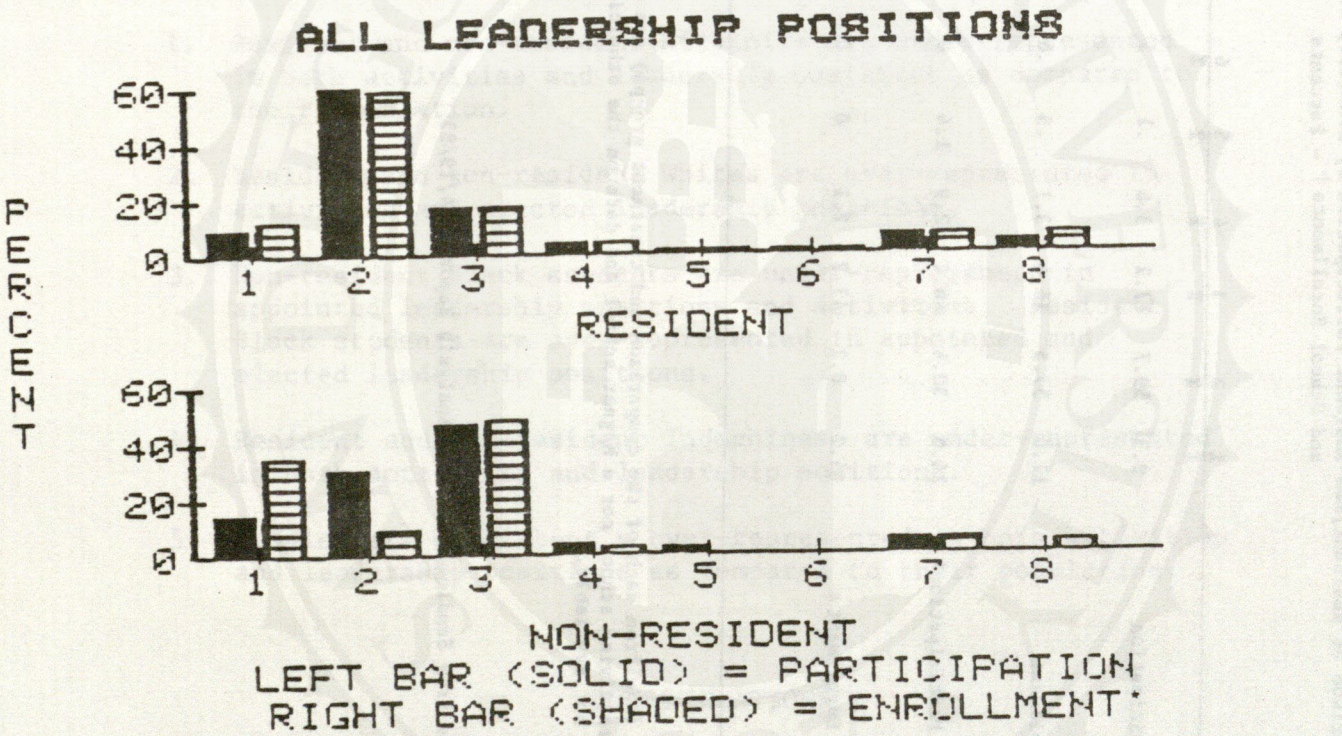
*Two schools (one from each of the comparison and treatment groups) are not included in this data since neither was a VEEP receiving school nor a Magnet school and data on the ethnicity of students on Special Attendance Permits was not available.

†Enrollments from Sending/Receiving Analysis Report - 4/19/83

1-HISPANIC 2-WHITE 3-BLACK 4-ASIAN
5-AMER. INDIAN/ALASKAN 6-PORTUGUESE
7-FILIPINO 8-INDOCHINESE

Figure 4.7 and Table 4.7 summarize data from Tables 4.5 and 4.6 by presenting the percents of resident and and non-resident participation in all leadership positions as compared to resident/non-resident enrollments for all schools by ethnicity. It is apparent that, for the resident population, representation is fairly consistent with enrollment for all ethnic groups, with the largest disparity being 2.3 percentage points. However, some very clear disparities emerge from the non-resident data for Whites (2) being over-represented and Hispanics (1) being very under-represented.

Figure 4.7



*Enrollments from Sending/Receiving Analysis Report - 4/19/83

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
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7=FILIPINO 8=INDOCHINESE

Table 4.7

Comparison of Resident/Non-Resident Participation by Ethnicity in All Leadership Positions and School Enrollments + - Percents

	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	Total N
Resident Participation	9.3	59.7	17.2	3.6	.1	.5	6.5	3.1	1044
Resident Enrollment	11.0	57.5	16.4	3.1	.3	.6	5.6	5.4	16488
Non-Resident Participation*	14.5	30.4	46.4	2.9	1.4	0	4.3	0	69
Non-Resident Enrollment*	34.2	8.2	47.2	2.1	0	0	4.6	3.7	980

*Two schools (one from each of the comparison and treatment groups) are not included in this data since neither was a VEEP receiving school nor a Magnet school and data on the ethnicity of students on Special Attendance Permits was not available.

+Enrollments from Sending/Receiving Analysis Report - 4/19/83

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

It should be noted that participation in elected leadership positions is affected by participation in activities since many of the elected leadership positions are officers of clubs and organizations. Thus, disparities which occur between participation and enrollment in activities would be expected to carry over to elected leadership positions. However, this certainly would not account for the striking differences between non-resident Hispanic participation in activities (24.9%) and their participation in elected leadership positions (8.0%). Nor would it account for the differences between non-resident Black participation in activities (41.6%) versus their participation in elected leadership positions (54.0%).

CONCLUSIONS

The patterns which seem to emerge from the data most vividly would be:

1. Resident and non-resident Hispanics are under-represented in both activities and leadership positions as compared to their population.

2. Resident and non-resident Whites are over-represented in activities and elected leadership positions.

3. Non-resident Black students are under-represented in appointed leadership positions and activities. Resident Black students are over-represented in appointed and elected leadership positions.

4. Resident and non-resident Indochinese are under-represented in both activities and leadership positions.

5. Females are consistently over-represented in both activities and leadership positions as compared to their population.

RECOMMENDATIONS

It is clear that program planners need to direct attention to the trends noted above. Planning needs to give attention particularly toward the disparities that exist between male participation and enrollment and both Hispanic and Indochinese participation and enrollment. It may be valuable to survey students themselves to attempt to gain further insights to these disparities.

5.

INTERVIEWS WITH ADMINISTRATORS ABOUT INSTITUTIONAL PROCEDURES

INSTITUTIONAL PROCEDURES

INTERVIEWS WITH ADMINISTRATORS

According to the program description, the Race/Human Relations program addresses:

> "(a) multiethnic education, and (b) knowledge and performance of personal, classroom, and institutional practices which foster harmonious racial integration."

The same document gives the following rationale.

Rationale

> "Researchers and educators in the fields of multiethnic education and integration have long recognized that at the heart of any successful integration effort is a trained, knowledgeable, and committed staff. Staff development in race/human relations is designed to prepare educators for the important task of helping students acquire healthy racial attitudes. These healthy attitudes are a prerequisite for attaining our nation's democratic ideals. The California State Department of Education affirms that 'The school is the critical public agency in the process of educating for a diverse society' (1977)."

In a 1976 position statement, in which its own guidelines for multiethnic education were presented, the National Council for the Social Studies expressed this view:

> "The school, as the formal educational institution of the society, has an important role to play in reducing the tensions and the injustices, including the misgivings about self, that result from unexamined ethnic beliefs and attitudes. To fulfill that role, more is needed than a course or two on ethnic groups. The entire school must be infused with concern and action--to build awareness of ethnicity as one source of the diversity within our national society; of the contributions of that diversity, as well as why it is a source of tension and dissension; and of the sense of identity and personal pride that many can and do derive from their sense of ethnic identity. The last point is especially crucial for those whose ethnic identity is involuntary because physical attributes do not allow an easy merging with the majority, even if desired."

DESIGN

"Institutional Procedures" was selected as a goal of the program to be evaluated. A commonly used way to evaluate institutional procedures is policy

analysis. A practical approach for the school site level is to inquire about the application of those procedures at the school level from the person or persons responsible for setting and carrying out the procedures. The person responsible for the procedures at the school site is the principal, although some procedures are appropriately delegated to others.

A set of interview questions was prepared based on the topics below and the questions of goals. The principal of the school was notified that during the observation team visit to the school, he or she should set aside about an hour to meet with the team leader for an interview. The principals had the option of including other staff, vice-principals, counselors, etc. at their discretion. Some took the option; some did not (or did not have other administrative staff). Interviews were conducted with from 1 (principal) to 5 persons at each school site. An initial analysis showed no large or patterned differences between treatment and comparison schools, so findings are reported for the total group of 24 schools. On some questions, differentiation is made between responses of elementary and secondary schools.

The following procedures were selected for inquiry:

- Student Selection for Awards and Leadership Positions
- Student Scheduling and Assignment to Classes
- Monitoring of race/sex balance of classes
- Techniques to insure sex equity in the advising process for academic advising
- Duties and responsibility of Counseling Staff
- Suspension reasons and procedures
- Techniques to reduce disciplinary rates, repeated suspensions, conflicts, particularly conflicts of a racial nature.

Research on effective schools has consistently pointed out the importance of both the setting and the communication of school goals. School goals which emphasize the importance of basic skills or academic skills as the primary goals of the school are cited consistently by schools judged to be effective in the research literature. An introductory question was asked about the goals of the school.

The findings are presented by responses to questions in the interview, with conclusions summarized at the end.

FINDINGS

Goals

Briefly, what are the goals of your school?

Principals were able to articulate the goals of the school. Most listed basic skills or a quality academic program first. Integration was listed by half of those interviewed, and some discussed race/human relations or human relations skills.

How are students selected for award or leadership position? (Two questions were asked in this area).

On the basis of the responses to these questions, there would be no barriers to students having access to awards or leadership positions when the students decide to put forth the effort and show interest. There are no guarantees that biases might not appear in some instances, but there were no built-in biases in the processes described. Student popularity with other students is, of course, a major indicator for those offices which are elected. Overall, there does not appear to be reason for concern in the process cited. Examples of student award or leadership positions are explained by interviewees are:

Position	Process Reported
Student Council	Selected by students (or teachers at some elementary schools)
Student Council Officers	Students who want to run for office must have a petition signed, then run for election either by grade level or by student body
Good Citizen award	Selected by teachers and principal based on attendance records. Recommended by teachers for service to school as lunch monitors, flag monitors, library aides, office monitors, etc.
Cheerleaders	After minimum requirements for grades and citizenship are met, cheerleaders are elected by students.
Principal's Steering Committee composed of staff, students, parents	Appointed by principal
Chairs of Committees	Elected or chosen within ASB or Student Council (for student activities such as proms, ASB balls, etc.)
PTSA	Student representative, appointed by PTA
Ethnic Advisory Committee to Principal	Appointed by Principals or Vice-principals
Junior Olympics	Medals earned for performance
Spelling Bee	Spelling skills
Patrol	Parent and teacher recommendation, plus scholarship and citizenship
Coupons to students for daily achievement	(e.g.) clean campus committee, selected by teachers

Position	Process Reported
P.E. awards for winning teams	On basis of team record
Departmental awards	For academic excellence, chosen by teachers
Club officers	Some elected, some appointed by teacher sponsor
Class officers	Elected by class student body at that grade level
Academic, citizenship, human relations award	Awards made by teacher or administrator. Some awards, particularly at Secondary, are selected and made by private organizations
Editor of newspaper	Selected on the basis of previous work and appointed by teacher (journalism)
Team captains	Selected by coaches on basis of ability of game and working with people

Scheduling of Students

Are students grouped? If so, what are the criteria?

An initial analysis showed 15 out of 24 schools responded yes to this question. On examination, the responses of eight of those schools listed their grouping criteria related to special needs/special program (such as Special Education, Gifted, Chapter 1) or they responded to the question of grouping as grouping within a class once students are assigned.

An example of the latter would be students placed in reading groups and students placed in math groups within a class. Of the remaining seven schools which assigned students to class on a particular basis, two schools indicated that students were grouped by AGP level, two schools assigned students to math and science classes by scores on tests. Three schools indicated that students were placed in classes according to achievement criteria, including test scores, grades, teacher recommendations and established prerequisites.

How are continuing students assigned to classes each year (at the beginning of the year?)

One secondary school offered the following, to explain what the school does:

"1. We start early, and work with the Department chairs as to what will be offered.

2. We develop a booklet with class prerequisites listed, and this

is published for the students.

3. The counselors meet with the students, and go over the requirements.

4. Students must get parent signatures.

5. Exemption from prerequisites must be signed by teacher.

6. Students then meet with the counselor individually.

7. On the basis of this information, we supply numbers for the master schedule which goes into the computer.

8. We work with counselors on the master schedule.

9. We mail the student schedules home during the summer, and the students can come in and discuss their schedules."

An example of a junior high or middle school procedure for the coming year is as follows:

1. Near the close of the school year counselors visit all students through a class (for example, the social studies classes or the English classes) to review the requirement, course options book, etc.

2. The student receives a planning card.

3. The student meets with the counselor, then gets parent signature on card and turns it in.

4. A master schedule is built and students are assigned to classes. For fifth graders or sixth graders (whatever the entering grade), counselors usually make trips to the elementary schools and, in addition, provide an orientation session for students and parents at the new school (the middle or junior high school).

How are new students assigned to classes when they enter your school after the beginning of the year?

Elementary

When assigning at the elementary level, five schools look at achievement level first. Then the classes are balanced by numbers. In other words, if the class where a child would be placed by achievement level is full or is the largest class in number, the newly enrolling child would be placed in a smaller class. There appears to be some contradiction here with responses to the preceding question that indicates that children are, for the most part, not grouped in classes by achievement. Three elementary schools indicate that they look at the numbers first to place the incoming child in the smallest classroom, then look at balance to see if placing the child in that classroom would create some type of imbalance or would help to equalize an imbalance. Two small schools indicated

that there is one classroom per grade, hence, not much choice as to which classroom, and the emphasis then becomes the appropriate grouping or redeployment once the child is assigned to a classroom. One school indicated a deliberate balance is intended on the basis of race, sex, and achievement.

A cross analysis note is advisable here. In the classroom observations, several elementary schools were noted to have the balance by sex (number of boys; number of girls) listed on the chalkboard in the rooms. These classrooms did not, however, have the balance by race or ethnic group listed. When discussing their class assignment policies, no preference was noted for the balance by sex as being more important than balance by ethnic group; perhaps the listing of boys and girls serves no purpose other than habit. That is, if the person making the assignment to classes must check office records or a computer printout for other information, such as racial balance, they could just as well check the gender information also. This practice should not be continued.

Secondary

At the secondary level, the counselor plays a primary role in the assignment of students to classes when the student enters after the beginning of the year. Three schools indicated that the counselor checks the records of the incoming student, then assigns the student to appropriate classes. Four schools had essentially the same response with the addition of parent input and student interest as considerations before the student is placed in classes. There is still the necessity of balancing classes by number if possible, but the emphasis was placed more on placing the student in classes appropriate for the needs, previous experience, prerequisites, requirements, etc.

To what extent are the following used in the assignment of students to classes?

Teacher recommendations
Grades
Test scores
Student choice
Parents' requests
Other

Among the elementary schools there was little difference in the overall weighting of factors used to assign students to classes. Teacher recommendations received the heaviest consideration ranging from 60-90% of the decision. One comparison school gave a higher rating to test scores than to teacher recommendations. This was the only response which varied from the pattern.

The junior high schools use a varied weighting pattern in class assignments. There is not a common factor of agreement. Computer scheduling was valued at 55% of the decision in one treatment school while parent requests were given a value of 50% at a comparison school. The major difference between elementary schools and junior high schools was that student choice received some weight at all of the junior highs except for one minority-balanced treatment school which reported that its students had little choice.

High schools reported the heaviest weighting for factors like graduation requirements, prerequisites, or electives involved. These factors were responsible for as much as 75% of the decision. Student choices were important in all

of the responding schools. Other factors received less consideration.

Is there a person on your campus who monitors the race/sex balance of classes?

Almost all schools reported that a designated person was responsible for monitoring the balance of classes with regard to race and sex.

In 22 schools which responded yes, the principal was the person responsible in thirteen schools, with the vice-principal named in three cases. Two schools designated the counselor, one school a teacher and counselor together. Three say that each teacher is responsible for watching the balance and letting the administrator know if an imbalance occurs. One school reported that the administrator, counselor, teacher and secretary are all responsible for watching the balance. Such a multiple responsibility could be a very good system or could result in no one actually taking the responsibility.

Several of those interviewed commented that it is very difficult particularly at smaller schools. Some schools in a military community noted that they have to be concerned about balance as to military/civilian as well as race/ethnic/sex balance in classes. One secondary school noted that VEEP students are often more in need of basic skills and that complicates the balancing of classes.

From whom do students receive advice about what courses to take?

Most elementary schools indicated that this question did not apply to them.

In one elementary school, if a student wants to change classes (transfer), the student must write a letter to the principal explaining why the change is desired. The principal writes a response to the student after checking on the situation and making a decision. Several letters were shown to the interviewer.

In the secondary schools, the counselor is generally the person named as the one from whom students receive advice. One high school noted several sources: the counselor, the career center, colleges and universities, and parents.

Opportunity

What techniques have you found successful in insuring that minority students and students of both sexes are fully aware of their abilities to enter professions formerly dominated by whites or the opposite sex (i.e., women into male-dominated fields, men into female-dominated fields, etc.)?

Of the twenty-four schools, fourteen gave explanatory or strong responses to this question; ten were judged as insufficient or weak responses. The category of strong responses included: adults as role models who are aware of and free from sex stereotyping and racial biases; individual counseling or counseling combined with specific materials; involvement of community members and community groups; and those which gave multiple techniques in their answer. Each response was categorized, and there were a total of 38 responses because nine schools listed multiple techniques. Of the 38 responses, 11 were judged to be weak, and 27 to be strong responses.

Strong Responses

Examples of responses in the strong category include:

Role Models of School Staff

> Role model of staff who are free of stereotyping and racial bias. This idea of role models also applies to the above response with adults from outside the school on campus serving as role models in traditional and non-traditional roles. Some schools commented that they try to find speakers in non-traditional roles.

Role Models of Adults from Outside the School

> Speakers on campus, parents in the classroom, community people and community aides in classroom, community groups involved, posters from Women's Opportunity Week.

Events

Career Fairs, Career Days were mentioned at several junior high and senior high schools. One principal, in discussing the opportunities that students have during a career day to talk with employers and review exhibits from all over San Diego County, made the following comment:

> "This question cannot be answered in a simplistic manner. Occupations which have been formerly dominated by Whites have not opened up as much as one is lead to believe. Even with the affirmative action programs, the number of minorities going into middle and upper management positions have been very limited over the past decade."

Materials

Nine responses which related to use of materials included the following specific materials: Mini-Society, Career Planning Inventory, JOB-O and Career Planning Folder, ME to WE, The Person I Am and new textbooks. Comment about the new textbooks is quoted from an elementary school.

> "The new textbooks are a big help (because) they emphasize women in men's roles and minorities in professional roles, that kind of thing. Book selections for the library promote career development in this area, so it permeated the school and curriculum."

Expanded Responses About Counseling

Individual counseling occurs, and individual contact with all VEEP students was

mentioned. In addition, a career center is available where students can get specific information or talk with counselors about careers of their interest. This is an example of how the responses were expanded to detail what counselors do instead of just responding that "counselors take care of it."

Weak Responses

Examples of weak responses included the following:

No answer was given by six elementary schools and one high school. It may perhaps be slightly more forgivable that the elementary schools did not have a response, but one high school was unable to respond to the questions. It is known there are no institutional techniques in place, so that what happens is by chance or because certain individuals might be aware.

Counselors were listed, without techniques or any specific definition of the function that the counselors carry out. This response gives no assurance that anything systematic is occurring, although some counselors may be providing excellent guidance. One school giving this answer also said, "Not much problem occurs at this site (but) we are very sensitive to this problem." One would expect if they were sensitive, they would express more specific information.

How do you assure that prejudice and sexism are absent from your academic advising process?

Eleven elementary schools did not answer (or were not asked) the questions. One elementary school said they had stressed Title IX to their teachers this year.

One assumes that elementary schools do not consider that they have an advising process since students are placed in classrooms for the day rather than by subject matter.

Five secondary schools responded in terms of people, usually the counselor on whom they depend. For example, responses included:

"Experienced counselor and three counselors who have learned Spanish"

"Counseling staff is very aware and sensitive in this area."

"Ethnically/sexually balanced team. They avail themselves of workshops to raise consciousness."

"Awareness on part of administrators and counselors." The administrator paused and then he added: "Also, things have changed--we'd chew 'em out if it happened."

Six schools responded in terms of techniques or processes used. Included in their responses were:

"Every attempt has been put forth. Counselors have attended

workshops on sex equity. Curriculum has been modified. Wood/auto shops avoid sexism. Efforts in music appreciation. The Vice-Principal keeps the males in line. We encourage staff members to read the latest literature on sex equity. We invite males and females to join groups together."

"Workshops have been held on these issues; we circulate reading materials; have had a book club emphasizing race/human relations. We ask our staff to be aware of these things as they occur and try to do something about it."

Three principals gave answers which showed awareness and sensitivity to the problems and an honesty about the difficulty of assuring equity when stereotyping can be quite subtle.

"This question is an on-going problem. As principals supported vice-principals, we must continually remind counselors and teachers about the abilities of students. A few staff members have negative feelings about the abilities of minority students in achieving the middle class standard. Thus, it is important that staff members are reminded again and again about having high expectations for students. One of the big problems that I find is that some of the attitudes of the flower children of the 60's still prevail. There is a kind of looseness where staff members allow students to do things that are self-defeating, i.e., allowing students to do his or her own thing, assigning little or no homework, using class time for activities other than educational goals, etc."

"It is not possible to assure that. I do when it isn't covered or hidden. I do a lot of listening and try to look beyond the stereotypes." He was expressing a modeling of behavior which he hoped would be emulated by others on the staff.

"We react to concerns, but this after the fact. We try to involve the counselor actively in the Race/Human Relations program and address such issues there."

List the duties, responsibilities, and procedures of your counseling staff and estimate the percent of time spent on each.

Counseling seems to vary greatly in the schools reporting with no clear pattern of responses differing in treatment and comparison schools.

Elementary schools reported the majority of their counseling time was used to meet with individual or groups of students. The two exceptions to this were one comparison school which designated the counseling office as "the clearing house for all discipline problems" and one comparison school which reported 60% of its counseling activities at the elementary level included parent contacts, screening, and attendance.

The junior high schools did not differ significantly in responses from the treatment or the comparison schools. Student supervision was reported as a duty

of counseling staff at the junior high school level and the time spent in academic or career counseling increased from that at the elementaries.

The high schools responded in a very similar manner whether they were comparison or treatment schools. Supervision was eliminated as a duty of the counseling staff and the major percentages of time were spent in career and academic counseling.

Suspensions

For what reasons would a student be suspended from your school?

Most administrators interviewed responded by indicating district policy, district guidelines, "reasons the Board has approved," the suspension form or by naming the offenses.

One was so specific as to say, "District Procedure No. 2645."

Among the offenses named were fighting, smoking, firearms or weapons on campus, defiance of authority, excessive consistent and/or continuous infractions of rules, drinking alcohol, drugs, assaultive behavior, firecrackers, major theft, abusive language, etc.

One gave an example, such as the grade book which was stolen and thrown into the sewer.

A second sentence in six responses referred to the practice of trying other disciplinary alternatives first and suspending a student only as a last resort. Actions tried first included parent contact, counseling, behavior plans, and alternative discipline programs.

To differentiate between those offenses which required the attention of the administrative office, examples of specific behaviors were cited in seven schools; the number of times a child has broken rules were cited in seven schools; severity of infractions in five cases (although it is implicit in the lists cited that severity is taken into account); both severity and number of infractions in two schools. It is obvious that in all but one school, teachers are expected to make the first effort or efforts with minor offenses, including contact with parents, and their own discipline rules of the classroom. But, if a child is disruptive or threatening to the class or anyone in the class, he/she **is sent out immediately and given disciplinary attention by the office.** In one school the response was, the child can be sent to the office for "anything that affects the teaching/learning climate. We do not live with problems. We encourage (teachers) to send them early. The students need to understand their role, and that they are limited in their rights. We demand effort, and that they face the consequences of their behaviors."

What do you do once a student has been sent to the office for disciplinary reasons to prevent a return of the same student?

Four schools mentioned counseling either by counselors or administrators or both. Parent contact was mentioned by one school. Fourteen schools discussed a combination of parent contact and counseling and some other procedures, such as group sessions held on certain days, behavior modification programs, services of

Social Advocates for Youth, attempt to determine the real cause of the problem, meaningful consequences, detention room, lunch clean-up, etc. One school gave an intriguing response, "bore them to death" (i.e., so that they will want to go back to class and not enjoy the trip to the office). Another intriguing response is that one high school had no response.

A similar question asked what the school administration was doing to reduce suspension and conflict situations at the school. One school gave a two-page handout of the list of school rules, with the implication that one makes the rules known so that students know what is expected of them. Another school has the same idea, by saying that a strong discipline code is a good preventive measure. The word "preventive" was used in responses of five schools, usually connected with preventive counseling, but sometimes used in a more general way, or with procedures like sending the rules home to be signed at the beginning of the year and at certain intervals. Referrals to community or social agencies are made when appropriate according to one school. Constant supervision was mentioned by one school as a good preventive measure, and assertive discipline by another principal. Group counseling, a counseling center or growth groups were listed by three schools both as preventive and as follow-up actions. Alternative programs were mentioned, such as in-school suspensions, behavior modification programs in which students must make a commitment to certain behaviors or an after-school work program.

A very interesting response from one school is that they are using the Kohlberg Model of Cognitive Moral Development. (Note: Lawrence Kohlberg of Harvard University has been conducting research and developing programs related to moral development across cultures throughout the world for over twenty years, and has some substantial results.) To explain the program, the principal indicated that students are presented with a moral dilemma periodically where they are able to share ideas about how that dilemma can best (and morally) be ameliorated. (Kohlberg's results show that, when placed with students at the next higher stage of moral development, students/people will or can improve their own stage of moral development. He has defined six stages and is working on a seventh.) According to the principal, the number of suspensions were more than cut in half after the use of this program.

Describe one racial incident or problem which occurred recently at this school and how it was solved.

Seven schools said that they had no problems or could not remember a racial incident. Five were elementary schools and two were junior high schools. Of these seven, two said they had fights of conflicts, but when they were investigated, it was determined that they were not racially motivated. Two other schools did not give incidents but said how they would handle/prevent them:

> "Discussion and explanation of fact, counseling with student and when needed, with parents."
>
> "Constant education and counseling, positive discipline, and an emphasis on appreciating differences."

For those schools which discussed incidents, the incidents were in the following categories:

Name calling or use of symbols (7)
Related to the neighborhood or brought in from the neighborhood (3)
Teasing or making fun of other students (2)
Group of students complaining of being picked on by school (1)
Overt actions (1)
Attacks (2)
Non specific with only the racial/ethnic groups mentioned (1)

Following are selected responses which show the types of incidents and the resolutions reported by the schools.

Name Calling

> Two girls were fighting over a boy, then one called the other "you ugly ___". As the administrator talked through the problem, they discovered that the Black girl was very proud to be black, but the Filipino had problems with her identity. Through discussion a plan was worked out, and one girl received further counseling.
>
> Name calling occurred on the playground of an elementary school at lunch. The counselor and administrator met with the group after lunch, talked, came up with different solutions and the students left with good feelings.
>
> A Black boy and a White boy called each other names; both were third graders. Other students were so appalled that they repeated the names to their teacher and the teacher had a class discussion about alternate ways of dealing with the problem. That teacher then went to the teacher of the other student involved, and the second teacher also had a class discussion on the same issues. This problem never got as far as the office because the problem was handled in classes.

Outside Influences

Three cases, all at high schools, were related to off-campus activities or influences, from neighborhoods and/or gang activities. These cases occurred at predominantly majority schools and at predominantly minority schools. One interviewee spoke about frustrations of the problem and is quoted here.

> "Over the past several years, racial incidents at ___ have been non-existent between student groups or between staff members and students. Most incidents have been in group problems, such as the proliferation of gangs in the neighborhood. Some gang activity has taken place among Black students, but more has taken place among Hispanic students, especially boys. The school has requested input and help from community organizations; however, little help has been forthcoming. This school has also asked for help from the San Diego Police Department; however, little help has taken

place. It is my perception that the Police Department has more of a cure than a preventative kind of program. Transferring the perpetrator of an incident can break the dynamics of the gang, at least as far as the school is concerned. Parent support has been minimal and in most cases parents admit that their hands are tied when working with their sons regarding such problems. One of the things that make gang situations difficult to deal with is a lack of information from the students involved and also denial from the parents that their sons are involved."

Teasing

Two examples were given of teasing on the part of Anglo students toward new foreign students who spoke different languages (Asian/Middle Eastern) or who were unaware of customs in United States. In these cases, one at an elementary and one at a junior high, the Anglo students were called in for discussion, but were also told that these behaviors would not be tolerated. Their parents were called.

Students' Complaints Against the School

In one case, at a high school, Hispanic students felt they were picked on, particularly with regard to suspensions. The groups were immediately called in for discussion. Records were shared, and the issues were discussed. The Hispanic students were also encouraged to become more involved in school activities and the ASB.

Overt Actions

One overt action cited was spitting and two were attacks. One action involved students spitting on other students at one elementary school. Discussion and time has resolved their problem. At a junior high, two boys attacked a girl and pulled her into the boys restroom; this incident resulted in disciplinary action and eventual transfers. At a high school, two groups were involved in after-school fighting. Discussions were held with leaders of groups. Then a school leader (not involved in the fights), a very bright Black youngster, served as a catalyst for the second round of discussions and eventual resolution of the problem.

CONCLUSIONS

1. Principals were generally able to articulate well the goals of their school, and emphasized the goals of academic achievement, particularly in basic skills and a successful integration program.

2. The reported procedures for student selection for awards and leadership positions indicate no built-in bias in the procedure. Since it is dependent on the judgment of individuals, individuals might exercise a personal bias, but that is not reflected by the procedures cited.

3. Responses to the questions of how students are assigned to classes, how students are grouped by what criteria, and the student scheduling process were confusing and unclear at many schools. It is possible that the procedures are quite clear, but not well explained, or that the procedures differ so widely that a clear picture did not emerge from the data. Interpretation is hampered by the lack of clarity.

4. Principals are responsible for the monitoring of the racial and sex balance in classes. It is more difficult at smaller schools and at schools which are more imbalanced in their total population.

5. Counselors are generally cited as the person from whom secondary students receive advice about the courses to take.

6. Schools were fairly evenly divided as to use of good techniques to insure that students are aware of abilities to enter any career unhindered by racial or sex stereotypes about jobs, careers, professions. Fifty-eight percent of the schools were able to give specific, strong responses to this question. The remaining forty-two percent gave weak responses or no response.

7. To assure the absence of prejudice and sexism, schools rely evenly on persons, usually counselors and on techniques, usually inservice workshops, reading materials, alterations to curricula. Three schools spoke to the subtlety of prejudice and sexism and the difficulty of assuring its absence.

8. Responses to the question of how counselors spend their time varied greatly. Elementary schools reported the majority of time is spent with individual students; supervision was added to the list of duties at the junior high level. Supervision was not a part of the duties at the senior high level, where the involvement in academic and career advising is reported as the major expenditure of time.

9. Administrators were aware of and were consistent in the naming of reasons for suspensions of students. Although the procedures in preventing or implementing suspensions clearly vary from school to school, almost every school was able to give a clear procedure which they indicated works well for them. The administrators were specific and illustrative in their responses, and many of the measures used, both to determine when to suspend a student and to take action to prevent repeated occurrences would be judged to be good to excellent.

10. Seventeen schools were able to state examples of racial incidents and how the incidents were resolved. Seven schools said they did not have or could not remember any incidents. Incidents cited ranged from name calling to fighting, and some problems caused by influences outside the school. Resolution strategies included a range from discussion and/or counseling to disciplinary actions,

and according to the schools have been effective except for controlling the outside influences.

RECOMMENDATIONS

1. Further study of the student scheduling criteria for assignment to classes and actual procedures should be conducted.

2. Options for students to receive academic advice and to increase sources of information should be expanded.

3. More schools need to develop techniques and guidelines to insure students are not constrained by stereotyping in their choices of careers and fields of study.

4. Continued and/or greater attention needs to be given to insuring absence of prejudice and sexism in the advising process. Handicapism should be added. Further study of actual processes is warranted.

5. Further study of the role of the counselor is warranted.

6. Attention needs to be given to seeing that particular classes have appropriate ethnic and gender representation. For example, are gifted minority students referred and identified? How can classes which appear to be segregated be infused with minority representation? How can classes that appear to be overrepresented by minority students be altered appropriately while still insuring that student programs meet student needs?

6.

SUSPENSIONS OF STUDENTS

SUSPENSIONS OF STUDENTS

DESIGN

The Race/Human Relations suspension study utilized data collected from various district departments. Data bases included the monthly computer printouts of suspensions for September, 1982 through February, 1983 maintained by the Elementary and Secondary Divisions, as well as the February, 1983 computerized enrollment figures maintained by the Community Relations and Integration Services Department. Data collected were for all district elementary and secondary schools. However, for the purpose of this report only data from the twelve treatment and twelve comparison schools were used. All suspensions occurring in these 24 schools during the six-month period (Sept.-Feb.) were then analyzed.

Initially, for each suspension a number of variables were recorded: school (treatment/comparison), grade, sex, race, reason for the suspension, length of the suspension and whether the suspension was the first, second, third, etc. for that particular student during the 6-month period. Records were sorted and tallied by category and ethnicity. The resultant tabulations were broken into treatment and comparison groups and then further separated by grade level (elementary, junior and senior high). An examination of treatment versus comparison data (see Appendix G) yielded no apparent patterns of disparity. Therefore, data for treatment and comparison groups were combined and all findings in this report reflect this aggregated total. The following are addressed in this report:

A. Enrollment
B. Students Suspended
C. Enrollment v. Students Suspended
D. Actual Suspensions
E. Enrollment v. Actual Suspensions
F. Students Suspended v. Actual Suspensions
G. Average Number of Days Suspended
H. Number of Times Suspended
I. Length of Suspension
J. Suspensions by Sex
K. Average Number of Days, Male v. Female
L. Reasons for Suspension

FINDINGS

A. Enrollment

1. Elementary: The twelve elementary schools had an aggregated enrollment of 6324 students of which 22.5% were Hispanic, 47.7% were White, 13.6% were Black, and 16.2% were Asian or other minorities.

2. Junior High: The six junior high schools had an aggregated enrollment of 8121 students of which 11.7% were Hispanic, 59.7% were White, 11.7% were Black, and 16.9% were Asian or other minorities.

3. Senior High: The six senior high schools had an aggregated enrollment of 9347 students of which 12.8% were Hispanic, 50.4% were White, 23.8% were Black, and 13.0% were Asian or other minorities.

4. Total: The 24 schools in the Race/Human Relations Evaluation had an aggregated enrollment of 23,792 students of which 15.0% were Hispanic, 52.9% were White, 16.9% were Black, and 15.2% were Asian or other minorities.

When compared to the District total of 109,808 students of which 19.2% were Hispanic, 50.3% White, 15.6% Black, and 14.9% Asian, little disparity is evident, indicating that the 24 Race/Human Relations schools are ethnically representative of the entire district.

B. Students Suspended*
(See Appendix H and I for complete Tables and Charts)

1. Elementary: A total of 47 elementary students were suspended of which 23.4% were Hispanic, 48.9% were White, 25.6% were Black and 2.1% (N=1) was Asian or other minorities.

2. Junior High: A total of 511 junior high students were suspended of which 15.3% were Hispanic, 46.8% were White, 29.0% were Black and 8.9% were Asian or other minorities.

3. Senior High: A total of 492 senior high students were suspended of which 16.5% were Hispanic, 30.7% were White, 45.8% were Black, and 7.0% were Asian or other minorities.

4. Total: Overall, 1050 students were suspended of which 16.2% were Hispanic, 39.3% were White, 36.6% were Black, and 7.9% were Asian or other minorities.

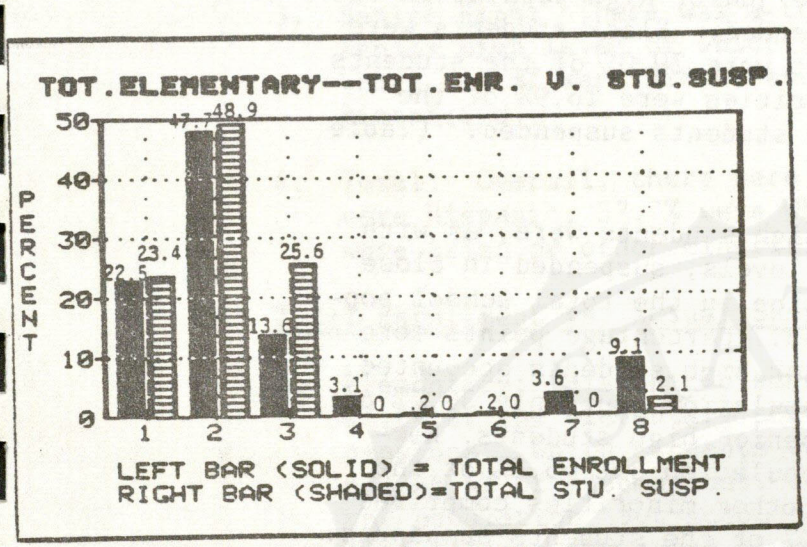
C. Total Enrollment vs. Students Suspended (Figure 6.1)

1. Elementary: Hispanic and White elementary students were suspended in almost direct proportion to their representation in the total elementary population, with differences of only +.9 and +1.2 percentage points more students suspended, respectively.

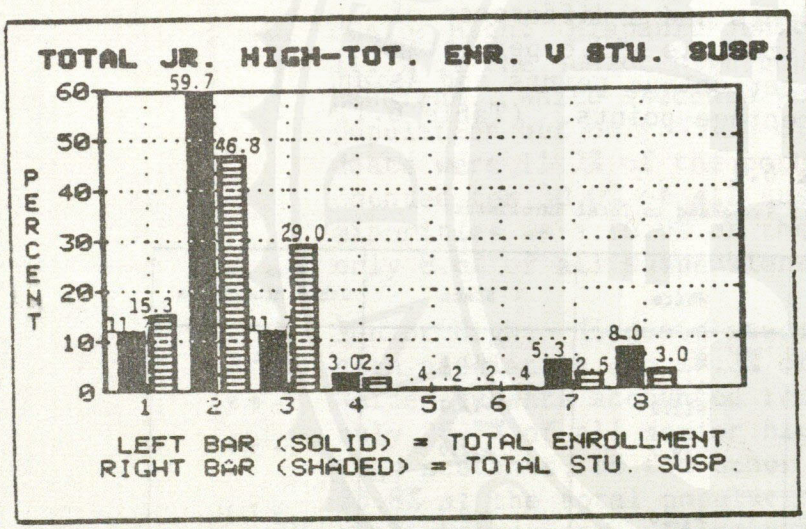
However, Black elementary students comprised 13.6% of the total elementary population, yet accounted for 25.6% of the students suspended. The reverse was true for Asian and other minorities who were 16.2% of the total enrollment, yet only 2.1% of the students suspended were Asian or other minorities. (See Table 6.1).

* Some of these students may have been suspended more than 1 time.

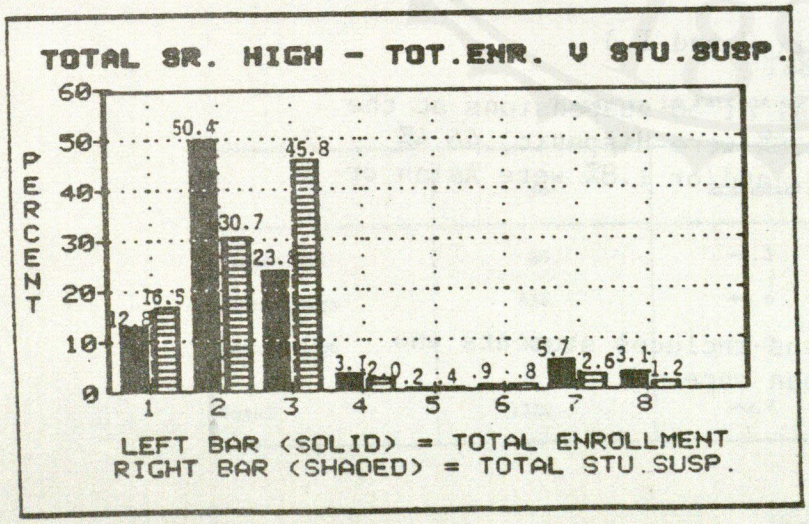
Figure 6.1
TOTAL ENROLLMENT VERSUS STUDENTS SUSPENDED



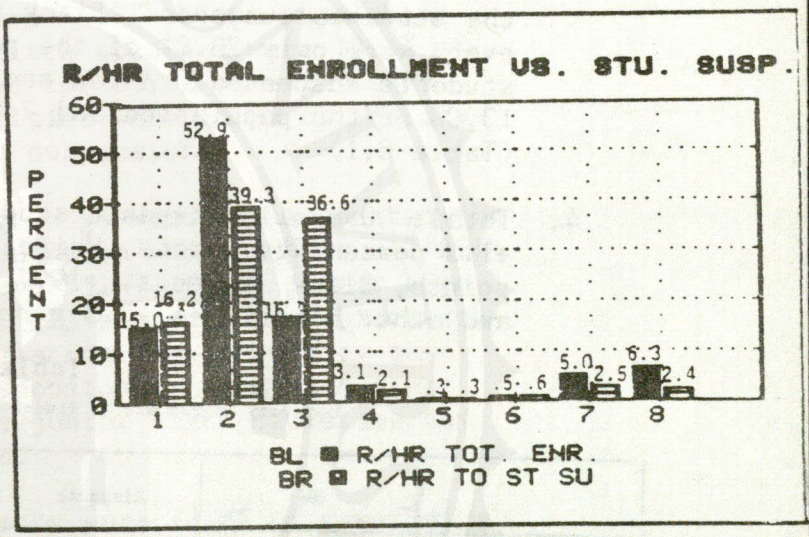
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



TOTAL

ELEMENTARY

JR. HIGH

SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER.INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

2. Junior High: Hispanic junior high students were suspended in close proportion to their representation in the junior high population with a difference of +3.6 percentage points more students suspended. White junior high students, however, accounted for 59.7% of the junior high population but only 46.8% of the students suspended. Black students were only 11.7% of the population but were 29.0% of the students suspended. Asian and other minorities were 16.9% of the population but only 8.4% of the students suspended. (Table 6.1).

3. Senior High: Hispanic senior high students were, as with the elementary and junior high levels, suspended in close proportion to their representation in the total school population, with a difference of +3.7 percentage points more students suspended. White senior high students accounted for 50.4% of the senior high population, but only 30.7% of the students suspended. Black senior high students, however, were only 23.8% of the population but 45.8% of the students suspended. Asian and other minorities comprised 13.0% of the population and 7.0% of the students suspended. (Table 6.1)

4. Total: Overall, Hispanic students had a difference of +1.2 percentage points, White students -13.6 percentage points, Black students, +19.7 percentage points and Asian and other minorities -7.3 percentage points. (Table 6.1)

Table 6.1

Disparity in Percent of Students Suspended to Total Enrollment

	N=	Hispanic	White	Black	Asian and Other Minorities
Elementary	47	+ .9	+ 1.2	+12.0	-14.1
Junior High	511	+3.6	-12.9	+17.3	- 8.5
Senior High	492	+3.7	-19.7	+22.0	- 6.0
Total	1050	+1.2	-13.6	+19.7	- 7.3

A plus sign indicates that the number of suspensions are over-represented.
A minus sign indicates that the number of suspensions are under-represented.

D. Actual Suspensions* (See Appendix H and I.)

1. Elementary: There was a total of 56 suspensions at the elementary level of which 26.8% were Hispanic, 46.4% were White, 25.0% were Black, and/or 1.8% were Asian or other minorities.

* Actual number of suspensions includes students who had been suspended more than once.

2. Junior High: There was a total of 656 suspensions at the junior high level of which 16.3% were Hispanic, 45.1% were White, 30.0% were Black, and 8.6% were Asian or other minorities.

3. Senior High: There was a total of 600 suspensions at the senior high level of which 18.3% were Hispanic, 28.7% were White, 46.8% were Black, and 6.2% were Asian or other minorities

4. Total: Overall, there were 1312 suspensions of which 17.7% were Hispanic, 37.7% were White, 37.4% were Black, and 7.2% were Asian or other minorities.

E. Total Enrollment vs. Actual Suspensions (Figure 6.2)

1. Elementary: Hispanic elementary students accounted for 22.5% of the elementary population and 26.8% of all suspensions. White students were 47.7% of the population and 46.4% of suspensions. Black students were 13.6% of the population, but accounted for 25.0% of all suspension. Asian and other minorities were 16.2% of the population yet only 1.8% of the suspensions.

2. Junior High: Hispanic junior high students accounted for 11.7% of the junior high population and 16.3% of all suspensions. White students were 59.7% of the junior high population but only 45.1% of all suspensions. Black students were 11.7% of the population; however, they accounted for 30.0% of all suspensions. Asian and other minorities were 16.9% of the junior high population but only 8.6% of all suspensions.

3. Senior High: Hispanic students were 12.8% of the senior high population and 18.3% of all senior high suspensions. White students accounted for 50.4% of the population but only 28.7% of all senior high suspensions. Black senior high students, on the other hand, accounted for only 23.8% of the total population but 46.8% of all senior high suspensions. Asian and other minorities were 13.0% of the senior high population, and only 6.2% of all suspensions.

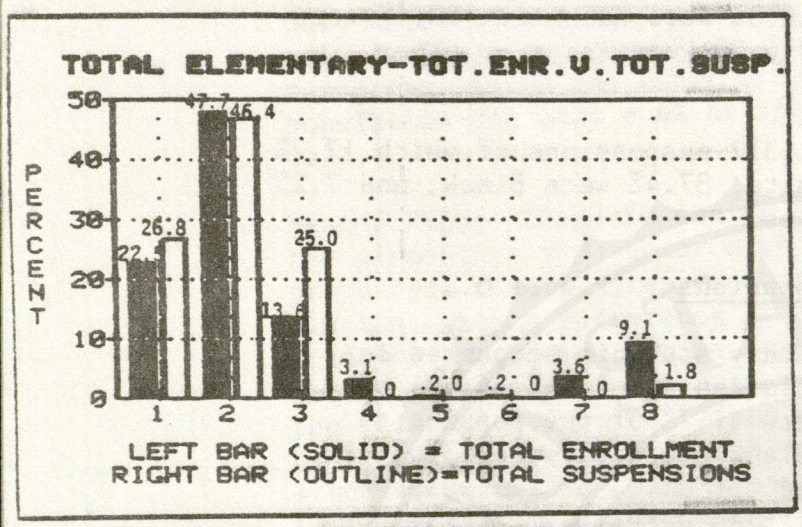
Table 6.2

Disparity in Percent of Suspensions to Total Enrollment

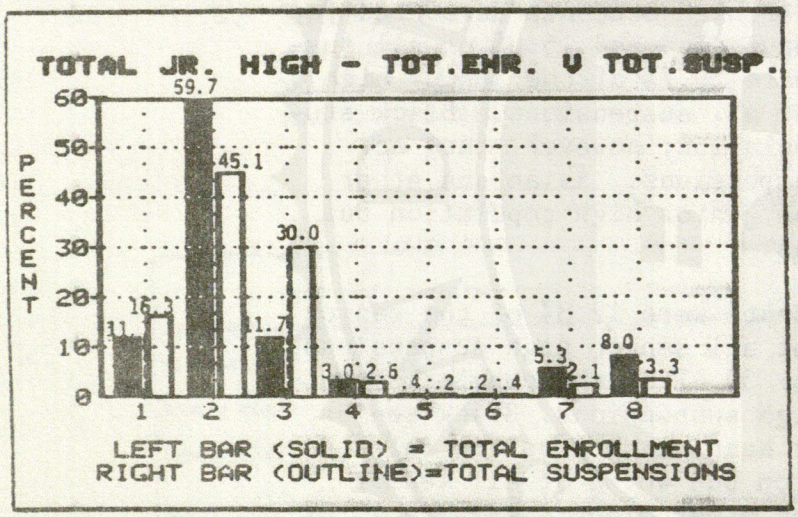
	N=	Hispanic	White	Black	Asian and Other Minorities
Elementary	56	+4.3	- 1.3	+11.4	-14.4
Junior High	656	+4.6	-14.6	+18.3	- 8.3
Senior High	600	+5.5	-21.7	+23.0	- 6.8
Total	1312	+2.7	-15.2	+20.5	- 8.0

Figure 6.2

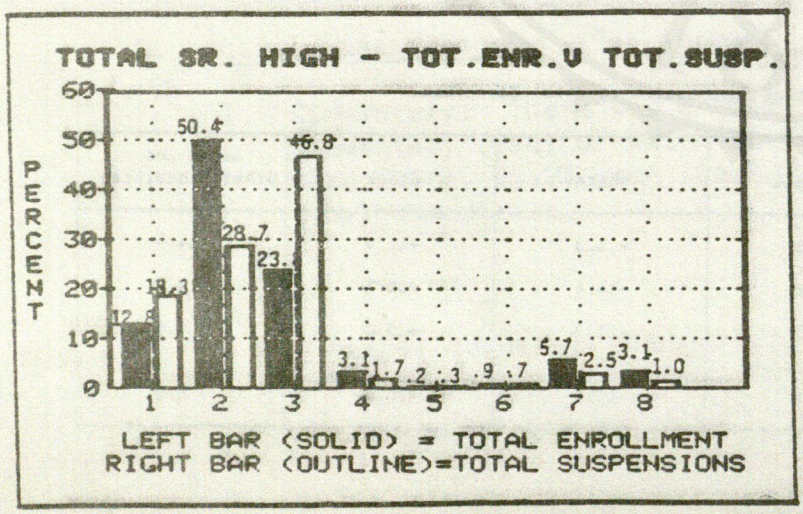
TOTAL ENROLLMENT VERSUS TOTAL SUSPENSIONS



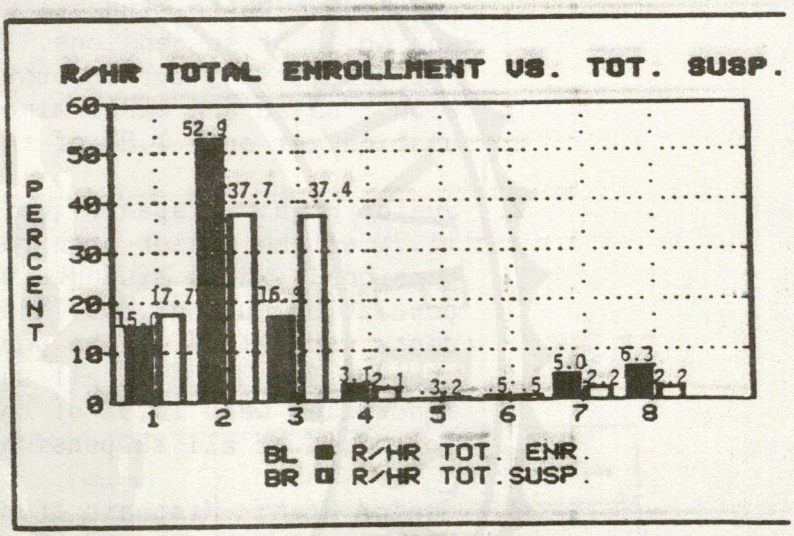
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



TOTAL

ELEMENTARY

JR. HIGH

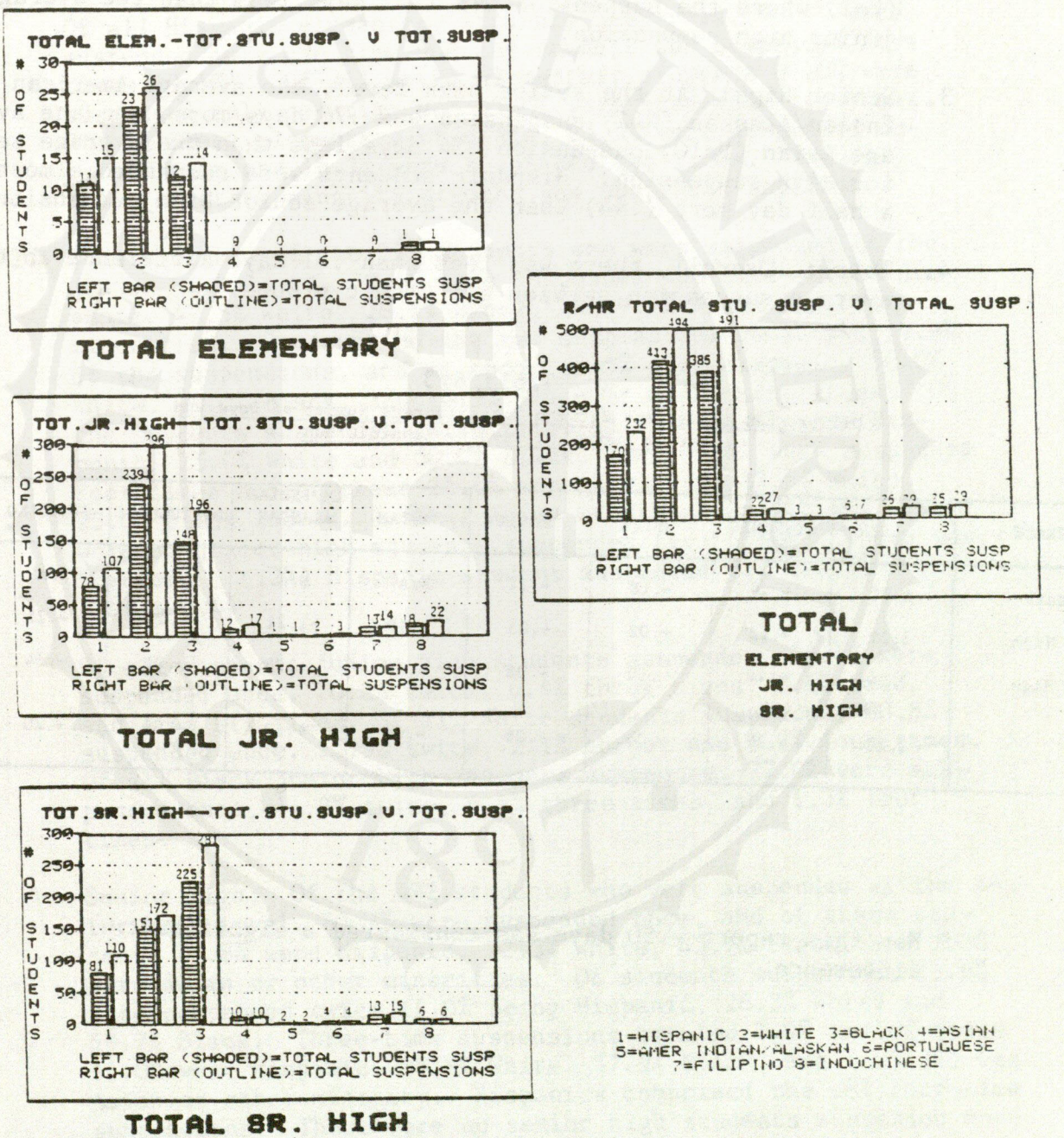
SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER.INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

F. Total Students Suspended vs. Actual Suspensions (Figure 6.3)

Figure 6.3 shows that at every level (elementary, junior and senior high) and for each ethnic group, except American Indian/Alaskan, there are more suspensions than actual students suspended. This indicates repeat offenders in these groups, which are further examined in Section H of this report entitled, Number of Times Suspended.

Figure 6.3
NUMBER OF STUDENTS SUSPENDED VERSUS NUMBER OF SUSPENSIONS



G. Average Number of Days Suspended* (See Appendix H and I.)

1. Elementary: Hispanic students at the elementary level were suspended an average of a half day longer (.49) and Asian and other minorities were suspended an average of .71 days less than the average elementary suspension.

2. Junior High: At the junior high level there was less than a half day difference in the average number of days suspended between all ethnic groups except American Indian/Alaskan (N=1) where the suspension was 1.21 days less than the average junior high suspension.

3. Senior High: At the senior high level, the average American Indian/Alaskan (N=2) suspension was .76 days more, and the average Asian (N=10) suspension .54 days less than the average senior high suspension. Hispanic students were suspended almost a half day more (.44) than the average senior high suspension.

4. Total: Overall, there was less than .31 days difference in the average suspension between all ethnic groups.

Table 6.3

Differences in Percent Between Total Average Number of Days and Average Number of Days by Ethnic Group

AVERAGE		HISPANIC	WHITE	BLACK	ASIAN	AM. INDIAN ALASKAN	PORTUGUESE	FILIPINO	INDOCHINESE
Elementary	1.71	+.49	+.18	+.14	N/A	N/A	N/A	N/A	-.71
Junior High	2.21	+.12	+.02	+.05	+.19	-1.21	-.21	-.21	-.35
Senior High	2.24	+.44	-.10	-.08	-.54	+.76	+.01	-.24	-.08
Total	2.20	+.29	-.04	-.06	-.09	+.13	-.06	-.20	-.31

* For this report +.50 days was considered a significant difference.

H. Number of Times Suspended (Appendix H and I)

1. Elementary: Of the 47 students who were suspended at the elementary level, 87.2% were students who were suspended only one time. Of these, 48.8% were White, 24.4% Hispanic, 24.4% were Black and 2.4% (N=1) were Asian or other minorities. Of the students who were suspended two times (10.6%), 60.0% were White and 40.0% were Black. There were no elementary students suspended three, four or six times. There was, however, 1 (2.2%) Hispanic student suspended 5 times.

   Of all Hispanic elementary students suspended, 90.9% were suspended only one time and one student was suspended five times (9.1%). Of all White elementary students 87.0% were suspended only one time and 13.0% were suspended two times. Of all Black elementary students, 83.3% were suspended only one time and 16.7% were suspended two times. The only Asian or other minority student was suspended one time.

2. Junior High: Of the 511 students who were suspended at the junior high level, 79.4% were suspended one time--15.3% Hispanic, 47.5% White, 28.1% Black, and 9.1% Asian or other minorities. Students having two suspensions comprised 14.9% of the suspensions, and of these 10.5% were Hispanic, 50.0% White, 29.0% Black, and 10.5% Asian or other minorities. Of the students suspended three times (3.9%), 25.0% were Hispanic, 25.0% White and 50.0% Black. Only 1.6% were suspended four times and of these 25.0% were Hispanic, 37.5% White, 25.0% Black and 12.5% (N=1) Asian or other minorities. There were no junior high students suspended five times. There was, however, 1 (.2%) Hispanic student suspended six times. (Table 6.4)

   Of all Hispanic junior high students suspended, 79.4% were suspended once, 10.2% twice, 6.4% three times, 2.6% four, and 1.4% six times. Of all White students suspended, 80.8% suspended once, 15.9% twice, 2.1% three, and 1.2% four times. Of all Black junior high students suspended, 77.0% were suspended once, 14.9% twice, 6.8% three times, and 1.3% four times.

3. Senior High: Of the 492 students who were suspended at the senior high level, 83.7% were suspended once, and of these students 15.8% were Hispanic, 32.3% White, 43.7% Black, and 8.2% were Asian or other minorities. Of students suspended, 11.6% were suspended twice,14.0% being Hispanic, 26.3% White and 59.7% Black. Three-time suspensions totaled 3.9% and of these 21.0% were Hispanic, 15.8% White, 57.9% Black, and 1 (5.3%) was Asian or other minority. Hispanics comprised the .8% four-time suspensions. There were no senior high students suspended more than 4 times. (Table 6.4)

   Of all Hispanic senior high students who were suspended, 80.3%

Of all Hispanic senior high students who were suspended, 80.3% were suspended one time, 9.9% were suspended twice, 4.9% three and 4.9% four times. Of all White senior high students who were suspended, 88.1% were suspended once, 9.9% twice, and and 2.0% three times. Of all Black senior high students suspended, 80.0% were suspended once, 15.1% twice, and 4.9% three times. Of all Asian or other minority senior high students suspended, 97.1% were suspended once and one (2.9%), three times.

4. Total: Of the 1050 students who were suspended, 81.8% were suspended one time. Of these students 15.9% were Hispanic, 40.3% were White, 35.4% Black, and 8.4% were Asian or other minorities. There were 13.1% of students suspended twice, of which 11.6 were Hispanic, 40.6% White, 42.0% Black, and 5.8% were Asian or other minorities. Of students suspended, suspended three times an of these 23.1% were Hispanic, 20.5% White, 53.8% Black, and one (2.6%) Asian or other minority. There were 1.1% of the students suspended four times, and of these, 50.0% were Hispanic, 25.0% White, 16.7% Black, and one Asian or other minority (8.3%). There was 1 (.1%) student each suspended five and six times and in each case the student suspended was Hispanic. (Table 6.4)

   Of all Hispanic students, 80.6% were suspended once, 9.4% suspended twice, 5.3% three, 3.5% four, .6% five and .6% six times. Of all White students suspended, 83.8% were suspended once, 13.6% twice, 1.9% three and .7% four times. Of all Black students suspended, 79.0% were suspended once, 15.1% were suspended twice, 5.4% three, and .5% four times. Of all Asian or other minority students suspended, 87.8% were suspended once, 9.8% twice, 1 three times (1.2%) and 1 four times (1.2%).

Table 6.4

Percent of Students Suspended More than Twice (3-6 Times)

	N=	Hispanic	White	Black	Asian and Other Minorities
Elementary	1	100.0%	-	-	-
Junior High	29	27.6%	27.6%	41.4%	3.4%
Senior High	23	34.8%	13.0%	47.8%	4.4%
Total	53	32.1%	20.8%	43.4%	3.7%

I. Length of Suspension (Appendix H and I)

1. Elementary: Of the 56 elementary suspensions, 60.7% were for one day and of those 23.6% were Hispanic, 52.9% were White, 20.6% were Black and one (2.9%) was Asian or other minority. Of the elementary suspensions, 21.4% lasted two days, 25.0% being Hispanic, 25.0% White, and 50.0% Black. Elementary

suspensions lasting three days amounted to 8.9% of the total, of which 80.0% (four students) were White and 20.0% (one student) Black. One Hispanic and one White student each accounted for 3.6% suspended for four days. Five-day suspensions accounted for 5.4% of the elementary suspensions, 100% of the students being Hispanic. (Table 6.5)

Of all Hispanic elementary suspensions, 53.3% lasted one day, 20.0% two days, 6.7% for four days and 20.0%, five days. Of the White elementary suspensions, 69.2% lasted one day, 11.5% two days, 15.4% three days and one student (3.8%) had a four-day suspension. Fifty percent (50.0%) of all Black elementary suspensions lasted one day, 42.8% two days and one student (7.2%) received a three-day suspension. One (100%) Asian or other minority received a one-day suspension.

2. Junior High: Of the 656 junior high suspensions, 28.6% were for one day and of those, 14.9% were Hispanic, 39.4% were White, 35.6% were Black and 10.1% were Asian or other minorities. The two-day suspensions for junior high students amounted to 41.6% of the total, with 13.6% being Hispanic, 48.4% White, 28.2% Black and 9.9% Asian or other minorities. Three-day suspensions (18.3% of the total) showed 23.3% Hispanic, 50.0% White, 21.7% Black and 5.0% Asian or other minorities. There were 2.4% of the junior high suspensions which lasted four days, 37.5% Hispanic, 37.5% White and 25.0% Black. Five-day suspensions accounted for 9.0% of the total, with 13.6% being Hispanic, 40.7% White, 37.3% Black and 8.5% Asian or other minorities. (Table 6.5)

   Of all Hispanic junior high suspensions, 26.2% lasted one day, 34.6% lasted two, 26.2% three, 5.6% four and 7.5% five days. Of all White junior high suspensions, 25.0% lasted one day, 44.6% lasted two, 20.3% three, 2.0% four and 8.1% five days. Of all Black junior high suspensions, 34.2% lasted one day, 39.3% lasted two, 13.3% three, 2.0% four and 11.2% five days. Of all Asian or other minority junior high suspensions, 33.3% lasted one day, 47.4% lasted two, 10.5% three and 8.8% five days.

3. Senior High: Of the 600 senior high suspensions, 31.0% lasted one day and of these, 15.0% were Hispanic, 24.2% were White, 54.8% were Black and 5.9% were Asian or other minorities. There were 38.8% of the senior high suspensions given for two days, of which 14.2% were Hispanic, 35.2% were White, 43.3% were Black, and 7.3% were Asian or other minorities. There were 16.3% of senior high suspensions that lasted three days, 20.4% Hispanic, 28.6% White, 43.9% Black, and 7.1% Asian or other minorities. There were 2.5% of senior high suspensions which lasted four days, 26.6% Hispanic, 60.0% White, one Black (6.7%) and one (6.7%) Asian or other minority. Five-day suspensions accounted for 11.3% of the senior high total, with 36.8% Hispanic, 11.8% White, 50.0% Black, and one (1.5%) Asian or other minority. (Table 6.5)

Of all Hispanic senior high suspensions, 25.4% lasted one day, 30.0% lasted two, 18.2% three, 3.6% four and 22.7% five days. Of all White senior high suspensions, 26.2% lasted one day, 47.7% lasted two, 16.3% three, 5.2% four and 4.6% five days. Of all Black senior high suspensions, 36.3% lasted one day, 35.9% lasted two, 15.3% three, .4% four and 12.1% five days. Of all Asian or other minority senior high suspensions, 29.8% lasted one day, 45.9% lasted two, 18.9% three, 2.7% four and 2.7% five days.

4. Total: Of the total 1312 suspensions, 31.1% lasted one day and of those, 15.7% were Hispanic, 33.6% were White, 43.1% were Black, and 7.6% were Asian or other minorities. There were 39.5% total suspensions lasting two days, 14.1% Hispanic, 41.9% White, 35.5% Black and 8.5% Asian or other minorities. There were 17.0% total suspensions lasting three days, 21.5% were Hispanic, 41.2% White, 31.4% Black and 5.8% were Asian or other minorites. Total suspensions lasting four days tallied 2.5% of which 33.3% were Hispanic, 48.5% White, 15.2% Black, and 3.0% Asian or other minority. Five-day suspensions totaled 9.9% and included 27.7% Hispanic, 24.6% White, 43.1% Black, and 4.6% Asian or other minorities. (Table 6.5)

   Of all Hispanic suspensions, 27.6% lasted one day, 31.4% two days, 20.7% three, 4.7% four and 15.5% five days. Of all White suspensions, 27.7% lasted one day, 43.9% lasted two days, 18.6% three days, 3.2% four days and 6.5% five days. Black suspensions, 35.8% lasted one day, 37.5% lasted two, 14.2% three, 1.0% four and 11.4% five days. Of all Asian or other minority suspensions, 32.6% lasted one day, 46.3% lasted two, 13.7% three, one student (1.0%) four, and 6.3% lasted five days.

Table 6.5

Percent of Suspensions Lasting More Than Two Days (3-5 days)

	N=	Hispanic	White	Black	Asian and Other Minorities
Elementary	10	40.0%	50.0%	10.0%	-
Junior High	195	21.5%	46.2%	26.7%	5.6%
Senior High	181	27.0%	24.9%	43.1%	5.0%
Total	386	24.6%	36.3%	33.9%	5.2%

J. Suspensions by Sex (Figure 6.4)

1. Elementary: Of the 56 elementary suspensions, 94.6% were male and of these 28.3% were Hispanic, 49.0% were White, 20.8% were Black and one (1.9%) was Asian or other minority. Females accounted for 5.4% of the suspensions and all 3 (100%) were Black.

2. Junior High: Of the 656 junior high suspensions, 69.2% were male and of these 17.1% were Hispanic, 45.6% were White, 26.6% were Black, and 10.7% were Asian or other minorities. The female junior high suspensions totaled 30.8% of which 14.4% were Hispanic, 44.0% were White, 37.1% were Black and 4.5% were Asian or other minorities.

3. Senior High: Of the 600 senior high suspensions, 73.8% were male with 19.9% being Hispanic, 30.7% White, 43.6% Black and 5.9% Asian or other minorities. There were 26.2% female senior high suspensions, 14.0% being Hispanic, 22.9% White, 56.0% Black and 7.0% Asian or other minorities.

4. Totals: Of the 1312 total suspensions, 72.4% were males and of these, 19.0% were Hispanic, 38.8% White, 34.3% Black, and 7.9% Asian or other minorities. Female suspensions represented 27.6% of all suspensions and of these, 14.1% were Hispanic, 34.6% White, 45.8% Black, and 5.5% Asian or other minorities.

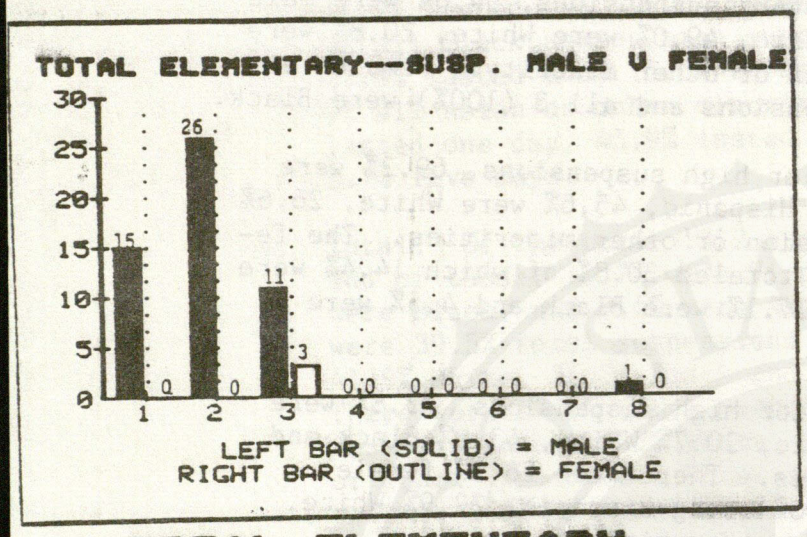
Table 6.6

Disparity by Percent of Female to Male Suspensions
(Based on Percentage of Suspensions by Gender)

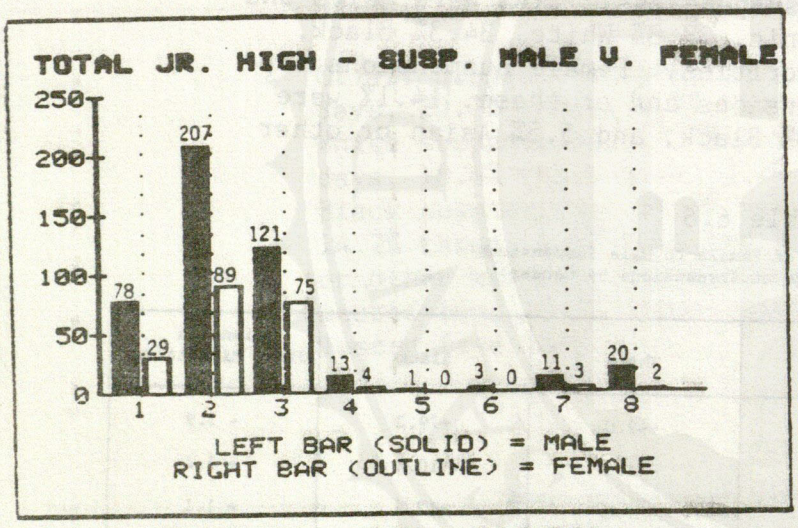
	N=	Hispanic	White	Black	Asian and Other Minorities
Elementary	56	-28.3	-49.0	+79.2	- 1.9
Junior High	656	- 2.7	- 1.6	+10.5	- 6.2
Senior High	600	- 5.9	- 7.8	+12.4	+ 1.1
Total	1312	- 4.9	- 4.2	+11.5	- 2.4

Figure 6.4

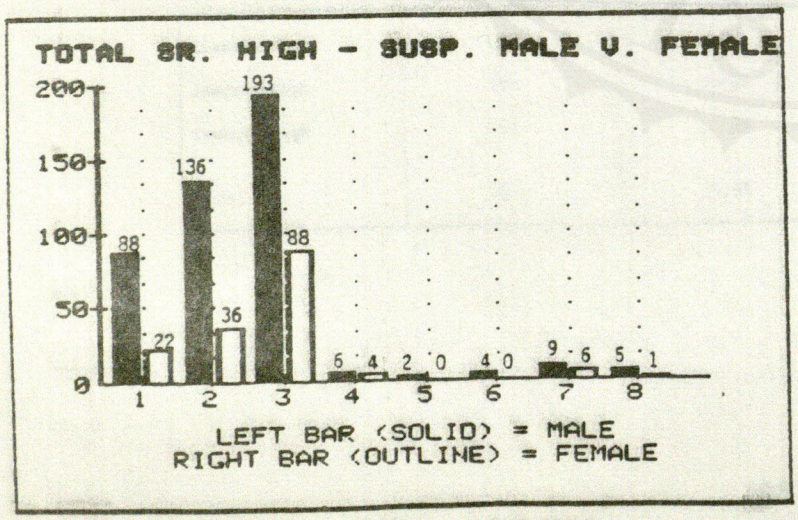
SUSPENSIONS: MALE VERSUS FEMALE



TOTAL ELEMENTARY



TOTAL JR. HIGH



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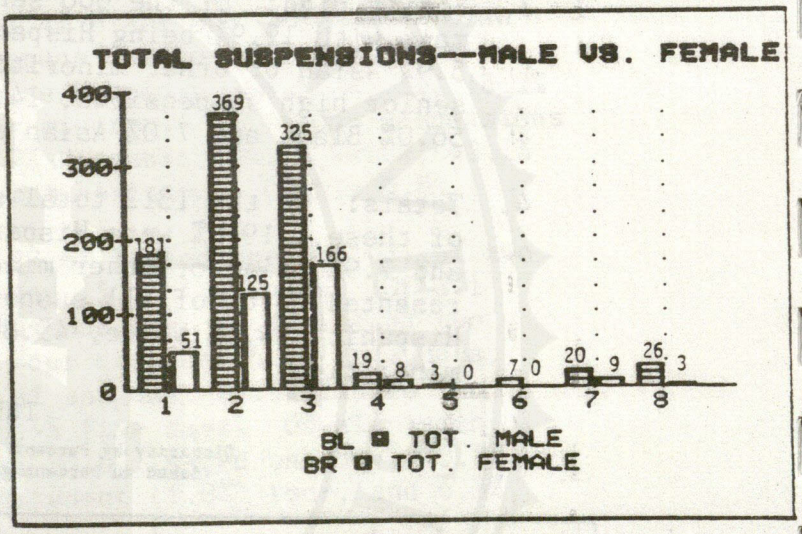


TOTAL

ELEMENTARY

JR. HIGH

SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

K. Average Number of Days Male vs. Female (Appendix H and I)

1. Elementary: The average number of days of suspension for all elementary males suspended is 1.71. The average number for elementary females suspended is 1.66, a difference of -.05 days. However, the average number of days for Black males is 1.54 versus 1.66 days for Black females. There were no elementary female suspensions from any other ethnic group.

2. Junior High: The average number of days of suspension for all junior high males suspended is 2.27. The average number of days of suspension for all junior high females suspended is 2.07.

3. Senior High: The average number of days of suspension for all senior high males suspended is 2.29. The average number of suspension days for all senior high females suspended is 2.10. Table 6.7 contains a breakdown of data by ethnic group.

4. Total: The average number of days of suspension for all males suspended is 2.25 and 2.08 for females suspended. (See Table 6.7.)

Table 6.7

Difference Between Male-to-Female Average Number of Days

	Female	Hispanic	White	Black	Asian	Am. Indian Alaskan	Portuguese	Filipino	Indochinese
Elementary	N= 3	N/A	N/A	+ .12	N/A	N/A	N/A	N/A	N/A
Junior High	N=202	- .55	- .15	- .12	-1.44	N/A	N/A	+ .85	- .40
Senior High	N=157	- .80	- .33	+ .07	+ .50	N/A	N/A	.00	+1.00
Total	N=362	- .65	- .14	.00	- .69	N/A	N/A	+ .32	+ .12

L. Reason for Suspension: Physical Injury to Another Person (Figure 6.5)

1. Elementary: Physical injury to another person accounted for 46.4% of all elementary suspensions. Of these 38.5% were Hispanic, 23.1% were White, 34.6% Black and one (3.8%) was Asian or other minority.

   The average number of days of suspension for physical injury to another person is 2.03. There is less than a half day's difference between this 2.03 average and the average number of days for Hispanic, White and Black Students. Indochinese students have an average number of days 1.03 less than the total average. However, Hispanic students are suspended an average of .53 days longer than Black students, 1.30 days longer than Indochinese and .14 days longer than White students.

2. Junior High: Physical injury to another person accounted for 43.4% of all junior high suspensions. Of these, 15.4% were Hispanic, 39.6% White, 33.3% Black and 11.6% Asian or other minorities.

   The average length of suspension for all junior high suspensions for physical injury to another person was 2.18 days. There is less than a half day's difference between this average and the average number of days for any one ethnic group except American Indian/Alaskan who were suspended 1.18 days less than the total average.

3. Senior High: Physical injury to another person accounted for 41.8% of all senior high suspensions. Of these, 19.9% were Hispanic, 17.1% White, 55.4% Black and 7.6% Asian or other minorities.

   The average suspension for physical injury for senior high students was 2.37 days. All ethnic groups fall within a half day of the total average except Hispanics whose average suspension is .77 days more than the total average and Asians whose average suspension is .87s day less than the total average.

4. Total: Physical injury to another person accounted for 47.8% of all suspensions and of these 18.5% were Hispanic, 28.8% White, 43.2% Black, and 9.4% Asian or other minorities. The average suspension in this category was 2.26 days.

   All ethnic groups fell within a half day of the average except American Indian/Alaskan which were 1.26 days less than the total average and Indochinese average suspensions which were .59 days more than the total average.

L. Reason for Suspension: Disruption/Defiance (Figure 6.6)

1. Elementary: Disruption/defiance accounted for 32.1% of all elementary suspensions. Of these, 22.2% were Hispanic, 55.6% White, and 22.2% Black.

   The average number of days for disruption/defiance at the elementary level is 1.11. There is less than .14 days difference between the total average number of days and the average number of days for any one ethnic group.

2. Junior High: Disruption/defiance accounted for 31.2% of all junior high suspensions. Of these 21.0% were Hispanic, 40.5% White, 32.2% Black and 6.3% Asian or other minorities.

   The average length of time for all junior high suspensions for disruption/defiance was 2.11 days. All ethnic groups fell within .11 day of this average except Portuguese whose average suspension was 1.11 days less than the total average.

3. Senior High: Disruption/defiance accounted for 42.3% of all senior high suspensions. Of these 16.5% were Hispanic, 35.0% White, 42.9% Black and 5.5% Asian or other minorities.

   The average suspension for disruption and defiance for senior high was 2.05 days. All ethnic groups fell within a half day of total average except American Indian/Alaskan and Portuguese whose average suspension each was .95 days more than the total average.

4. Total: Disruption/defiance accounted for 36.4% of all suspensions of which 18.6% were Hispanic, 38.2% White, 37.5% Black and 5.7% Asian or other minorities.

   The average suspension for disruption/defiance was 2.04 days. All ethnic groups fell within a half day of the total average except American Indian/Alaskan suspensions which were .96 days more than the total average.

L. Reason for Suspension: Controlled Substance/Intoxication (Figure 6.7)

1. Elementary: Controlled substance/intoxication accounted for 7.1% of all elementary suspensions. All 4 (100%) were White students with an average suspension of 2.75 days.

2. Junior High: Controlled substance/intoxication accounted for 6.7% of all junior high suspensions, of which 27.3% were Hispanic, 63.6% White, 4.5% Black, and 4.5% Asian or other minorities.

   The average number of days for Hispanic, White and Black for controlled substance/intoxication charges against junior high students was 2.84 days. The average number of days for Hispanic, White and Black fell within a half

day of the total average, while the Asian average suspension was 2.16 days longer than the total average and the average suspensions of Indochinese were .84 days less than the total average.

3. Senior High: Controlled substance/intoxication accounted for 8.7% of all senior high suspensions. Of these, 21.2% were Hispanic, 44.2% White, 30.8% Black and 3.8% Asian or other minorities.

   The average suspension for controlled substance/intoxication for senior high was 2.42 days. Only White and Black suspensions fell within a half day of the total average. Hispanic average suspensions were .94 days more than the total average and Asian and American Indian/Alaskan average suspensions were .58 days more than the total average.

4. Total: Controlled substance/intoxication accounted for 7.6% of all suspensions and of these 23.0% were Hispanic, 55.0% White, 18.0% Black and 4.0% Asian or other minorities. The average suspension for controlled substance/intoxication was 2.62 days. All ethnic groups fell within a half day of the total average except Asian suspensions which were 1.38 days more than the total average.

L. Reason For Suspension: Stealing (Figure 6.8)

1. Elementary: There were no elementary suspensions for stealing.

2. Junior High: Stealing accounted for 5.5% of all junior high suspensions. Of these 11.1% were Hispanic, 44.4% White, 33.4% Black, and 11.1% Asian or other minorities.

   The average suspension for stealing for a junior high student was 2.30 days. All ethnic groups fell within a half day of this average except Filipinos whose average suspension was .70 days more than the total average and Indochinese whose average suspension was 1.30 days less than the total average.

3. Senior High: Stealing accounted for 2.7% of all senior high suspensions, of these 25.0% were Hispanic, 31.2% White, and 43.8% Black.

   The average suspension for stealing for senior high was 3.06 days. Hispanic suspensions fell within a half day of the total average while White average suspensions were .86 days less than the total average and Black average suspensions were .94 days more than the total average.

4. Total: Stealing accounted for 4.0% of all suspensions and of these 15.4% were Hispanic, 40.4% White, 36.5% Black, and 7.7% Asian or other minorities.

The average suspension for stealing was 2.53 days and all ethnic groups fell within a half day of the total average except Indochinese suspensions which were 1.53 days less than the total average.

L. Reason For Suspension: Damage (Figure 6.9)

1. Elementary: Damage accounted for 3.6% of elementary suspensions. Of these 1 was White and 1 was Black. Each student was suspended for one day.

2. Junior High: Damage accounted for 1.2% of all junior high suspensions. One (12.5%) was Hispanic, 75.0% were White and one (12.5%) was Black.

   The average suspension for damage for junior high students was 3.12 days. Hispanic and White students fell within a half day of the total average while Black average suspensions were 2.12 days less than the total average.

3. Senior High: Damage accounted for 1.2% of all senior high suspensions and of these 14.3% were Hispanic, 57.1% were Black and 28.6% were Asian or other minorities.

   The average suspension for damage for senior high was 1.85 days. All ethnic groups fell within a half day of the total average except Hispanic, whose average suspensions exceeded the total average by 1.15 days.

4. Total: Damage accounted for 1.3% of all suspensions, of which 11.8% were Hispanics, 41.2% were White, 35.3% Black and 11.8% Asian or other minorities.

   The average suspension for damage was 2.35 days. Only Filipino average suspensions fell within a half day of the total suspensions. Hispanic average suspensions were .65 days more and White average suspensions, .79 days more than the total average. Black average suspensions were 1.02 days less than the total average.

L. Reason For Suspension: Obscenity (Figure 6.10)

1. Elementary: Obscenity accounted for 3.6% of elementary suspensions, and of these 1 was Hispanic and 1 was White. The Hispanic suspension lasted 4.00 days longer than the White's.

2. Junior High: Obscenity accounted for 2.6% of all junior high suspensions, with 47.0% White, 47.0% Black and 1 (6.0%) Asian or other minority.

   The average suspension for obscenity for junior high students was 2.82 days. White and Black suspensions

fell around a half day of the total average while Indochinese average suspensions were .82 days less than the total average.

3. Senior High: Obscenity accounted for 1.3% of all senior high suspensions, with 1 (12.5%) being Hispanic, 50.0% White, and 37.5% Black.

   The average suspension for obscenity for senior high was 2.37 days. All ethnic groups fell within a half day of the total average except Hispanic suspensions which were 1.37 days less than the total average.

4. Total: Obscenity accounted for 2.0% of all suspensions and of these 7.4% were Hispanic, 48.1% White, 40.7% Black, and 1 (3.7%) Asian or other minority.

   The average suspension for obscenity was 2.70 days. All ethnic groups fell within .57 days of the total average except for Indochinese average suspensions which were .70 days less than the total average.

L. Reason For Suspension: Weapons (Figure 6.11)

1. Weapons accounted for 7.1% of all elementary suspensions. All 4 (100%) of suspensions were White with an average suspension of 1.00 day.

2. Junior High: Weapons accounted for 2.3% of all junior high suspensions, with 20% being Hispanic, 53.3% White, 20.0% Black and 1 (6.7%) Asian or other minority.

   The average suspension for weapons for junior high was 1.93 days. All ethnic groups were within a half day of this total average except Asians whose average suspension was 3.07 days more than the total average.

3. Senior High: Weapons accounted for .5% of all senior high suspensions and of these 66.7% were White and 1 (33.3%) was Black.

   The total average suspension for weapons for senior high was 2.66 days. White average suspensions were 1.16 days less than the total average and Black average suspensions were 2.34 days more than the total average.

4. Total: Weapons were responsible for 1.7% of all suspensions. Of these 13.6% were Hispanic, 63.6% White, 18.2% Black, and 1 (4.5%) were Asian or other minorities.

   The average suspension for weapons was 1.86 days. All ethnic groups fell within .64 days of the total average except Asian average suspensions which were 3.14 days more than the total average.

L. Reason For Suspension: Smoking (Figure 6.12)

1. Elementary: There were no elementary suspensions for smoking.

2. Junior High: Smoking accounted for 7.0% of all junior high suspensions, of which 73.9% were White, 19.5% were Black, and 6.5% were Asian or other minorities.

   The average suspension for smoking for junior high students was 1.89 days. All ethnic groups fell within a half day of this average except Asians whose average suspension was .89 days less than the total average.

3. Senior High: Smoking was responsible for 1.5% of all senior high suspensions, of which 11.1% were Hispanic, 66.7% were White and 22.2% were Black.

   The average suspension for smoking for senior high was 1.66 days. All ethnic groups fell within .66 days of the total average.

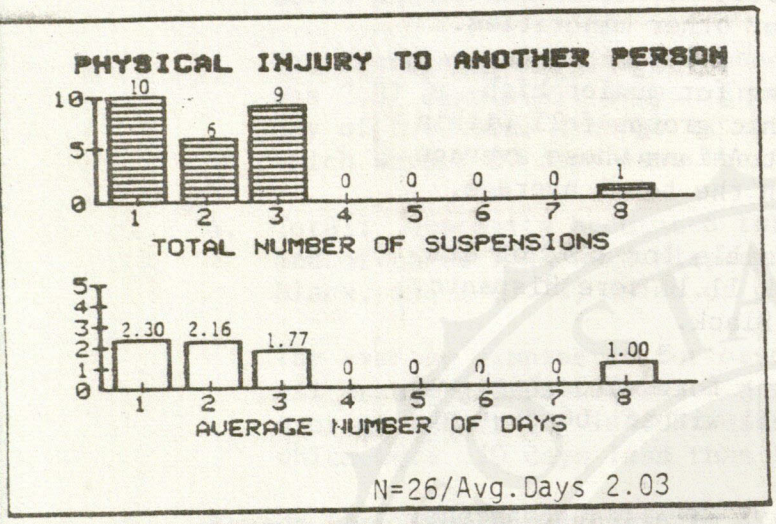
4. Total: Smoking accounted for 4.2% of all suspensions. There was 1 (1.8%) Hispanic, 72.7% White, 20.0% Black, and 5.4% Asian or other minorities.

   The average suspension for smoking was 1.85 days and all but Hispanic and Asian average suspensions fell within a half day of the total average. Both Hispanic and Asian average suspensions were .85 days less than the total average.

Tables 6.8, 6.9, 6.10 and 6.11 are an ethnic breakdown of suspensions. These tables display each ethnic group and what percent of that group received suspensions for each of the eight categories:

Figure 6.5

REASON FOR SUSPENSION
Physical Injury to Another Person



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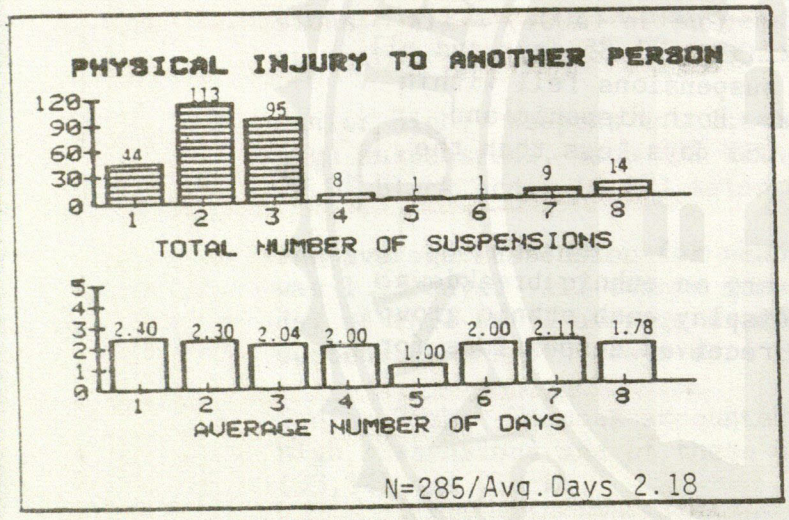
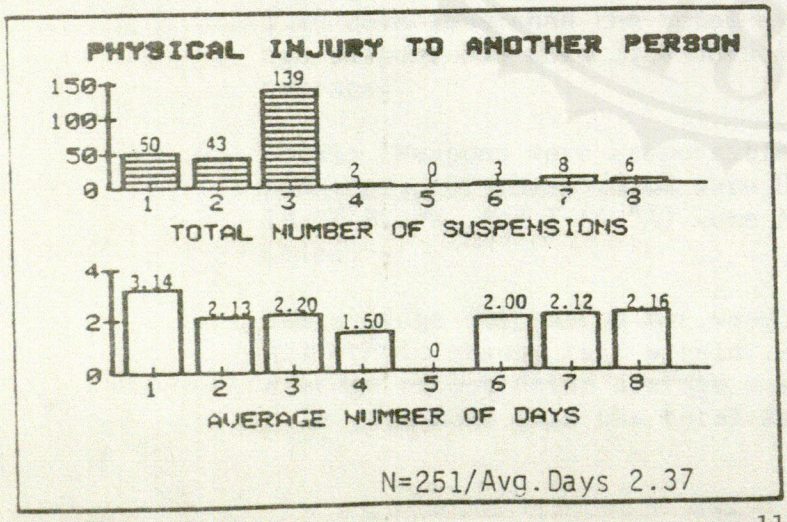


TOTAL JR. HIGH



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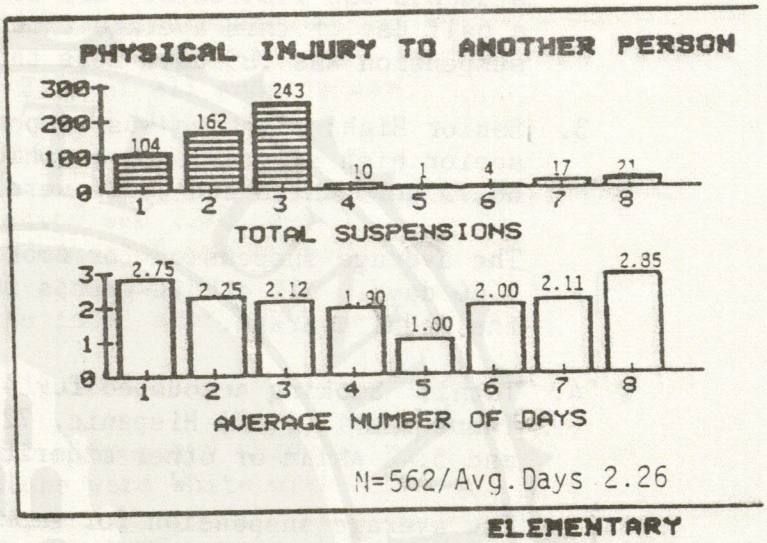

TOTAL

ELEMENTARY
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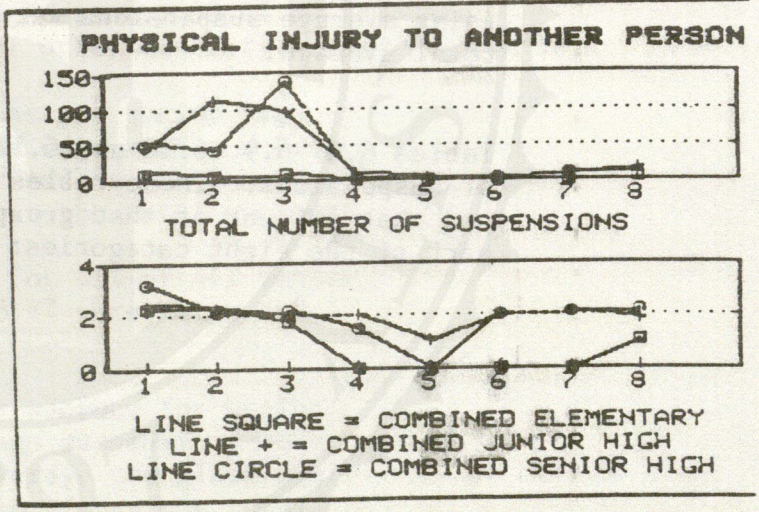
SR. HIGH

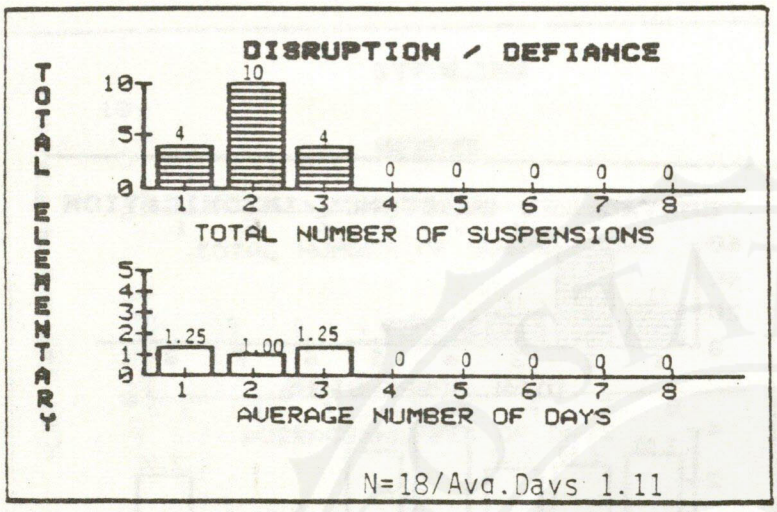


TOTAL

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER.INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

Figure 6.6

REASON FOR SUSPENSION
Disruption/Defiance



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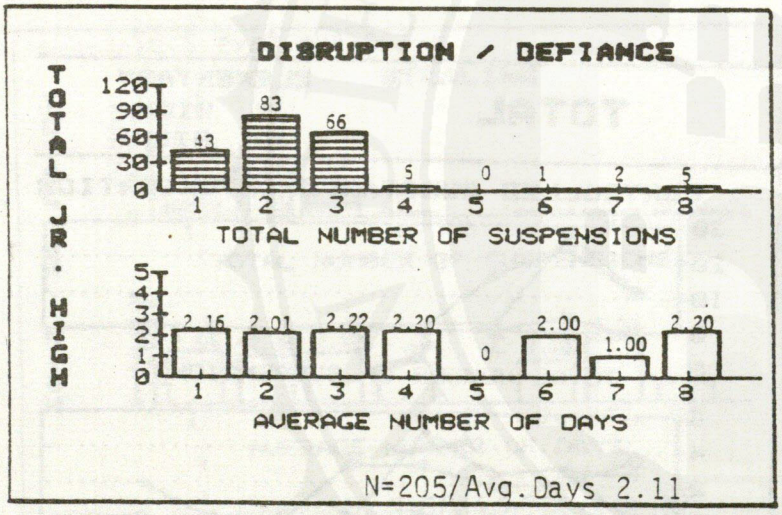

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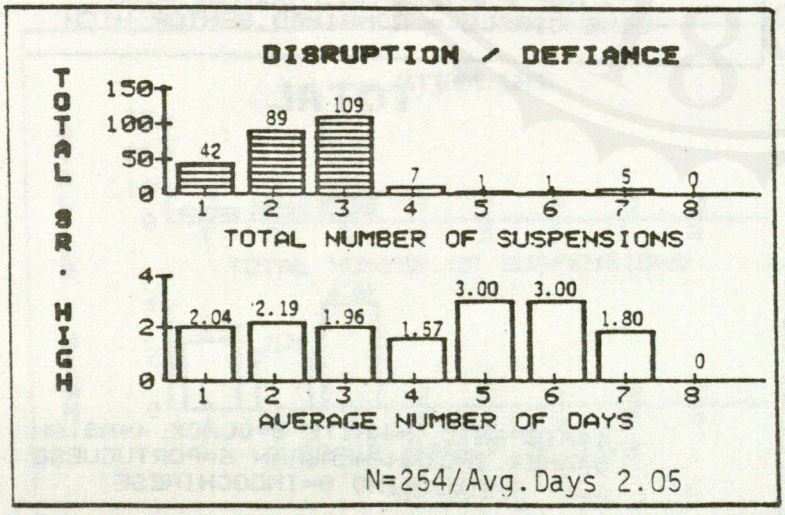

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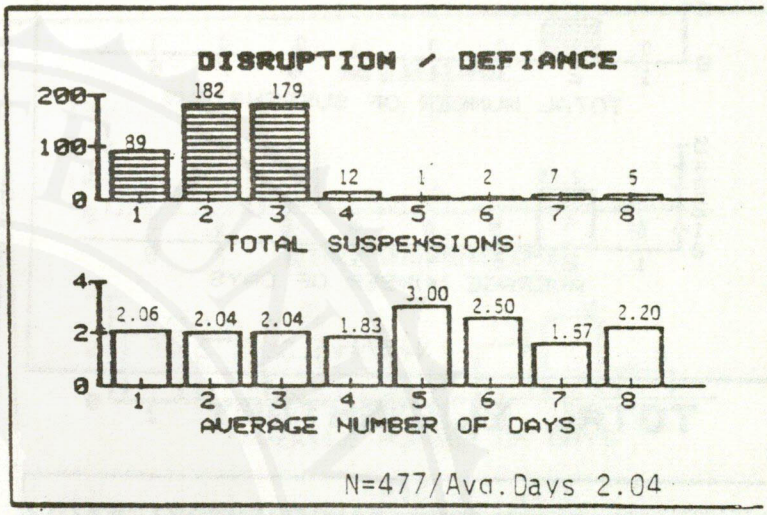

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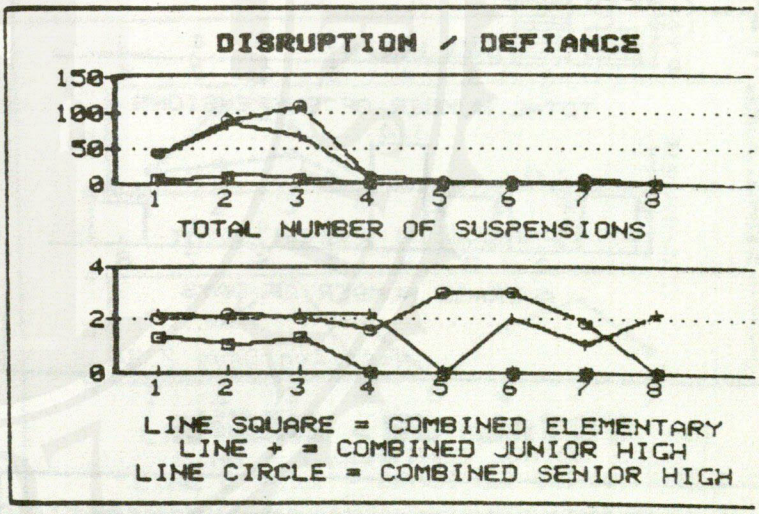

ELEMENTARY
JR. HIGH
SR. HIGH

TOTAL

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
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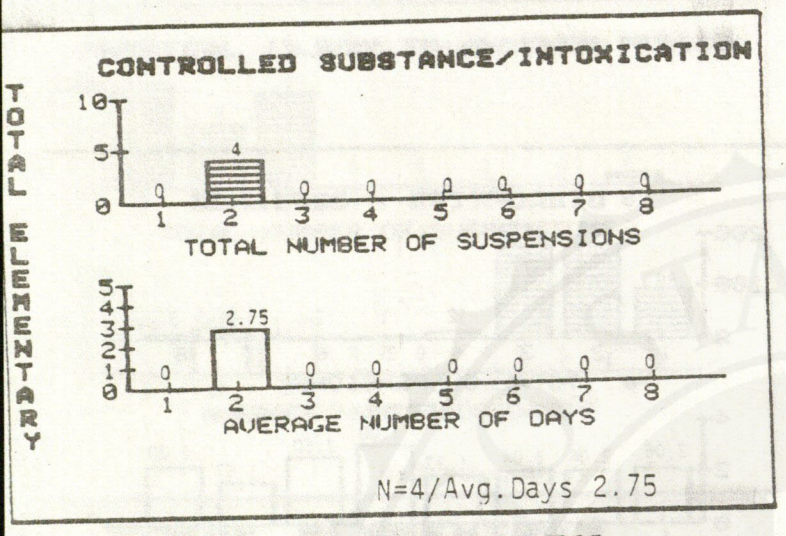
Figure 6.7

REASON FOR SUSPENSION

Controlled Substance/Intoxication



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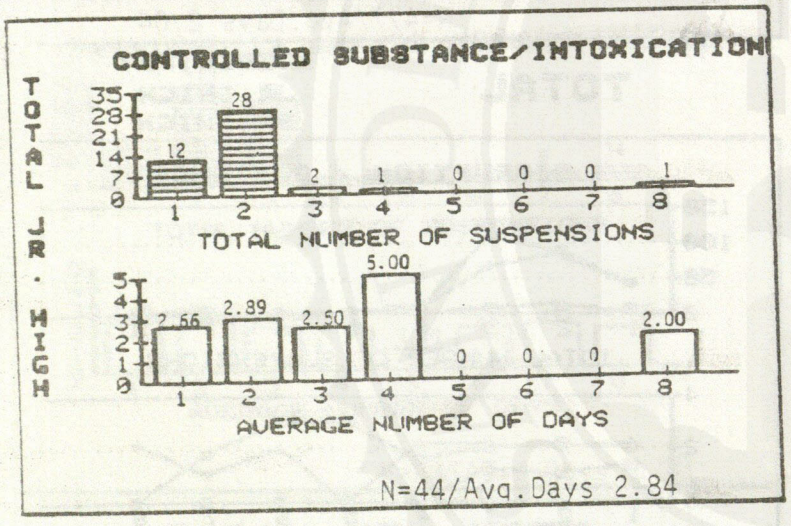

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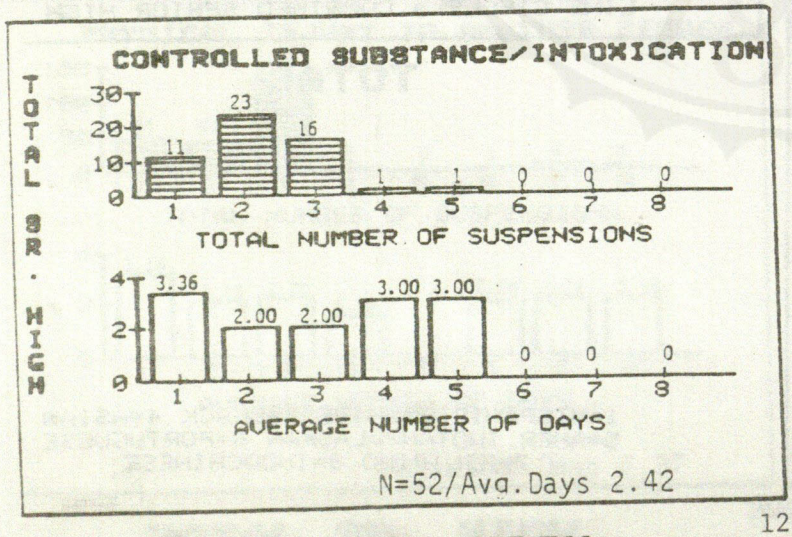

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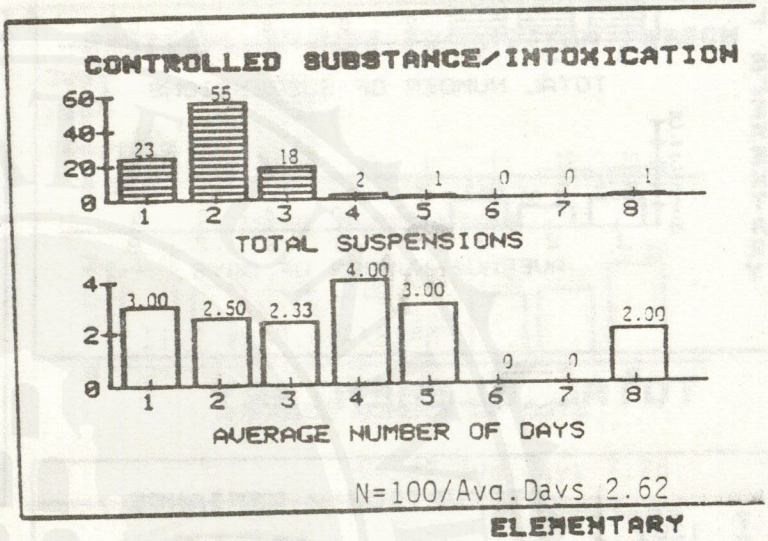
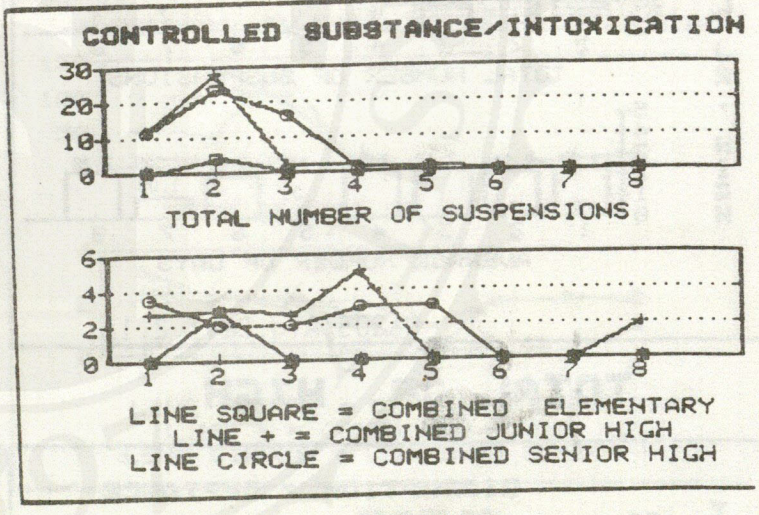


TOTAL

ELEMENTARY
JR. HIGH
SR. HIGH

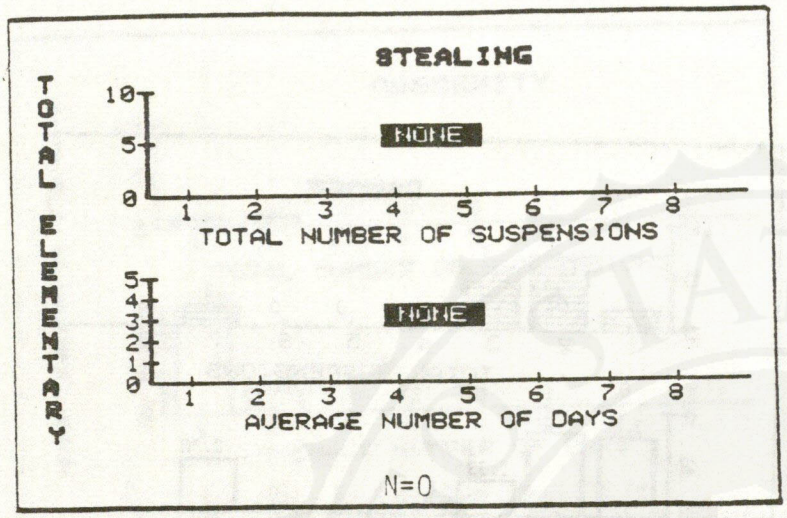


TOTAL

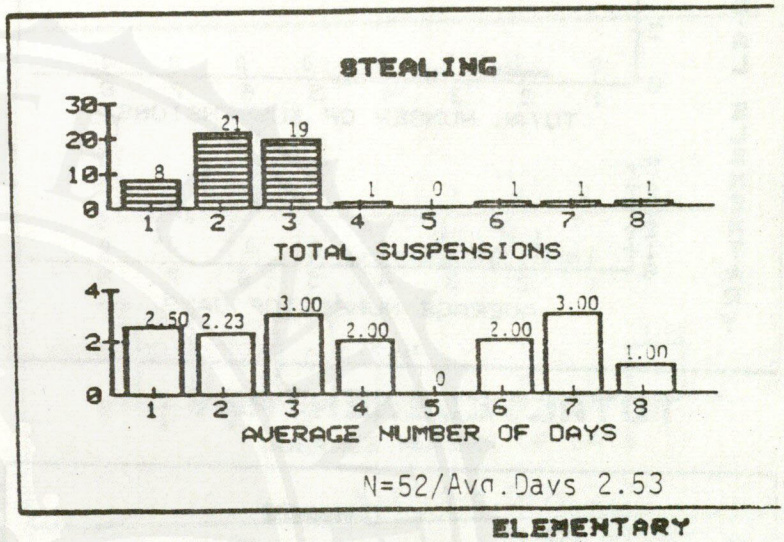
1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

Figure 6.8

REASON FOR SUSPENSION
Stealing



TOTAL ELEMENTARY



TOTAL

ELEMENTARY
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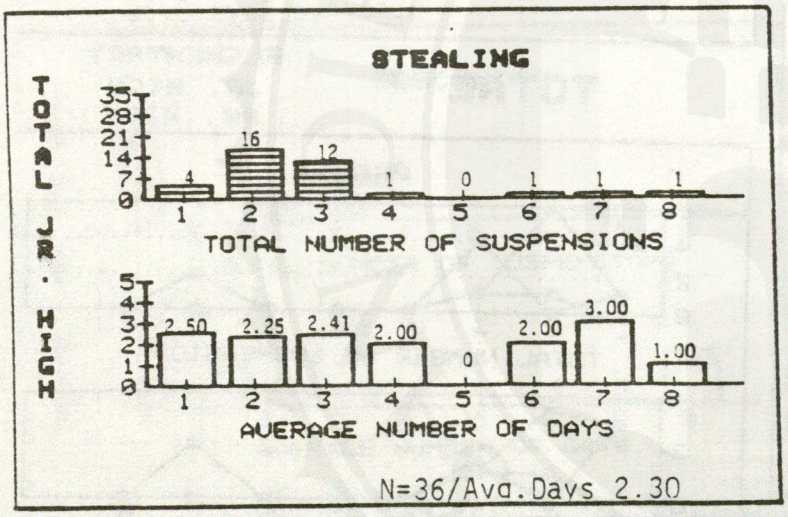
SR. HIGH



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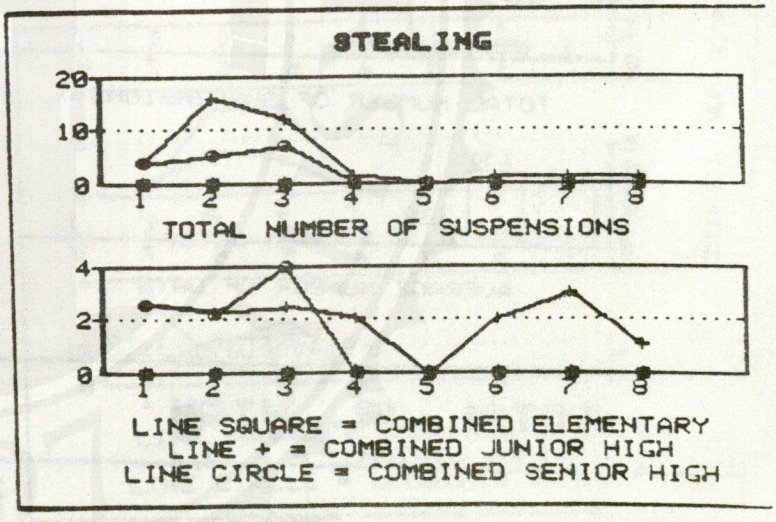

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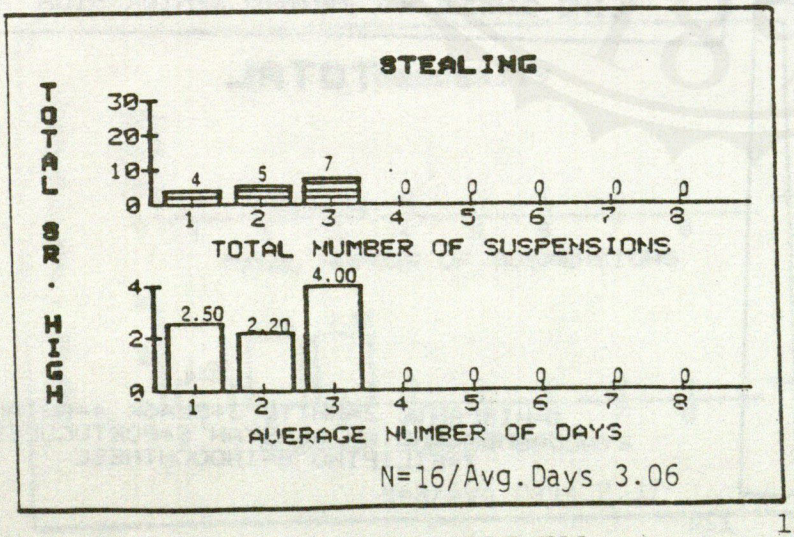
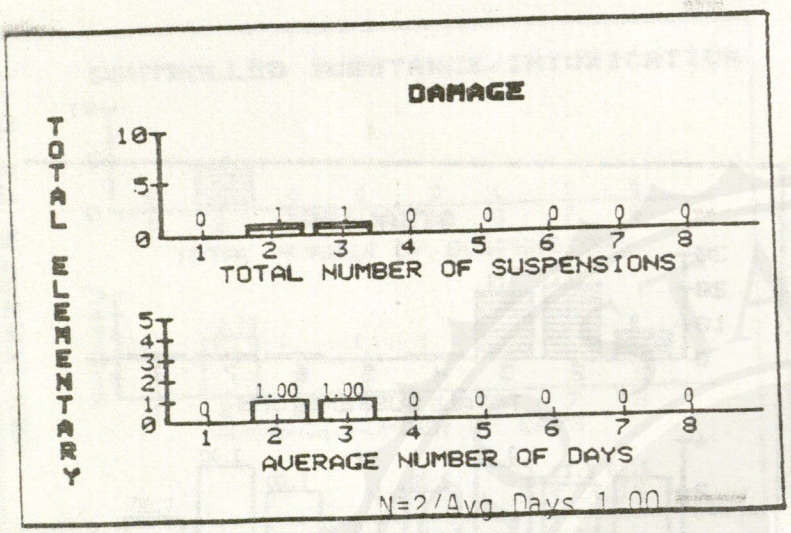


TOTAL SR. HIGH

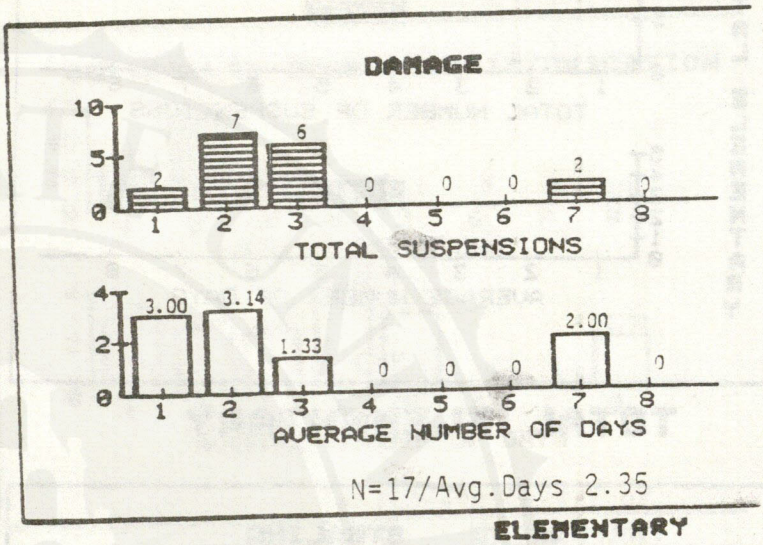
1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER.INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

Figure 6.9

REASON FOR SUSPENSION
Damage



TOTAL ELEMENTARY



TOTAL

ELEMENTARY
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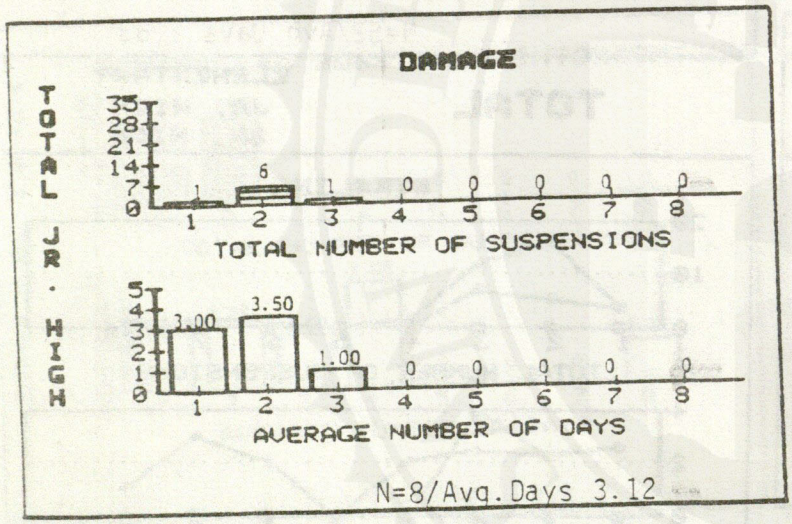
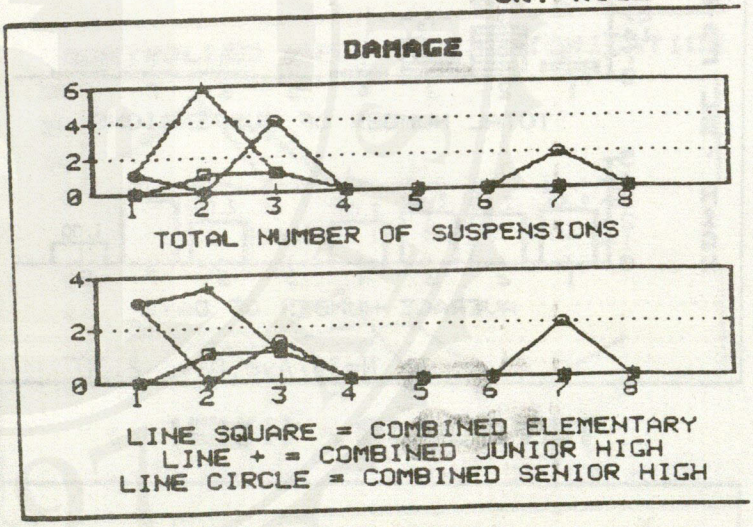
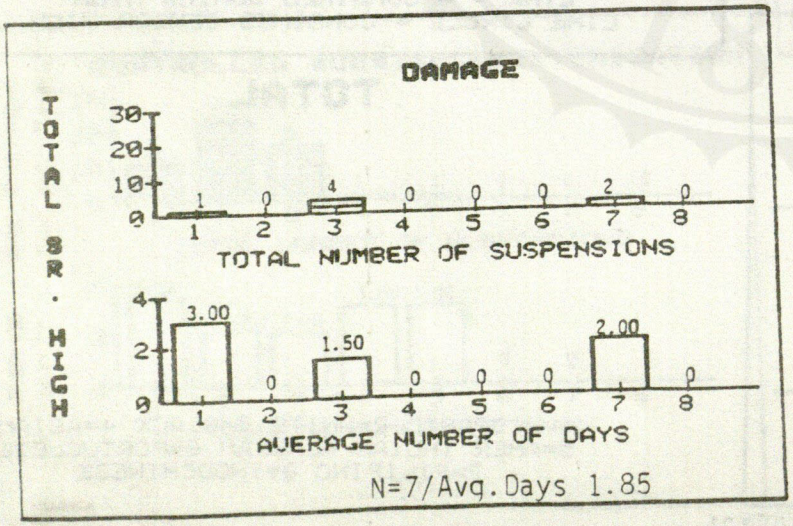
SR. HIGH



TOTAL JR. HIGH



TOTAL

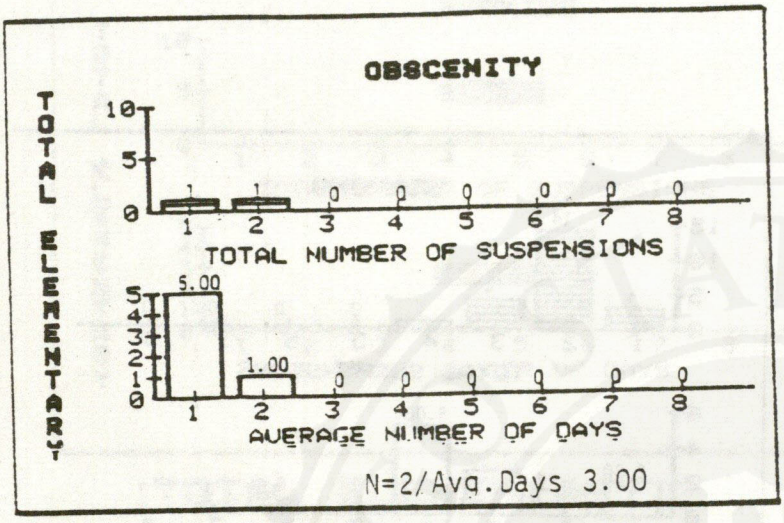


TOTAL SR. HIGH

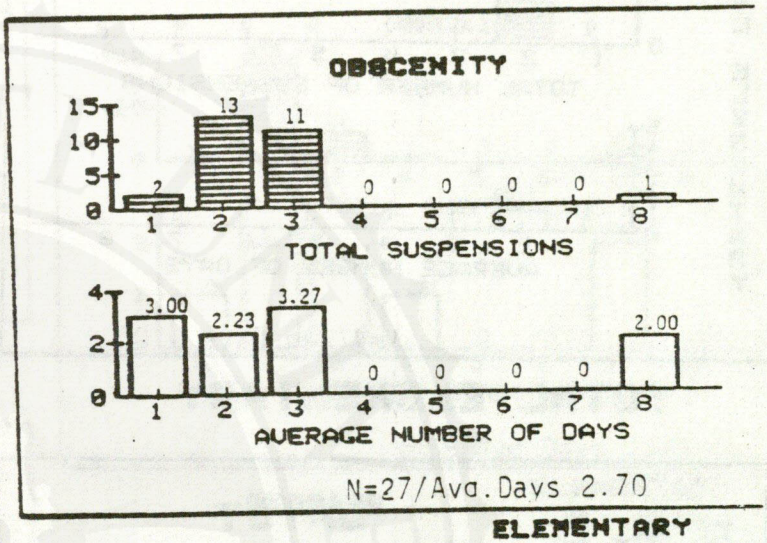
1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER.INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

Figure 6.10

REASON FOR SUSPENSION
Obscenity

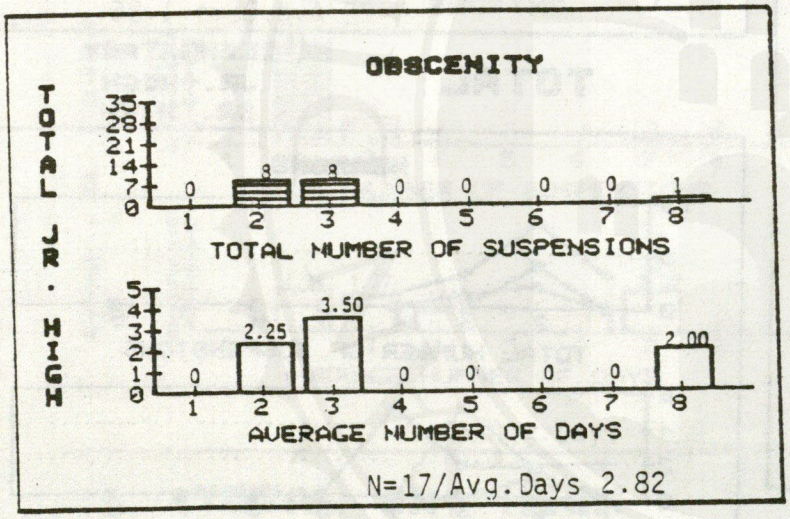


TOTAL ELEMENTARY

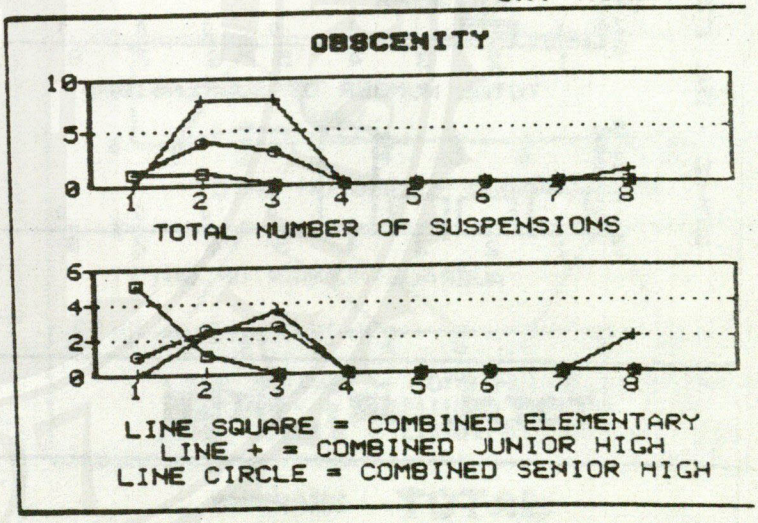


TOTAL

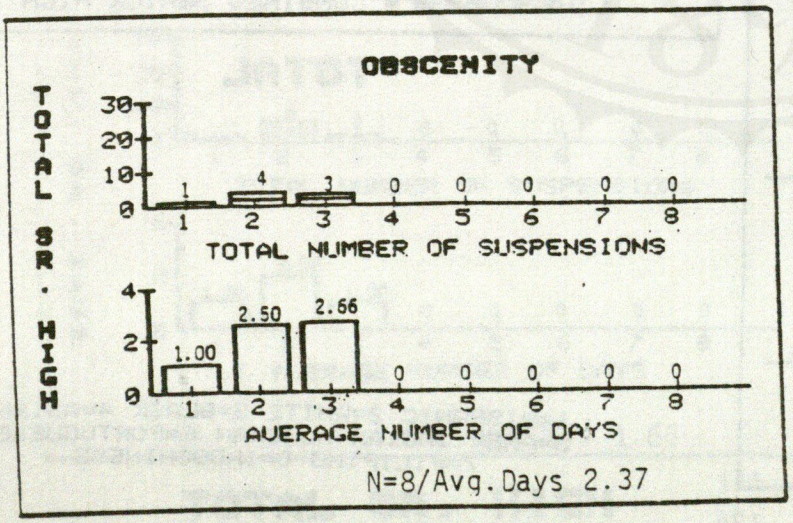
ELEMENTARY
JR. HIGH
SR. HIGH



TOTAL JR. HIGH



TOTAL



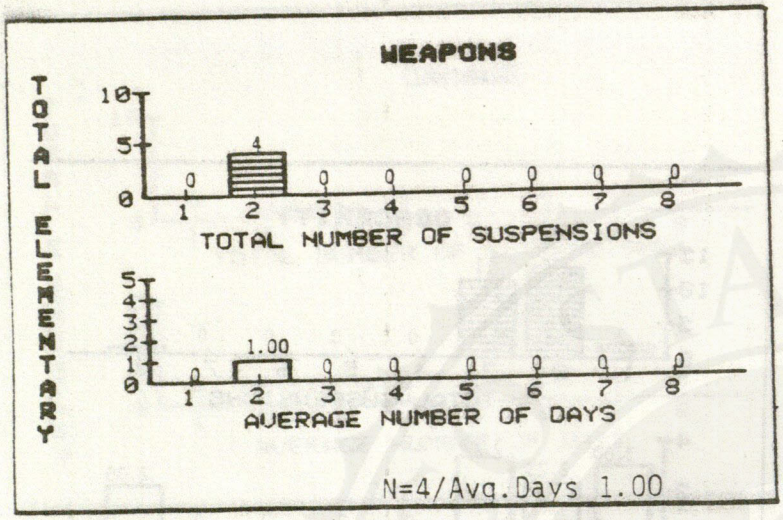
TOTAL SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

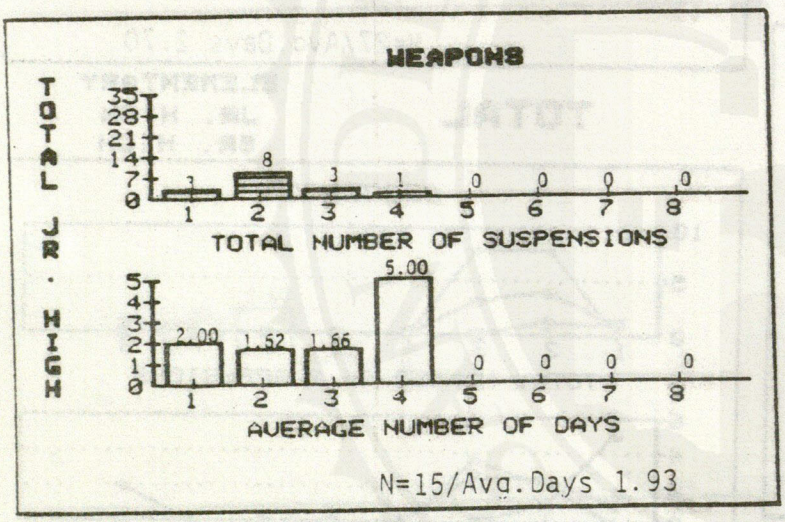
Figure 6.11

REASON FOR SUSPENSION

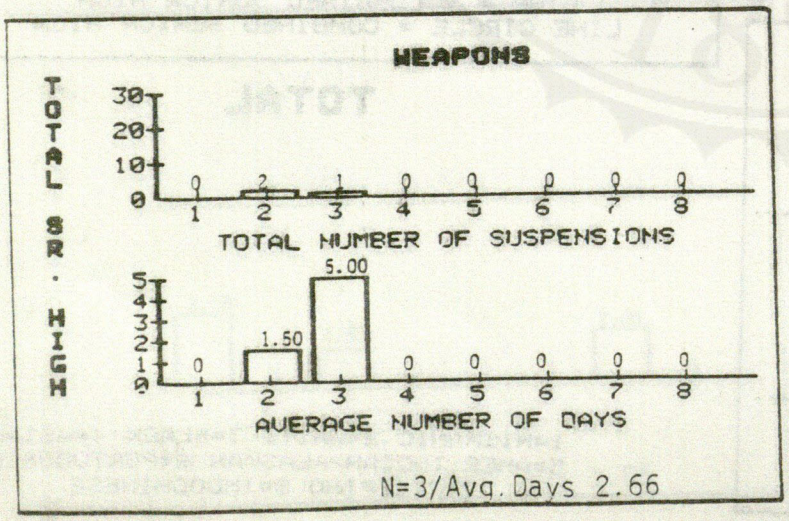
Weapons



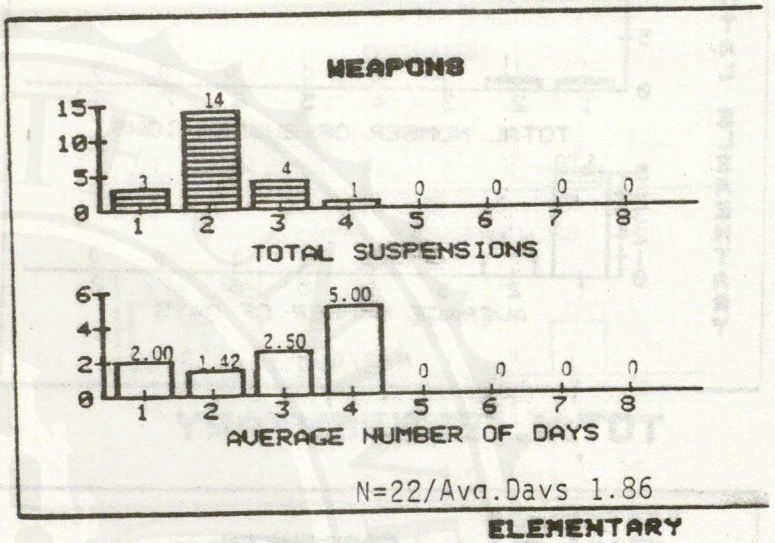
TOTAL ELEMENTARY



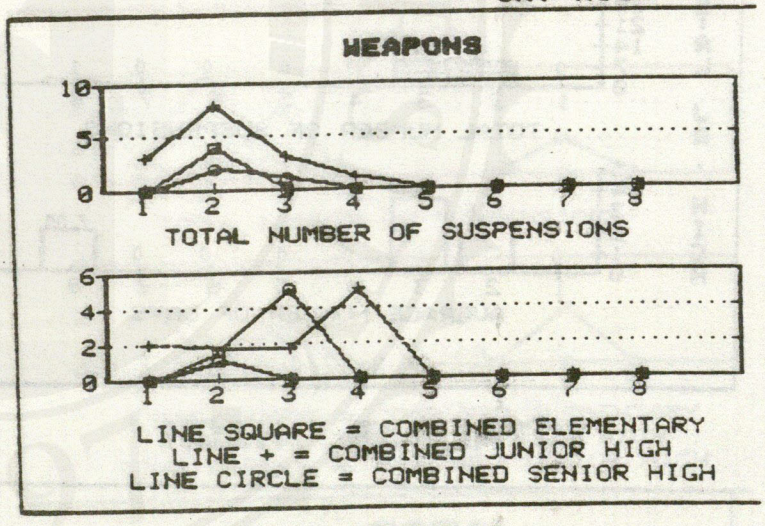
TOTAL JR. HIGH



TOTAL SR. HIGH



TOTAL

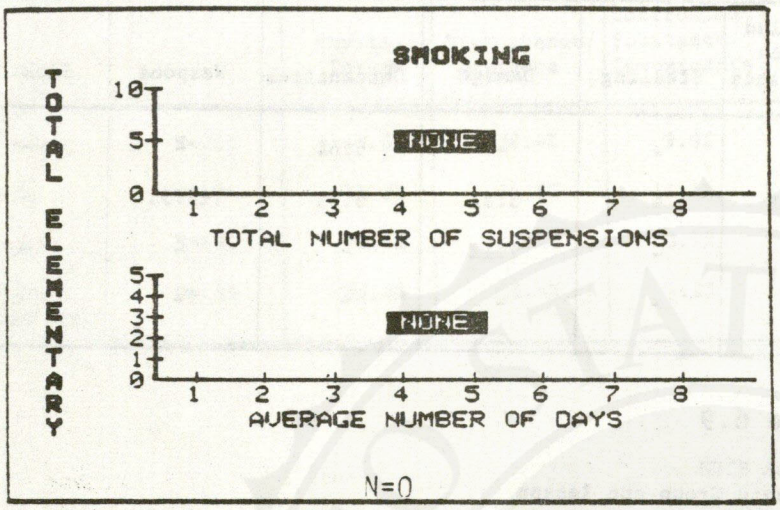


TOTAL

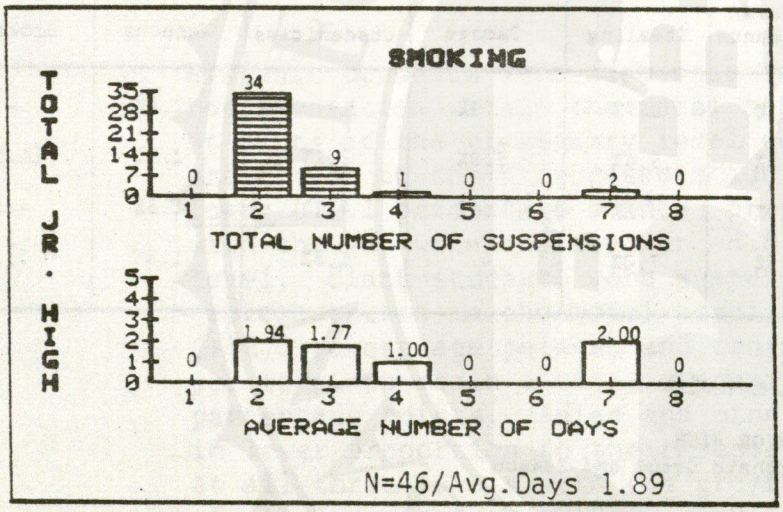
1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

Figure 6.12

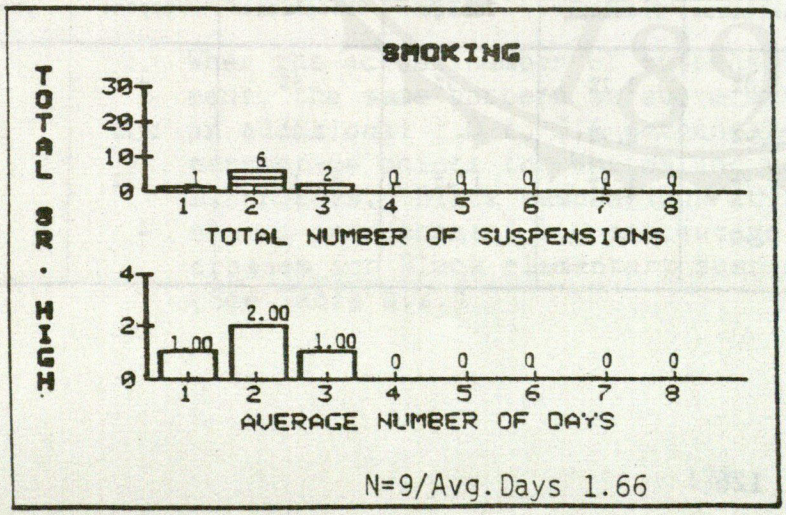
REASON FOR SUSPENSION
Smoking



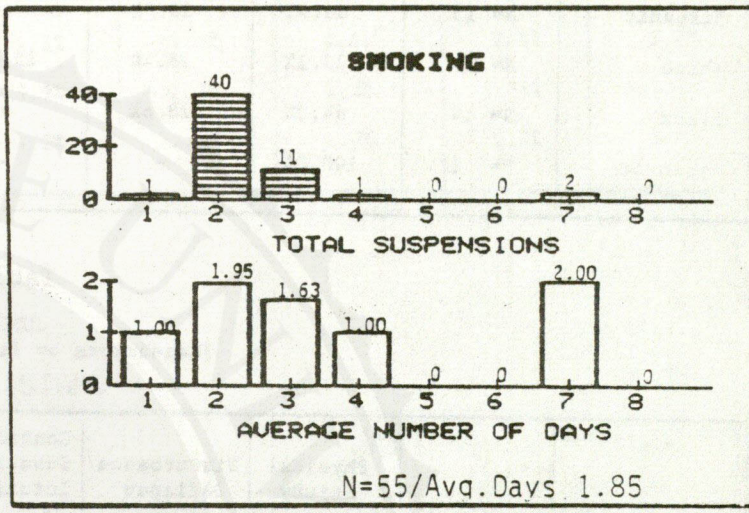
TOTAL ELEMENTARY



TOTAL JR. HIGH

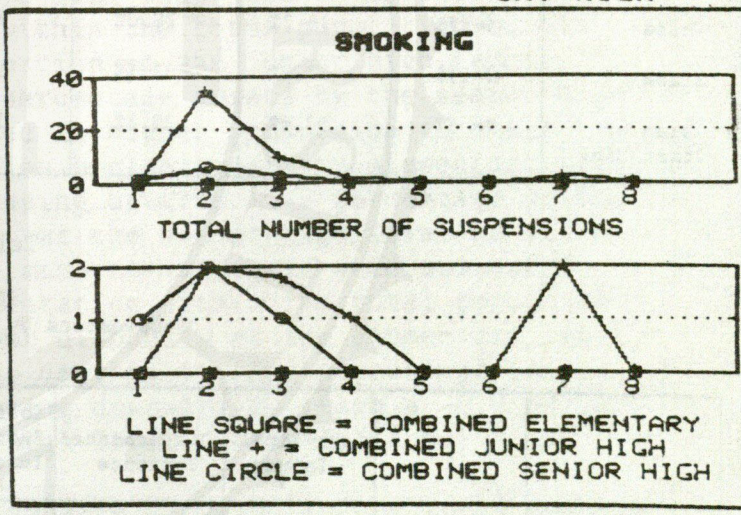


TOTAL SR. HIGH



TOTAL

ELEMENTARY
JR. HIGH
SR. HIGH



TOTAL

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

Table 6.8

ELEMENTARY
Suspension by Ethnic Group and Reason

		Physical Injury	Disturbance/ Defiance	Controlled Substance/ Intoxicants	Stealing	Damage	Obscenities	Weapons	Smoking
Hispanic	N= 15	66.7%	26.7%	-	-	-	6.6%	-	-
White	N= 26	23.1%	38.4%	15.4%	-	3.8%	3.8%	15.5%	-
Black	N= 14	64.3%	28.6%	-	-	7.1%	-	-	-
Asian or Other Min.	N= 1	100.0%	-	-	-	-	-	-	-

Table 6.9

JUNIOR HIGH
Suspensions by Ethnic Group and Reason

		Physical Injury	Disturbance/ Defiance	Controlled Substance/ Intoxicants	Stealing	Damage	Obscenities	Weapons	Smoking
Hispanic	N= 67	41.1%	40.2%	11.2%	3.7%	.9%	-	2.9%	-
White	N=296	38.2%	28.0%	9.4%	5.4%	2.0%	2.7%	2.7%	11.5%
Black	N=196	48.5%	33.7%	1.0%	6.1%	.5%	4.1%	1.5%	4.6%
Asian or Other Min.	N= 57	57.9%	22.8%	3.5%	7.0%	-	1.8%	1.8%	5.3%

Table 6.10

SENIOR HIGH
Suspensions by Ethnic Group and Reason

		Physical Injury	Disturbance/ Defiance	Controlled Substance/ Intoxicants	Stealing	Damage	Obscenities	Weapons	Smoking
Hispanic	N=110	45.4%	38.2%	10.0%	3.7%	.9%	.9%	-	.9%
White	N=172	25.0%	51.7%	13.4%	2.9%	-	2.3%	1.2%	3.5%
Black	N=281	49.5%	38.8%	5.7%	2.5%	1.4%	1.1%	.4%	.6%
Asian or Other Min.	N= 37	51.4%	37.8%	5.4%	-	5.4%	-	-	-

Table 6.11

TOTAL
Suspensions by Ethnic Group and Reason

		Physical Injury	Disturbance/ Defiance	Controlled Substance/ Intoxicants	Stealing	Damage	Obscenities	Weapons	Smoking
Hispanic	N=232	44.8%	38.4%	9.9%	3.4%	.9%	.9%	1.3%	.4%
White	N=494	32.8%	36.8%	11.1%	4.3%	1.4%	2.6%	2.8%	3.2%
Black	N=491	49.5%	36.4%	3.7%	3.9%	1.2%	2.2%	.8%	2.3%
Asian or Other Min.	N= 95	55.8%	28.4%	4.2%	4.2%	2.1%	1.0%	1.0%	3.1%

CONCLUSIONS

1. Hispanic students were suspended in almost direct proportion to their representation within the total population at all three levels. White students at the elementary level were also suspended in almost direct proportion to their representation within the total population but in lower (11.1 percentage points) proportion at the junior high level, with the gap widening another -8.6 percentage points by the senior high level. Black students were suspended in higher proportion to their representation in the total population beginning at the elementary level (+12.0 percentage points) and continuing upwards +5.0 percentage points per level to reach a total disparity at the senior high level of +22.0 percentage points. Asian and other minority students were suspended in lower proportion to their representation within the total population at all three levels with the greatest disparity at the elementary level of -14.1 percentage points. The gap narrows to -8.5 percentage points at the junior high level and continuing downward to reach a -6.0 percentage points disparity at the senior high level. (See Table 6.1.)

2. When the actual number of suspensions were compared to the total enrollment, the same pattern as above existed, with the disparity increasing an additional 1.0 to 3.4 percentage points for Hispanics, .01 to 3.5 percentage points for Whites and virtually no change for Asian or other minorities. Black suspensions at the junior and senior high levels each showed increases of 1.0 percentage point. However, the disparity decreases for Black elementary suspensions but only by .6 percentage point. (See Table 6.2.)

3. The average number of days of suspensions for Whites and Blacks was nearly identical at all levels, varying only from .02 to .07 days. The average number of days for Hispanic suspensions at elementary and senior high levels was at least a half day (.54 to .63) more than the average number of days for White and Black suspensions. At the junior high level, the average number of days for Hispanic students was nearly the same as that for White (.10 days more) and Black (.17 days more) suspensions. There was a wide variance in the average number of days of suspensions between the other ethnic groups at all levels due in part to very small numbers. (See Table 6.3.)

4. There were repeat offenders (students who were suspended more than one time) in every ethnic group except American Indian/Alaskan.

5. The vast majority (75-85%) of students at all levels were suspended only one time and these one-time suspensions were ethnically proportionate to the total students suspended. Another 10-15% of students were suspended two times and these two-time suspensions were also ethnically proportionate to the total students suspended. About 4% of students were suspended three times and of these, both Hispanics and Blacks were disproportionately over-represented, about +8.0 and +20.0 percentage points respectively. The exact reverse was true for White (approximately -20.0) and Asian (approximately -8.0) suspensions. Four-time suspensions totaled 1.2% and of these, Hispanic students were disproportionately over-represented by approximately +34.0 percentage points. Only 1% of students were suspended five or six times (N=2) and both were Hispanic or a disparity of about +83.0 percentage points. (Also see Table 6.4.)

6. Students who were suspended between one and three days accounted for approximately 88% of all suspensions and for each group (one-day suspensions, two-day suspensions, etc.) were ethnically proportionate to the total suspensions, etc.) Of the 2% of students suspended four days, Hispanics were disproportionately over-represented by +15 percentage points and Whites by +11 and Blacks under-represented by -23. The suspensions lasting 5 days accounted for 10% of all suspensions and of these Blacks and Asians were ethnically proportionate to the total suspensions and Whites disproportionately under-represented by 13 percentage points. Hispanics were over-represented in 5-day suspensions by +8 to +10 percentage points. (See Table 6.5.)

7. There were fewer females suspended than males at every level and in every ethnic group. Additionally, Hispanic, White and Asian female suspensions were nearly proportionate to Hispanic, White and Asian males. However, the percentage of Black female suspensions to Black male suspensions was higher at every level (see Table 6.6.)

8. Overall, there was less than a half day variation (+ or -) between male and female average number of days in every ethnic group except Hispanic and Asian where the average number of days for females is approximately a half day less than for males. (See Table 6.7. Note that the wide variation that occurs with the other minorities is a result of small numbers.)

9. The ethnic proportion of all suspensions for Physical Injury to Another Person, Disruption/Defiance, Stealing, and Damage, approximated the ethnic proportion of all suspension.

10. Hispanic and White suspensions are over-represented, and Black suspensions under-represented for Controlled Substance/Intoxication.

11. Hispanic suspensions were under-represented and White and Black suspensions over-represented for Obscenity.

12. Hispanic and Black suspensions were under-represented while White suspensions were over-represented for Weapons and Smoking.

13. There was no significant racial disparity (+.50 day) in the average number of days of suspension by category, except for Damage (Hispanic and White suspensions were .80 days more than the total averages and 1.81 days more than Black suspensions).

The Rand Corporation published in June, 1983, a report, Racial Disparities in the Criminal Justice System , a two-year study which tracked White and Minority offenders through the criminal justice system in three states (California included) and compared their treatment at "key-decision points" in that system. The Rand study showed:

1. Blacks make up only 12 percent of the U.S. population but 48 percent of the prison population; and

2. Hispanics in California receive court-imposed sentences that are +6.5 months longer than Whites.

Suspensions as studied in the 24 Race/Human Relations evaluation schools, show that

1. Blacks make up only 16.9 percent of the total enrollment, but 36.6 percent of all suspensions; and

2. The average number of days of suspension for Hispanics is approximately a half day more than for Whites.

These parallel findings are suggestive of trends or patterns which exist in the societal justice system. The Rand Study results and the SDCS suspensions results both support the need for further research.

The findings indicate that a systematic, differential outcome between ethnic groups existed with regard to suspensions in the 24 Race/Human Relations evaluation schools. The numbers and statistics, however, raise many more questions to be answered.

To the extent that site administrators are allowed discretion in dealing with discipline matters, as well as any resultant suspensions, discrimination (in varying forms) can enter into the decision-making process. By the parameters of this study, the findings clearly suggest that disparities do indeed exist. Whether they can be directly attributable, however, to intentional or instutional discrimination is a matter that necessarily warrants further in-depth study.

RECOMMENDATIONS

In order to determine policy implications in this area, recommendations would include, in addition to existing monthly data collection:

1. Centralize data collection, analysis and reporting of suspensions. Include various additional program designators (e.g., VEEP, Resident Magnet, Non-resident Magnet, etc.) for data processing by the main frame computer.

2. Survey and interview students and staff who have actually come in contact with the suspension system.

3. Perform cross- or correlational analysis of the aforementioned data that have been collected, accounting, where possible, for the most obvious factors that might account for apparent discrimination.

4. Review and utilize research which has been done in the field.

5. Study and publicize preventive measures including studies of recidivism.

6. Review existing policies for procedural elements which may promote disparate suspension practices.

7. Institute intensified inservice for those responsible for using suspension as a disciplinary tool.

8. Investigate the correlation between a school's achievement level and its rate of suspensions.

7.

STUDENT AND STAFF PERCEPTION OF JUSTICE AND FAIRNESS AT THE SCHOOL

DESIGN

As part of the effort to determine baseline data against which to compare future findings of the state and condition of race/human relations in the district, a survey was developed to determine the perceptions of justice, or the administration of discipline and justice, in the schools being evaluated as part of the sample this year. There is much in the literature to suggest the importance of students' perceptions of the administration of justice in the schools. G. W. Allport's early study (1954) entitled The Nature of Prejudice explored the phenomena that perceptions of equal status contacts among students, teachers, and administrators are significant factors in achieving equality in the schools.[1] Cohen and Roper reported that when the administration of a school is perceived to be biased in administering the discipline code, an undermining of the "normative structure of the discipline of the school resulting in interethnic hostilities" is apt to result.[2] Mercer, Iadicola, and Moore "hypothesize that equal status norms will have a direct effect on equal status contacts and influence educational outcomes both directly and indirectly."[3]

Other studies abound. It is important to note that there are two points to consider: 1) there must be equality of the administration of justice at the school and 2) students must perceive that there is equality of the administration of discipline or justice. Most often, one acts not necessarily on reality but on one's perception of reality. The results of the survey will speak to this point.

The Survey

The problem was to develop an instrument which would document the overall perception of justice by students and staff at the twenty-four schools in the evaluation sample this year. Basically, "justice" may be defined here as the fair and just implementation of the discipline code, rules, and procedures of the school as they affect the students and the sense of fairness and equity that the students perceive. The instrument design chosen was that of a twenty-five item survey. Response was to a Likert scale with a rank of 1 to 5, with 1 being a low response and 5 a high response. (See Appendix J , for the complete survey with directions for completion.) Starting with an item pool of 65 items, a committee of program evaluators, Race/Human Relations facilitators, administrators, and resource teachers examined the items for face validity and pertinence. A residual pool of 25 items resulted, comprising the final instrument. Originally, the instrument was entitled "Student and Staff Survey of Justice." It was to have been administered at grades 4 through 6 at the elementary level, grades 7 and 9 at the junior high level, and grade 11 at the

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[1] Reading, Mass.: Addison-Wesley.

[2] E. G. Cohen and S. S. Roper, "Modification of Interracial Interaction Disability: An Application of Status Characteristic Theory," American Sociological Review , 1972, 37: 613-637.

[3] Jane R. Mercer, Peter Iadicola, and Helen Moore, "Building Effective Multiethnic Schools," in School Desegregation: Past, Present, and Future , by Stephans and Feagin, Eds. Plenum, N.Y., 1980.

senior high level. At a meeting of the principals involved in the race/human relations evaluation on January 10, 1983, it was decided that the term "justice" would be dropped from the title. It was further suggested and later validated by field testing that it would not be wise to expect fourth- and fifth-grade students to understand the concept of scale response--the 1 to 5 concept. Therefore, it was decided that the instrument would be administered only at the sixth-grade at the elementary level.

On January 10, 1983, a total of 9678 surveys were sent to the schools involved in the sample for race/human relations evaluations this year. At the elementary level, 1321 were sent; 5709 were sent at the junior high level; and 2648 were sent at the senior high level. Altogether, 8520 surveys were returned by students and staff, for a return rate of 88%. A total of 7464 returns were received from students and 1056 were returned by staff. Table 7.1, "Justice Survey: Average Response, Total Survey," breaks down the number of respondents and average response according to ethnic group, school level, treatment vs. comparison, and student/staff.

Table 7.1

JUSTICE SURVEY

AVERAGE RESPONSE

Totals

	HISPANIC		WHITE		BLACK		ASIAN		OTHER		TOTAL RESPONSE	
GROUP	TREATMENT	COMPARISON	TREATMENT	COMPARISON	TREATMENT	COMPARISON	TREATMENT	COMPARISON	TREATMENT	COMPARISON	TREATMENT	COMPARISON
STUDENTS	N= 44	N= 88	N= 230	N= 201	N= 171	N= 21	N= 75	N= 101	N= 67	N= 47	N= 587	N= 458
ELEMENTARY	3.48	3.74	3.59	3.88	3.44	3.65	3.50	3.70	3.60	3.93	3.52	3.80
STUDENTS	N= 281	N= 103	N=1297	N= 989	N= 225	N= 157	N= 268	N= 236	N= 184	N= 94	N=2255	N=1579
JR. HIGH	3.27	3.39	3.20	3.45	3.31	3.20	3.29	3.60	3.20	3.40	3.22	3.44
STUDENTS	N= 142	N= 161	N= 758	N= 487	N= 302	N= 323	N= 205	N= 55	N= 103	N= 49	N=1510	N=1075
SR. HIGH	3.19	3.19	3.11	3.11	3.18	3.12	3.19	3.20	3.01	2.98	3.14	3.12
STAFF	N= 4	N= 11	N= 136	N= 127	N= 14	N= 13	N= 2	N= 3	N= 1	N= 6	N= 157	N= 160
ELEMENTARY	4.37	4.28	4.06	4.32	4.21	4.40	4.60	4.11	4.92	4.47	4.09	4.31
STAFF	N= 6	N= 7	N= 127	N= 149	N= 14	N= 1	N= 10	N= 5	N= 10	N= 6	N= 167	N= 168
JR. HIGH	4.16	4.19	3.92	4.30	3.37	4.00	3.14	4.43	3.58	3.81	3.80	4.26
STAFF	N= 13	N= 12	N= 171	N= 142	N= 10	N= 19	N= 2	N= 14	N= 17	N= 4	N= 213	N= 191
SR. HIGH	4.11	3.76	4.10	3.82	3.98	3.11	3.50	3.10	3.77	3.12	4.07	3.69

The validity of a Likert-type survey depends highly on two factors: face validity and reliability over repeated usage. In the case of this instrument, a strong effort was made to insure that the items used had face validity: the items were adjudged to be capable of gathering reliable information specific to the item. Reliability and further validity of the instrument as a whole can be examined with continued usage. The instrument does not follow explicitly the practice of Likert in that the items were stated all in the positive; Likert recommends that a representative number of the items be stated in the negative. Most school administrators object to items stated in the negative because they fear that doing so prejudices the respondent in the negative direction. Again, with a true Likert instrument, the main concern is with the sums of the instruments and the mean responses of the total instrument. In this case, the results will be highly useful as needs-assessment data for planning; therefore, we are interested in results by item.

Table 7.1, shows that the average response by practically all groups was very high on this instrument. Of 36 groups responding only one--"Other, Comparison, Senior High Students"--has a response under 3.00: or 2.98. Table 7.1 shows that this group was represented by 49 students. Responses under three (3) are generally considered negative, while responses over three (3) are considered positive responses. For the student, then, 29 of 30 responses (excluding the Total Responses, two right columns) were of a positive dimension. For the staff responses, all were above three (3), and 17 were above the 4.00 range--very positive.

The data can be broken down for comparisons in multiple ways. However, the most important comparisons are within school levels between the student ethnic backgrounds. A major responsibility within a voluntary integration program is to insure that students in each ethnic group feel--perceive--that they are getting a fair shake in treatment, especially in the area of discipline. Therefore, it is necessary to compare the responses of the minority groups against the majority (White) group. For instance, looking at Table 7.1, one can see that in 3 cases out of 6, White perceptions of equality of justice were more positive for the White students compared with the Black; the same applies to the Hispanic group. Thus, in three other comparisons, the minority responses were higher than the White. The same is also true with the Asian vs. White comparison. In the case of the staff, only two of six groups of Black ethnic background are below the White; and three groups of Hispanic are below. Therefore, in four cases the minorities' response was higher. These data tend to suggest that there is no overwhelming feeling that minorities are being discriminated against in terms of the administration of justice exists. Another factor which must be considered is that of numbers. As the N (numbers responding) increase, there will be a tendency to regress to the mean response--3. Most of the N's are large enough to make comparisons easy and valid, even though in almost all cases, the number of white students are largest. In some cases, however, very small N's make the data suspect. For instance, in the case of staff responses there were 384 White staff responding at the junior high level with only 15 staff responding in the Asian category. Moreover, in the case of the one negative total response, the group making the response was "Other: Comparison" which consisted of 49 students spread over three schools. However, the mean responses shown are "weighted" means; that is, each response is multiplied by the number responding and divided by the total number responding multiplied by the total number of items. In this regard the

mean responses are more valid.

Figures 7.1, 7.2, and 7.3 help to show graphically the small differences between student groups of the various ethnic backgrounds. Figure 7.1, "Mean Response: Student/Staff: Elementary," shows the average (mean) response across items for those students responding--comparison and treatment. Figure 7.2, shows the junior high responses and Figure 7.3 shows the senior high responses. (The figures also show that in all cases, except Asian at junior high and senior high, the responses of staffs of the various ethnic backgrounds were higher than the student responses.) The evenness of the solid bars shows that student responses did not have a great dispersion of range.

Figure 7.1

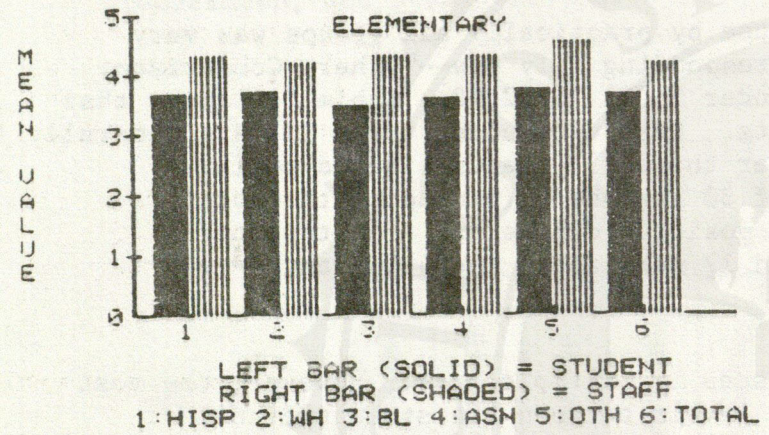


Figure 7.2

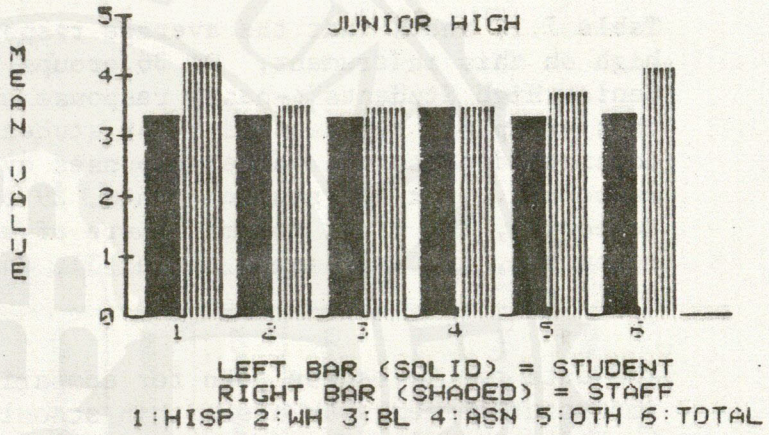


Figure 7.3

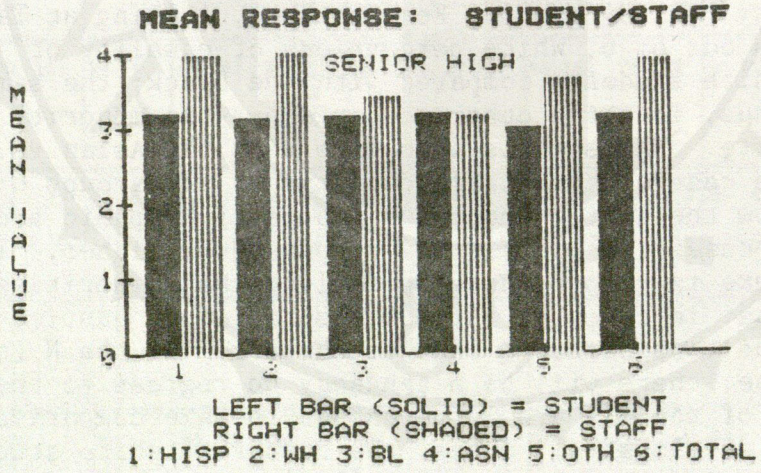


Figure 7.4, "Justice Survey: Mean Response: Students," shows graphically that there is a clear disparity between the student responses at elementary, junior high, and senior high school levels. All of the responses fall between 3 and 3.8 on the 5-point scale. Like steps on a ladder, the elementary students were most positive (top), junior high students were second most positive (middle), and senior high students were least positive (bottom), though no responses for the combined groups (treatment/comparison) fell below 3 into the negative range. Figure 7.5, "Staff Combined: Elementary, Junior High, Senior High," shows that in most instances the same holds true for staff responses. Overall, the elementary staff response still is far above the junior high and senior high staff in most instances (ethnic categories). Figure 7.6, "Staff, Comparison: Elementary, Junior High, and Senior High," shows that within the comparison schools, there is considerable agreement among the ethnic groups in the elementary and senior highs, but the senior high staff (comparison) are much more negative--comparatively.

Figure 7.4

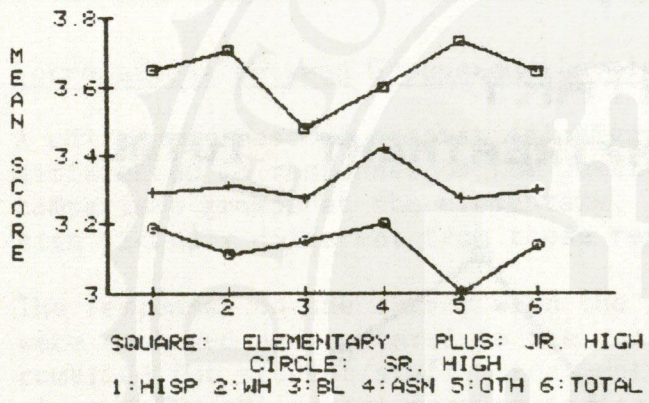


Figure 7.5

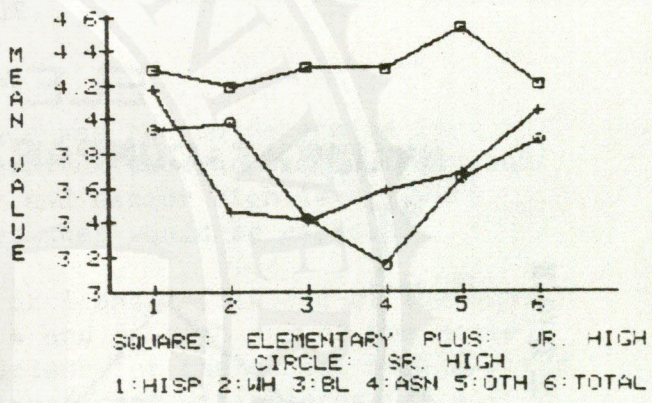
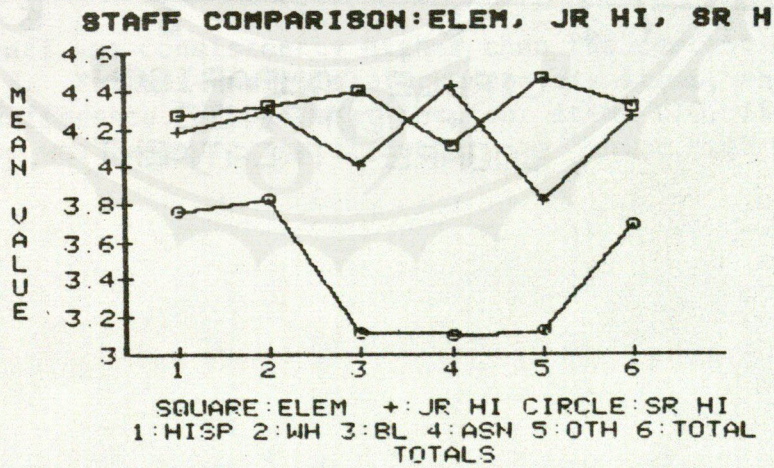
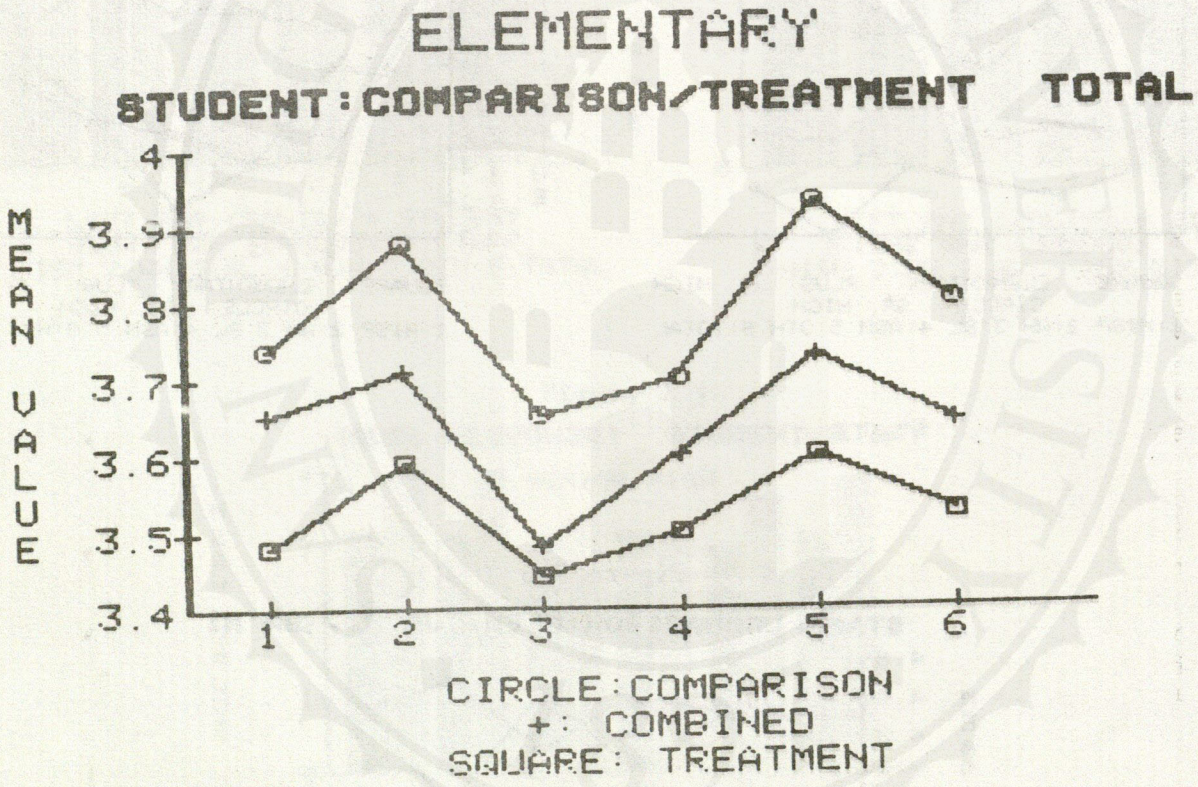


Figure 7.6



Here it must be mentioned that there should be only chance differences between the comparison group and the treatment group for this part of the race/human relations study. Schools were chosen randomly by elementary, junior high, and senior high schools. There was no treatment of any kind which might have influenced the results administered before the survey: the resulting data were meant to be a baseline, a picture of how things are now against which to measure future movement. In other parts of this race/human relations study, there were conditions of treatment which might influence certain outcomes. Figure 7.7, "Student: Comparison/Treatment Total, Elementary," shows that differences in response did occur between comparison and treatment groups--and they were consistent across groups, as the graph shows. Hispanic comparison is higher than Hispanic treatment, etc. However, the scale on the left goes only from 3.4 to 4.0, with the results lying somewhere within 0.6 (six-tenths) of a point. (Correlations and statistical differences are discussed elsewhere in this report.) Multiple tables generated by the data are to be found in Appendix K for those wishing to pursue further these comparisons.

Figure 7.7



Generally, it can be noted that there is a distinct--and as pictured by the graphs, a visible--difference between the responses of students and staff, with staff response being higher at each level (Figures 7.1, 7.2 and 7.3). There is also a difference between student response from elementary to junior high to senior high, with each case being a progression from high to low, in that order (Figure 7.4). Most probably, these features could have been predicted: elementary students tend to be more positive than junior high school students, who, in turn, tend to be more positive than high school students. Staff--teachers, resource teachers, and administrators--tend to view their work more positively than those on the receiving end of it: we all like to think we are doing a creditable job. The importance in the data of this study will be found in how successful schools are able to cause the gap to close between perceptions of students of various ethnic backgrounds, and, just as importantly, between staff and students.

Correlations Between Groups and Levels

A chi square test of statistical significance was run to determine if differences in responses on the Justice Survey of student/staff, treatment/comparison groups at the elementary, junior and senior high levels were significantly different from those responses that would be expected.

The responses on the survey with the ranks of 1 and 2 (low end of the scale) were combined and compared to the ranks of 4 and 5 (high end of the scale) combined for student/staff, treatment/comparison for the school levels cited above. The chi square results indicated significant differences ($df = 1$, $p < .001$) for the combined totals between students and staff for all 25 items on the survey.

In additional analysis of the data, the percent of students and the percent of staff responding at the higher end of the scale (ranks 4 and 5 combined) were determined.

The percent of staff was consistently higher than the percent of students as shown in Table 7.2. Further analysis of the top six items, those with the highest percent difference, showed that for four items (10, 15, 14, 8) the percent difference was greater from elementary to junior high to senior high. (See Table 7.3.)

Table 7.2

PERCENT DIFFERENCE BETWEEN STUDENT AND STAFF RESPONSES ON JUSTICE SURVEY FOR HIGH END OF SCALE (4 AND 5)

Item No.	Item	Percent of Staff	Percent of Students	Percent Difference
10	Teachers listen to student's side of story.	92	47	45
19	All students feel they are respected here.	76	35	41
18	Students feel safe and secure at our school.	84	46	38
15	They try to do something about complaints here.	87	50	37
14	Students' complaints are listened to.	91	58	33
8	Administrators listen to student's side of story.	91	62	29
3	Students have a part in writing the rules of the school.	50	23	27
12	Teachers give referrals only for clear violation.	84	58	26
24	Rich and poor students feel comfortable and welcome here.	86	61	25
25	Rules and regulations are reviewed annually.	84	59	25
7	Students present their side when charged.	92	68	24
17	Whoever treats another unfairly is punished here.	76	52	24
20	Both males and females are treated equally and fairly.	91	67	24
21	Secretaries and clerks treat students equally and fairly.	90	68	22
6	Infractions are explained before punishment is given.	94	73	21
4	Students have a means to express rules concern.	70	50	20
11	"Punishers" treat all races fairly.	93	73	20
16	There is a clear way to present complaints to Principal.	67	47	20
2	Rules are taught so that all students understand them.	84	66	18
22	Cafeteria workers treat students equally and fairly.	92	74	18
13	I know whom to see about complaints.	88	71	17
5	All races and backgrounds are disciplined equally.	91	76	15
9	Counselors listen to student's side of story.	93	80	13
23	All races/backgrounds take part in our school activities.	92	80	12
1	There is a written form of rules and behavior.	91	84	7

Table 7.3

PERCENT RESPONSES OF ELEMENTARY, JUNIOR, AND SENIOR HIGH STUDENTS TO SELECTED ITEMS ON JUSTICE SURVEY FOR HIGH END OF SCALE (4 AND 5)

Item No.*	Percent of Students			Combined Total Percent Difference
	Elem.	Jr. High	Sr. High	
10	24	48	48	45
19	54	31	31	41
18	34	43	23	38
15	22	33	48	37
14	20	32	41	33
8	18	28	37	29

*Refer to Table 7.2 for item content.

These four items indicate students do not feel that they are "listened to" or their "complaints" attended to; this is particularly so at the secondary level.

Item 19 indicated that a higher percentage (54 vs. 31) of the elementary students do not feel they are respected at school.

The responses to item 18 show that a higher percentage (43%) of junior high school students do not feel safe and secure at school than elementary (34%) or senior high students (23%).

Strengths and Weaknesses As Shown by Individual Items of the Survey

Tables 7.4, 7.5, and 7.6 summarize the combined (comparison and treatment) responses for the three levels of students (elementary, junior high, and senior high). The items in each table are arranged from most positive to most negative-- according to the mean response for each item. The first grouping represents the six most positive items. (The items are abridged here to enable them to be put into the space in the computer which arranged them. The complete survey form can be found appended hereto as Appendix J.) Five of the items were in the top six for all three groups: 5, 23, 9, 1, and 6. This would tend to establish some validity for the instrument. In the lowest group of six, there were two items common to all three groups: items 19 and 3. Additionally,

two items, 18 and 4, were common to elementary and junior high, while junior high and senior high agreed on items 16 and 10. Item 17 appeared in the elementary bottom six as well as the senior high bottom six and was only 10th from the bottom for junior high.

Item 3 ("Students have a part in writing the rules of the school,") was consistently the lowest item across all student groups. At the elementary level it was the only item to fall below 3.00, registering 2.63. At the junior high level, all six of the lowest six items were negative. And at the senior high level the bottom ten items registered in the negative category (below 3.00).

As with most instances of life, the data contain some good news and some bad news. It is encouraging to see, for instance, that item 5 ("All races and backgrounds are disciplined equally") fell within the top six most positive items at all three grade levels--elementary, junior high, and senior high. However, in every instance except one of the breakouts of the data by ethnicity, the White respondents have a higher mean value assigned to number 5 than does the ethnic category Black. In one instance where Black is higher, the number responding is 1, and it is a staff member scoring the item a 5. That means that in all the student groupings, White scores were higher than Black scores; and in all but two cases, White scores were higher than Hispanic. In some instances, item 5 fell out of the top six category for the Black students, as in the case of "Student, Treatment, Junior High." However, in no case did the Mean Value score fall lower than 3.00, the lowest being 3.20. (See Appendix K for the item by item response by ethnic group for treatment and comparison students.)

From the standpoint of the bad news, all three groups of students gave item 3 a negative response: elementary 2.63, junior high 2.27, and senior high 2.13. This item ("Students have a part in writing the rules of the school") ranked last at all three levels. Unfortunately, item 19 ("All students feel they are respected here") ranked 24th for elementary and junior high and 23rd for senior high. Item 18 ("Students feel safe and secure at our school") ranked 23rd for both elementary and junior high school students.

Table 7.4

JUSTICE SURVEY

Ranked Average Response
STUDENT
Combined Total
Elementary

Item No.	Item	Average Response
5	All races and backgrounds are disciplined equally.	4.12
13	I know whom to see about complaints.	4.07
23	All races/backgrounds take part in our school activities.	4.04
9	Counselors listen to student's side of story.	4.01
1	There is a written form of rules and behavior.	3.97
6	Infractions are explained before punishment is given.	3.90
11	"Punishers" treat all races fairly.	3.89
21	Secretaries and clerks treat students equally and fairly.	3.87
2	Rules are taught so that all students understand them.	3.84
24	Rich and poor students feel comfortable and welcome here.	3.78
8	Administrators listen to student's side of story.	3.73
7	Students present their side when charged.	3.71
14	Students' complaints are listened to.	3.64
22	Cafeteria workers treat students equally and fairly.	3.63
10	Teachers listen to students' side of story.	3.62
12	Teachers give referrals only for clear violation	3.60
25	Rules and regulations are reviewed annually.	3.55
15	They try to do something about complaints here.	3.50
16	There is a clear way to present complaints to Principal.	3.49
20	Both males and females are treated equally and fairly.	3.45
17	Whoever treats another unfairly is punished here.	3.38
4	Students have a means to express rules concern.	3.34
18	Students feel safe and secure at our school.	3.32
19	All students feel they are respected here.	3.10
3	Students have a part in writing the rules of the school.	2.63
TOTAL		3.64
N = 1045		

Table 7.5

JUSTICE SURVEY

Ranked Average Response
STUDENT
Combined Total
Junior High

Item No.	Item	Average Response
1	There is a written form of rules and behavior.	4.23
9	Counselors listen to student's side of story.	3.92
23	All races/backgrounds take part in our school activities.	3.82
5	All races/backgrounds are disciplined equally.	3.80
13	I know whom to see about complaints.	3.75
6	Infractions are explained before punishment is given.	3.61
11	"Punishers" treat all races fairly.	3.64
22	Cafeteria workers treat students equally and fairly.	3.60
7	Students present their side when charged.	3.50
20	Both males and females are treated equally and fairly.	3.41
21	Secretaries and clerks treat students equally and fairly.	3.39
25	Rules and regulations are reviewed annually.	3.35
2	Rules are taught and all students understand them.	3.34
8	Administrators listen to student's side of story.	3.33
12	Teachers give referrals only for clear violation.	3.23
17	Whoever treats another unfairly is punished here.	3.20
24	Rich and poor students feel comfortable and welcome here.	3.20
14	Students' complaints are listened to.	3.19
15	They try to do something about complaints here.	3.03
4	Students have a means to express rules concern.	2.99
16	There is a clear way to present complaints to Principal.	2.98
10	Teachers listen to student's side of story.	2.82
18	Students feel safe and secure at our school.	2.62
19	All students feel they are respected here.	2.50
3	Students have a part in writing the rules of the school.	2.27
TOTAL		3.30
N = 3834		

Table 7.6

JUSTICE SURVEY

Ranked Average Response
STUDENT
Combined Total
Senior High

Item No.	Item	Average Response
1	There is a written form of rules and behavior.	4.07
23	All races/backgrounds take part in our school activities.	3.88
22	Cafeteria workers treat students equally and fairly.	3.73
9	Counselors listen to student's side of story.	3.71
5	All races and backgrounds are disciplined equally.	3.70
6	Infractions are explained before punishment is given.	3.50
11	"Punishers" treat all races fairly.	3.50
20	Both males and females are treated equally and fairly.	3.45
13	I know whom to see about complaints.	3.31
7	Students present their side when charged.	3.29
21	Secretaries and clerks treat students equally and fairly.	3.20
2	Rules are taught so that all students understand them.	3.15
24	Rich and poor students feel comfortable and welcome here.	3.07
8	Administrators listen to student's side of story.	3.02
12	Teachers give referrals only for clear violation.	3.02
14	Students' complaints are listened to.	2.94
18	Students feel safe and secure at our school.	2.93
25	Rules and regulations are reviewed annually.	2.88
4	Students have a means to express rules concern.	2.84
10	Teachers listen to student's side of story.	2.75
17	Whoever treats another unfairly is punished here.	2.69
15	They try to do something about complaints here.	2.68
19	All students feel they are respected here.	2.55
16	There is a clear way to present complaints to Principal.	2.50
3	Students have a part in writing the rules of the school.	2.13
TOTAL		3.14

N = 2585

Student Comments

Students were given the opportunity to comment on the various items of the survey or on discipline and/or justice at their school in general. Table 7.7 gives a breakdown of the comments according to a) positive or negative comments, b) minority or majority, c) elementary or secondary, and d) treatment or comparison. The most immediate impressions from the table are:

a. More secondary than elementary students made comments.

b. There were many more negative than positive comments.

c. There were more comments by majority than by minority students.

All three categories are to be expected. Secondary students (7 through 12) would be expected to make more comments than elementary students (6th grade students). As students progress through junior high school--in our society, at least, they tend to become less positive about their school life. The numbers (N's) of majority students were greater, resulting in more comments.

Basically, the comments did not add significantly to the data. There were instances, however, where the comments reinforced the data produced as responses to items. Across all items of the survey, number 3 ("Students have a part in writing the rules of the schools.") was the lowest average response. Elementary students gave it a mean value of 2.63, junior high students rated it at 2.27, and senior high students, at 2.13. The written comments pertaining to the item indicated that students were unaware of any opportunity to take part in formulating school rules. Typical comments were: "I don't think you really let the students have any say in the rules," or "If we do have a part in writing the rules of the school, I've never heard of it." The comments tended to emphasize the students' perception that they were unable to impact the schools' disciplinary/justice system.

Another item with very low rating, or mean value assigned, was item 19, "All students feel they are respected here. Both junior and senior high school students gave this item a 2.50 rating, and it received the second lowest rating from elementary students. Comments like "Respected in high school? Give me a break!" or "Some people treat the not-so-wealthy really cruel" give insight into what was behind the low rating. Indicative also were the general comments which mentioned a lack of respect for "kids" by adults in all job categories at the school. Frequent references were made to not being listened to or being listened to but ignored or to being openly ridiculed by adults. An often repeated comment was that "Counselors will listen to students' complaints, but they won't do anything about them."

Table 7.7

Number of Positive & Negative Items Recorded Per Majority/Minority: Elementary & Secondary Treatment and Comparison

Item	Elementary Students Treatment				Secondary Students Treatment				Elementary Students Comparison				Secondary Students Comparison			
	Minority		Majority		Minority		Majority		Minority		Majority		Minority		Majority	
	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
1.				1		2	1					1				2
2.				1		3	1	2							1	2
3.				2		5	1	3						1		2
4.			1			1	1	5					1			3
5.							2	6			1		1			4
6.						1	4	8								1
7.				1				7			1					1
8.					1	2	2	7				1		1	1	
9.					1		4	3					1	4		
10.					1		3	9			2			2		5
11.						1	1	3						1		
12.						1	3	10				1			1	1
13.							4	6						1		2
14.				2	1	2	2	4				1		1		5
15.		1		2		1	1	3								3
16.		1		2		1	3	2							1	4
17.		2	1	1		2	2	6			1			1		2
18.		1	1	1	1	4	2	10				1				5
19.						1	1	1				3			1	1
20.						1	1	6				1		2		1
21.								1		1	3	5		3		
22.		1		2		1	1	4			3	1		2		
23.				1		4		4			1					
24.		1				3	1	3								
25.		1		2				10								2
General	3	11	4	19	6	41	6	66	1	0	1	1	8	18	19	51
Total	3	19	7	37	11	77	48	199	1	1	13	16	11	37	24	99

Item 10, "Teachers listen to students' side of the story when students are accused of breaking a rule," received a negative rating by both junior and senior high students (2.82 by junior high students and 2.75 by senior high students). The general indication in the written comments was that this varied from teacher to teacher. Only two minority students wrote comments on this item. One Black student focused on teachers not being involved, and one Asian student answered, "Sometimes." A comment which seems to reflect the general attitude was, "I don't think so, because teachers don't always listen. They usually assume that students are wrong without letting them speak." Item 18, relating to feelings of safety and security, was one of those items receiving a rather negative rating: third lowest by elementary students, a 2.62 rating by junior high students, and a 2.93 by senior high students. In each case (with the exception of one junior high student), Black students registered the lowest response to this item. The general indication was that students did not feel safe on the outside grounds. There were references to locker break-ins, thefts, and fights in the written comments.

Overall, the negative comments seem to indicate that in areas of rule making and in some areas of personal interests (getting a responsive hearing, receiving equal respect, feeling safe), students feel that they have little impact. One must keep in mind, however, that overall the results of the survey are very positive across all groups and that, relative to the number of total surveys, very few students made comments. Therefore, not too much weight can be ascribed to the comments yielded by the survey. All comments made by students and staff can be found in Appendix L.

The significance of the findings is that the data are baseline data, and baseline data are needs assessment data. Beyond that data reported here in the narrative and that to be found in the appendix are the data for the individual schools evaluated or examined. Using the data available in this report and the original surveys available for their use, schools--both within and without the sample--can see where the perceptions of their students and staff lie. Using this information they can examine their own priorities, examine their practices, and begin to set their objectives and direct resources in an effort toward making improvements. For instance, since item 3 ("Students have a part in writing the rules of the school,") is the lowest item in assigned mean value across all grade levels, a school can begin to devise practices to insure student input into the rule-making and reviewing process. Just as importantly, schools can begin to make "upfront" to the students the site process whereby students do have input into rule making and reviewing. (Survey response on this item will not improve, necessarily, simply by involving more students in the process: that this is being done needs to be communicated to all stu- dents.) This is illustrated by the fact that a great many students at the elementary level say that their site does NOT have a written form of the rules and regulations: district procedures require that this be done and probably every school in the district does it.

Each school in the sample may wish to look at the returns of their particular school, compare this data with the survey results in general, choose a limited number of priorities (objectives) and set goals and objectives for improvement. Results will be most striking where efforts are communicated clearly to the entire student body and staff. Schools outside the sample can look at the data, make inferences as to how that data apply to their school site, and direct time and resources to making improvements as they choose.

CONCLUSIONS

The following conclusions seem appropriate in view of the data:

1. Elementary, junior high, and senior high school students agree that the following items represent areas of positive or high regard in the schools' climates of justice:

   - All races and backgrounds are disciplined equally.
   - All races/backgrounds take part in our school activities.
   - Counselors listen to student's side of story.
   - There is a written form of rules and behavior.
   - Infractions are explained before punishment is given.

   There is agreement at the three levels that the following are items of negative or low regard in the schools' climates of justice:

   - Students have a part in writing the rules of the schools.
   - All students feel they are respected here.

2. Staff responses to the survey instrument are more positive than student responses.

3. Student responses at the elementary level are more positive than the responses of junior high students; junior high students generally have more positive responses than senior high students.

4. Differences between treatment groups and comparison groups cannot be accounted for programmatically; therefore, they must be accounted for by the chance of selection.

5. The data form a baseline from which to compare future results.

RECOMMENDATIONS

The following recommendations seem appropriate:

1. Use individual school data and the results of this survey to arrive at goals and objectives for the specific site.

2. Involve students more in the process of discipline and justice at the site and create greater consciousness among students not immediately involved in the process of how students are represented and may be involved in the process.

3. Emphasize to sites and communities the positive aspects revealed by the survey.

4. Work to narrow the gap between staff and student perceptions of justice in the schools.

8.

STUDENT CAREER GOALS

STUDENT CAREER GOALS

DESIGN

Source of Data

In November, 1982, the Career Planning Inventory (CPI) was administered to approximately 20,000 students in grades 8, 10, and 12. Copies of the CPI for each grade level can be found in Appendix M . The CPI asks about career/educational plans and asks each student to make two career choices. The results of the CPI were published in March, 1983, by the Career Education Unit of the Curriculum and Programs Division and this analysis is based on the data for the secondary schools in the Race/Human Relations evaluation sample.

Focus of Analysis

The purpose of the analysis was to determine whether any trends or patterns in career and educational goals and plans existed which could be related to gender or ethnicity. The Inventory is divided into two sections. The first section asks a variety of questions related to career and educational plans, while the second presents a list of jobs grouped into 12 categories from which respondents are to choose. For the analysis, the District summaries were used to determine the top 20 career choices for each of the three grade levels. Each of the schools in the evaluation was analyzed according to these choices and the data grouped into male, female, Hispanic, White, Black, and Asian clusters.

The Inventory results listed some 47 different responses to the questions posed in the first section. Of these, the following were chosen for this analysis:

1. Present classes relate to general education
2. Present classes relate to trade or industry
3. Present classes relate to business
4. Present classes relate to college prep
5. Students uncertain of aptitudes
6. Plan to work with no further education
7. Plan to pursue the career of homemaker
8. Plan to join the military service
9. Plan to enter an apprenticeship program
10. Plan to go to a trade or business school
11. Plan to complete a junior college program
12. Plan to go from a junior college to a four year college
13. Plan to go right to a four-year college
14. Plan to attend more than four years of college
15. Students indicating they may not graduate

As with the career choice data, each school in the evaluation was reviewed on the above responses with the results again grouped by gender and ethnicity.

Procedures

The figures used in the analysis are percentages rounded to the nearest tenth. After the data were assembled for each individual school and grade level, the figures for the gender and ethnic groups were combined to determine a mean or average percentage for each according to the division between comparison and treatment schools for grades 8, 10, and 12.

Career planning categories of less than 10 students were not included in this analysis (see Appendix N for table of sample sizes). It was also determined that percentages would not be weighted.

FINDINGS

The results of the career choice analysis of the CPI are displayed in Tables 8.1, 8.2, and 8.3, showing top three career choices by group and grade level.

Career Distribution Analysis

Using the information on the top 20 career choices compiled for each school and grade level in the evaluation, means were computed by combining data into treatment and comparison group divisions. Tables 8.1 through 8.3 show the top three career choices at grades 8, 10, and 12 by sex and ethnic group. Data from District summaries are included for comparison.

Information on these charts and additional analysis of career choice distribution revealed in the student interest data sheets showed the following patterns:

Male: Professional athlete, physician, auto mechanic, computer programmer

Female: Physician, lawyer, actress, veterinarian, cosmetologist registered nurse

White: Physician, lawyer, computer programmer

Black: Professional athlete, computer programmer, physician

Hispanic: Auto mechanic, lawyer, physician

Asian: Physican, computer programmer, computer operator

The following careers were popular with all groups and grade levels:

Physician (especially in Asian groups)
Lawyer (especially in Female groups)
Computer careers

TABLE 8.1

SAN DIEGO CITY SCHOOLS

RACE/HUMAN RELATIONS EVALUATION

CAREER PLANNING INVENTORY ANALYSIS

TOP THREE CAREER CHOICES
GRADE 8

	MALE	FEMALE	HISPANIC	WHITE	BLACK	ASIAN
DISTRICT	Prof. Athlete	Physician/ Actress	Prof. Athlete	Physician	Prof. Athlete	Physician
	Physician	Veterinarian/ Model	Physician	Prof. Athlete	Physician	Computer Progrmr.
	Computer Progrmr.	Lawyer	Auto Mechanic	Actor/ Actress	Actor/ Actress	Prof. Athlete
COMPARISON SCHOOLS	Prof. Athlete	Veterinarian	Auto Mechanic	Physician/	Physician	Physician
	Physician	Actress	Lawyer	Veterinarian	Actor/ Actress	Computer Progrmr.
	Auto Mechanic	Physician	Architect	Animal Keeper	Prof. Athlete	Prof. Athlete
TREATMENT SCHOOLS	Prof. Athlete	Actress	Actor/ Actress	Physician	Prof. Athlete	Physician
	Physician	Model	Prof. Athlete	Prof. Athlete	Actor/ Actress/ Physician	Physician
	Computer Progrmr.	Physician	Architect	Veterinarian	Model	Prof. Athlete

TABLE 8.2

SAN DIEGO CITY SCHOOLS

RACE/HUMAN RELATIONS EVALUATION

CAREER PLANNING INVENTORY ANALYSIS

TOP THREE CAREER CHOICES
GRADE 10

	MALE	FEMALE	HISPANIC	WHITE	BLACK	ASIAN
DISTRICT	Prof. Athlete Computer Progrmr. Physician/ Auto Mechanic	Physician Cosmetologist Lawyer/ Model	Computer Operator/ Auto Mechanic Cosmetologist Secretary	Physician Computer Progrmr. Prof. Athlete	Prot. Athlete Physician Computer Operator	Physician Computer Progrmr. Computer Operator
COMPARISON SCHOOLS	Prof. Athlete Physician Airline Pilot	Physician Cosmetologist Secretary	Secretary Lawyer Physician	Physician Computer Progrmr. Lawyer	Prof. Athlete Computer Operator Physician	Computer Operator Auto Mechanic Electronics Tech.
TREATMENT SCHOOLS	Prof. Athlete Physician Auto Mechanic	Physician Cosmetologist Lawyer	Lawyer Auto Mechanic Computer Progrmr.	Physician Veterinarian Airline Pilot	Prof. Athlete Physician Computer Progrmr.	Physician Computer Progrmr. Computer Operator

TABLE 8.3

SAN DIEGO CITY SCHOOLS

RACE/HUMAN RELATIONS EVALUATION

CAREER PLANNING INVENTORY ANALYSIS

TOP THREE CAREER CHOICES
GRADE 12

	MALE	FEMALE	HISPANIC	WHITE	BLACK	ASIAN
DISTRICT	Computer Progrmr. Elect. Engineer/ Auto Mechanic Physician	Computer Progrmr. Accountant Registered Nurse	Computer Operator Computer Progrmr. Physician	Computer Progrmr./ Lawyer Physician Accountant/ Psychologist	Computer Progrmr. Computer Operator Accountant	Computer Progrmr. Elect. Engineer Physician
COMPARISON SCHOOLS	Computer Progrmr. Electronics Tech. Architect	Registered Nurse Lawyer Accountant	Auto Mechanic Computer Progrmr. Cosmetologist	Computer Progrmr. Accountant Lawyer	Computer Progrmr. Registered Nurse Accountant	Computer Progrmr./ Elect. Engineer Computer Operator Registered Nurse
TREATMENT SCHOOLS	Computer Progrmr. Elect. Engineer Physician	Psychologist Accountant Lawyer	Electronics Tech. Accountant Auto Mechanic	Lawyer Accountant Physician	Prof. Athlete Architect Psychologist/ Police Officer	Elect. Engineer Computer Progrmr. Physician

The Asian group is the first to indicate a preference for computer-related careers in the 8th grade, retaining a strong interest throughout the data. At the 8th and 10th grades, all ethnic groups tend to have similar aspirations in terms of professional and blue-collar careers. By the 12th grade, the White group indicates a propensity for professional careers, while the data for the Hispanic groups include more blue-collar jobs. Professional athlete remains a top choice in Black groups more consistently than in other groups.

Career choices change by the 12th grade. In the District summary data, professional athlete is a high choice in grade 8 but drops in popularity by grade 12. In the 12th grade, the job of accountant appears in the top three choices for the first time, and interest in computer careers is stronger. It should also be noted that in the female groups, registered nurse has apparently superseded physician, which, though still highly popular, is no longer in the top three choices.

Analysis of Responses to CPI Questions Related to Career and Educational Plans

The results of the responses to the questions related to career and educational plans chosen for this analysis can be found in Appendix O. Following is a brief analysis of the responses to each question.

1. Present classes relate to general education

   A significant increase occurs between the 8th and 10th grades, then declines somewhat in the 12th grade. Minority groups generally show lower percentages (from 2 to 12 percentage points) than Whites by grade 12.

2. Present classes relate to business

   This area is dominated by females, with differences as much as 20.1% female to 6.5% male by grade 12. Minority groups show consistently higher figures than Whites.

3. Present classes relate to trade or industry

   This area is dominated by males over females, generally around 20% to 2%. The Hispanic group generally shows higher percentages than other groups.

4. Present classes relate to college prep

   Males and females remain evenly divided in general through the three grade levels, each group averaging about 30% by grade 12. A definite pattern appears in the ethnic groupings with the Asian group consistently indicating the highest percentages (up to 49%), followed by the White group, the Black group, and, finally, the Hispanic group with percentages as low as 17%.

5. Students uncertain of aptitudes

   Percentages generally decline from grade 8 to 12. Females are

more uncertain than males, and Blacks are generally less uncertain than other groups.

6. Plan to work with no further education

   Figures decline appreciably from grade 8 to 12. Asians consistently show the lowest percentage and Hispanics generally are the highest.

7. Plan to pursue the career of homemaker

   Figures remain less than 2% and in most cases less than 1% for all groups and grade levels. Figures decline for females by grade 12.

8. Plan to join the military service

   Males show significantly more interest than females, while Hispanic and Black groups are consistently higher than the White group. By grade 12, this interest is as high as 14% for Hispanics and as low as 2% for Whites.

9. Plan to enter an apprenticeship program

   By grade 12, percentages are under 9% for all groups. Figures are highest for Hispanics and lowest for Asians.

10. Plan to go to a trade or business school

    Appreciable increases occur from the 8th to the 10th grade for all groups and then remain fairly stable in the 12th grade (12-15%) with Asian groups somewhat lower.

11. Plan to complete a junior college program

    Females appear to average from 3 to 5% higher than males in their responses to this question across the grade levels. Hispanic groups show the highest percentages (up to 15%) and Asians the lowest (from 2 to 7% in grade 12.)

12. Plan to go from junior college to a four-year college

    Figures increase consistently for all groups from the 8th to the 12th grade, averaging from 20-25% for both males and females by the senior year. Percentages in the Hispanic group tend to be lower than the other minorities.

13. Plan to go right to a four-year college

    Figures tend to parallel those for question #4 on college prep classes, with the same pattern evident: Asian (up to 41%), White, Black, and Hispanic (15% in 12th-grade treatment group).

14. Plan to attend more than four years of college

    Figures tend to decline from the 8th to the 12th grade, with

females tending to be higher than males. Asian and White groups tend to be similar, from about 13 to 16% by grade 12. Hispanics show an increase from 10th to 12th grade, but Blacks show a distinct decline.

15. Students indicating they may not graduate

    Figures increase between the 8th and 10th grades, then decline in grade 12 to under 10% for all groups. Percentages for males are higher than females, and Whites are lower than the minority groups in most cases.

Overall, it appears from this analysis that, with the exception of the Asian group, the minority groups tend to have stronger career aspirations in business and trade or industry than the White group. They also have lower levels of educational aspirations beyond high school.

CONCLUSIONS

The purpose of this analysis was to determine whether any trends or patterns in career and educational goals and plans existed which could be related to gender or ethnicity.

Although some of the top career choices of females are in careers that have been historically dominated by women, this is not an apparent trend and females do seem to prefer a higher preponderance of professional careers than do males. The White and Asian groups also tend to have a greater propensity for professional careers as well as higher levels of educational aspirations beyond high school.

The trends which emerge most readily from this analysis are:

1. Females choose a higher preponderance of professional careers than do males.

2. Whites and Asians have a greater propensity for professional careers than do Blacks and Hispanics.

3. Whites and Asians have higher levels of educational aspirations beyond high school than do Blacks and Hispanics.

RECOMMENDATIONS

It seems clear that staff responsible for career education and counseling in the schools needs to be aware of the aforementioned patterns. Hopefully, this information would be used in planning career and educational counseling at these schools to assure that both sexes and all ethnic groups are being provided appropriate information and encouragement to pursue a variety of career and educational options.

PART III

FINDINGS AND RECOMMENDATIONS

9.

DISCUSSION OF FINDINGS

Student Program, "Conflict"

1. Students participating in the student program, "Conflict" did not show cognitive gains of any educational significance from pre to posttest. Less than a point was gained, on the average, for the schools in the treatment group, on 15-point tests for Grades 4-6 and 7-9 and on a 40-point test for Grades 10-12. The reasons for no gain are not known, but there are several possibilities suggested by the data:

   a. There was considerable staff resistance to a "mandated program".

   b. Staff rated the inservice provided for the student program as insufficient.

   c. It is not known to what degree the teachers actually implemented the program and to what degree they emphasized the acquisition of cognitive skills (knowledge) about conflict and conflict resolution, even though they rated themselves highest on this survey item.

   d. The materials were late in arriving, and the teachers felt that this was detrimental to the program trial.

   e. Teachers may have been very uncomfortable teaching about race/human relations, depending on one or more of several variables: their own attitudes and knowledge about the subject, their teaching style, their preparation for teaching the units, their rapport with their students and other variables.

   f. The degree of match between a cognitive test and a basically affective curriculum with cognitive components.

   g. The quality of materials and guides were rated low by the teachers.

   h. The degree of precision of the materials may have been lacking; teachers surveyed felt that the guides and materials were too sketchy and/or too easy.

   i. Many of the materials suggested for use in the "Conflict" unit have been available for years, so it is not a completely new program. However, why were scores not higher if students were familiar with materials, and why would teachers be so concerned about preparation and lateness of materials if this were not a new program?

   Even if it could be established that the above-stated possibilities were the reasons that students showed no gain from beginning to end of program, the question would remain as to which one or ones were the most influential factors.

2. The goals, concept of the program and the need or value of such a program received comments on an open-ended question about strengths of the program. The goals and objectives of the program are based on concepts of the California State Department of Education and NIE. The comprehensiveness of the goals and scope of the program are praiseworthy. It is apparently at the step of translating those goals into specific programs and activities that the program first encountered criticism by staff.

   For example, there are some strong indications that the student program needs major revision, more precision and further development. Low ratings were given regarding the degree to which materials met the needs of students, the needs of teachers, the relevance of the program activities to actual school situations, and the sufficiency of the guide provided with the materials. Teachers suggested in their comments that the activities did not match the objectives, that more concrete lessons and activities are needed. The Program people would say that the guide is just that, a guide, not a precise manual of teaching lessons, that the teacher is provided an outline and opportunity to develop the lessons creatively. Perhaps both are true. A greater degree of precision in explaining what should be included in lessons to meet the objectives, some pilots of the lessons, and further development of a sequential program might help to meet the needs of many teachers, particularly those who are somewhat uncomfortable or new to teaching in the affective realm or who are uncomfortable dealing with some of the difficult or personal issues in a program. Others may enjoy the creativity allowed in developing their own lessons and may be quite at ease discussing human relations with students. Key comments cited in this report by survey respondents included suggestions that the program should be rewritten, that materials should be on time and that the program should be built into the regular curriculum.

Staff Program

The staff program received more favorable responses from teachers than the student program. The teachers indicated that the workshops were organized, that there was support for the program from site administrators, from central office administrators, and from facilitators. They said in the survey items that they were willing to involve themselves in the program, that they understand the purpose the the program and its requirements, and that they received assistance when needed in writing their action plan. They indicated that they value an integrated education for students of different racial groups.

While these comments and ratings are certainly more supportive of the staff program than the student program, the overall ratings did not reach 3.5 on a 5.0 scale for the staff program, and weaknesses were cited in the comments section. The ratings for the three strands of the staff program were 3.2, 3.2 and 3.0, and overall satisfaction with the program received a 3.0.

Comments about weaknesses included reference to the staff orientation packet and videotape, degree to which staff feels their efforts will be recognized and adequacy of materials. Open-ended comments mentioned resistance, negativity or apathy toward the program by individuals, skills of some facilitators, communication from the central office about the program, lack of relevance, the mandate, and separation of certificated and classified inservices.

At this point, the staff program has received greater acceptance than the student "Conflict" program.

Observations of Racial Mixing and Quality of Interaction

Racial mixing at the 24 schools was rated average to above average for almost all schools in the sample with elementary schools receiving ratings higher than secondary schools. Quality of interaction ratings were slightly higher than racial mixing ratings, and were in the average to above-average range for almost all schools. Generally, the observations served to indicate that many good activities and interactions are occurring and that schools are making positive efforts toward integration and good human relations between groups and among individuals. Ratings tended to be higher for those areas where the school had more control (classroom) and lower in areas where there was more "free choice of companions" (lunch, school grounds, etc.). These ratings are a positive support for the efforts of the school staff in working with the students and supporting the goals of the program in racial mixing and quality of interaction.

The observations also served to point out specific praiseworthy areas and problem areas at the schools visited, and these varied from school to school. The sharing of the team ratings at the end of the visit was usually a very positive note, with schools being receptive and often agreeing with the team's comments and descriptions, both of a positive and negative nature. However, many schools had trouble accepting the fact that they had not received an absolute "7" rating. This reflects in part an understandable pride the school has in its efforts or in its progress ("You should have seen this school five years ago."), but also reflects the newness of a systematic observation effort in which an acceptable or average rating is the norm, rather than an A+ for those who meet the "standard."

Problem areas pointed out to schools included apparent resegregation on the basis of race/ethnic group, violations of Title IX, and proportions of staff majority/minority representation. In several cases, the evaluation team has information that schools have responded and that corrections have been made since the visits.

Student Participation in School Activities and Leadership Positions

Based on the activities selected, differences were found between male and female rates of participation and ethnic group differences. Once it was identified that Hispanic students participate less than other groups in school activities, it followed that the percent of Hispanic students in leadership was also lower. For example, the percentage of Hispanic students in leadership positions is also lower than the percentage for groups of students who participate at a higher rate. The same is true of the gender difference. Females participate at a 60% rate, with males participating at 40%; and the percentages increase with regard to leadership positions; e.g., 65% to 35% in elected positions and 75% to 25% in appointed positions. The reasons for the disparity are not known. Several questions have been suggested:

1. The activities selected influence the results. Only one athletic activity, in winter, was counted. If all athletic activities during the school year were counted, would the percentages be the same?

2. Do teachers or others appointing students to leadership positions discriminate unfairly against males?

3. Do females simply have a greater interest in participating and putting forth the effort for leadership positions? (If so, why does this trend not continue beyond the school years? Do we have one standard for youth and one for adults?)

4. Do the differing maturity rates for males and females, particularly during the junior high years, influence the rates of participation and degree of responsibility which students want or take?

Likewise, we must examine the data on racial/ethnic groups. Do students have the opportunity to participate, but choose not to participate if they are under-represented in the activities? The responses on the Survey of Justice show that the item "All races/backgrounds take part in our school activities" was the third highest rated item for junior and senior high students. However, we have no data in this report to indicate what efforts are made at the school level to encourage students to participate. There are a number of questions raised by the data. Why are Black students elected more but appointed less? Is this a conscious effort at "equalization," or is there some degree of discrimination when appointments are made? Why do White students, whether resident or non-resident seem to participate at a higher rate? As with the suspensions data, it is not important to simply equalize numbers, but it is important to ascertain if students have equal opportunity, if there is a need for "encouraging" or "coaxing" to increase participation, or if students, for various reasons, simply choose their participation at these rates and that they do already have equal opportunity. Since sports are a big part of school life, it might also be important to see if the statistics change if more sports were included.

Interviews with Administrators about Institutional Practices

The administrators were able to articulate the goals of their schools well, and reported basic or academic skills and integration as the main goals. As they reported their procedures they seemed to have clear ideas about most of the institutional practices for which questions were posed. For example, they reported procedures for selection and election of students for awards and leadership positions that did not have built-in biases which would exclude students or groups of students. They reported that they were responsible for monitoring the racial/gender balance of classes, and that they rely on counselors to provide advice to students about courses. They also rely on counselors to assure the absence of prejudice and sexism, but they were less clear on how this occurs or they admitted the difficulty of any "assurance" in since area since the "isms" can be quite subtle. They were also less clear on how students are fully aware of job and career opportunities in traditional and non-traditional fields.

Administrators responded consistently about the reasons for student suspensions: they were consistent among themselves and consistent with the District Procedures. Although their methods of dealing with student disciplinary actions varied, they each described the procedures they used and indicated that they worked well for that particular school. When asked about racial incidents, seventeen of the twenty-four schools cited incidents and explained how they were resolved; the other seven said that they could not remember or did not have

incidents of a racial basis. Almost all incidents that there are now fewer incidents than there were three, four, or five years ago, and that much progress has been made.

From the responses reported by principals, there appears to be great variation in the reports of how counselors spend their time. Also, there was not a clear pattern of how students are assigned to classes. Some of the responses on student scheduling and assignment to classes were conflicting from one question to another.

Overall, most of the administrators provided open, clear, direct responses which would lead the interviewer to conclude that institutional procedures were fair and non-biased with the possible exceptions of assignment to classes and some degree of sex-bias in academic and career counseling or class selection. It was not indicated that there is sex-bias, but it was not clear that it was absent from the procedures.

Suspensions of Students

There are inequities in terms of numbers between rates of suspensions for different racial/ethnic groups and for gender. These numbers do not tell us why the numbers and percentages are uneven. Concern for equity should be shown by further interpretation of the suspension data, particularly at the school site level. However, the concern for equity should not involve a blind effort aimed at an equalization of numbers; it must address the reasons for the disparate percentages. In other words, if cultural misunderstanding results in some students receiving undue suspensions and/or students escaping from deserved suspensions, these issues should be addressed. In no way should the concern for equity in outcomes by number and percentages allow suspendable offenses to go unnoticed simply to equalize numbers. Specification for which infractions of rules lead to suspension are explained in district policy and procedures; the focus should be on fair and equitable enforcement of those rules.

Student and Staff Perception of Justice

Student responses to questions about justice and fairness at the school were more positive at the elementary than the junior high level, more positive at junior high than senior high, and less positive overall than the staff responses. These results are not particularly suprising in some ways, but complacency is not warranted. There do not seem to be student response data showing large discrepancies in perceived injustice on the basis of race/ethnic background. There are feelings that teachers do not listen to the student's side of the story and that students do not have a part in setting up the rules of the school. There are many areas which warrant close scrutiny by the school as to reasons why and ways to improve. The issues of freedom with responsibility and actions having consequences are not explored or available in this data, but should be included as people look at reasons why these ratings exist.

Next Steps

The next questions that need to be asked are:

- Why? Why do discrepancies exist? Why are the programs not showing results?
- What needs to be improved?
- What is the role of the school and school district in changing the conditions that need to be improved?
- Then, what should we do to ameliorate those conditions that need changing and that are in our realm to change?

This report (and results reported in the Race/Human Relations Report to the Board) give numbers, facts, conditions, contextual environment measures, program results, opinions from staff, statistics. Without this information we could not sufficiently address the WHY question, or we would be tempted to be satisfied with glib or quick answers. If we are making a serious attempt to change those things which are within our power to change, we must give careful consideration to the reasons for conditions, the circumstances before taking an action which might make the "numbers" look better, but which may not have solved the problem.

A specific example is provided with the suspensions data. Students indicated a positive response on a survey when asked if all races were disciplined equally. The staff were even more positive in their response to the same question. Yet, actual numbers of suspensions show some differences in the rates of suspensions by ethnic group and by gender. To equalize the numbers does not address the real issue. The issue is whether our policies and procedures about rules and infractions of rules are applied fairly and justly. What is causing the schools to suspend fewer students of one gender or ethnic group and more students of another gender or ethnic group? Is it the behaviors of the students or is it cultural stereotypes with which we see the students? Or is it a combination of these, and, if so, what needs to be remedied? In no way do we wish to excuse infractions simply to equalize numbers. Just as strongly, we would not want to see or overlook infractions of school rules for "other" reasons, such as gender or ethnic group. The numbers do not tell us why.

Another example comes from the lack of program results. If we say the program is at fault totally, and we write a new program, we may or may not have better results. We must ask why and to what extent the program materials are at fault and to what extent the recipients of the program either as teachers, administrators, or students have resistance to whatever program is offered and for what reasons they resist. Because it is mandated? Because it is a difficult area due to long-standing biases and the emotional nature or affective nature of the issues? Because the materials were late? Because they did not have adequate preparation? All these reasons were given in the data. Which ones are real and which are excuses? Obviously, the materials do need some revision and more specificity; obviously, better inservice needs to be provided. These needs are immediate, but we must also be aware of other factors that affect results of the program and address these issues, too. Survey item responses and comments indicate an acceptance and understanding of the concept, the need and support for a program, but also acknowledge lack of support and understanding on the part of some individuals.

Another example is provided by the career goal data. Depending on perspective, two questions could be asked: Why are students' career aspirations unrealistic (i.e, not everyone is going to be a professional football player or a physician, for example)? At the risk of allowing some unrealistic expectations and encouraging students to go after their goals, the better questions might be: Why do some students' career goals follow stereotyped patterns as they move from 8th to 10th to 12th grades? Is it because of real interest and an assessment of their abilities, etc., or is it simply a giving in to stereotyped choices regardless of their interests and abilities? Does counseling and career guidance in the schools play a positive, neutral or negative role? Or does the "outside world" influence their choices more than the schools? Interview data indicate that a more consistent effort in guidance could be implemented. They also indicate that the CPI instrument and data are not being as fully used at the school sites as possible to work with students and their future plans.

Other examples can be found throughout this report. If further analyses look at the data and the correlation and discrepancies of similar questions warrants a second report, further examples and detail will be given then. The preceding examples are meant to be examples, not a comprehensive discussion of all the "why" questions that are raised by the systematically collected data reported here.

Exploration of the factual data and of the possible reasons why these conditions exist leads to the questions of what needs to be reinforced and applauded, and what needs to be improved. To the extent that both the long-range and the shorter-range small incremental steps toward improvement can be identified, the effort is more likely to be successful.

What is the role of the school district and the school in improving conditions and opportunities and how far can we go? We need to recognize that we will not achieve 100% attainment of all goals in a societal sense, but we also need to recognize that there is much that we can do that is within the realm and control of the school district. Goals of the program have been set related to the schools. The concept of short-range, intermediate and long-range goals has been embraced by the program, but now needs more precision, particularly at the level of short-range course objectives and activities and at the level of the sequence from year to year and criteria to indicate progress. Terms of goals (long and short) relate to time, ie., what can be expected to occur in a short period of a course is different from what is expected over a period of years, K-12. Another perspective on long and short terms goals relates to those outcomes and the sequence in which materials are presented. What is the appropriate blend of cognitive awareness and knowledge with affective feelings and attitudes, both of which lead to behavior changes and attitudinal changes, which are the eventual long range goals in the programmatic sense. There is worth in recognizing what can and cannot be done in order to concentrate full efforts on changing what we can and waiting until a future date to tackle the "improbable."

While we are showing patience that it takes time to fully develop and implement a centrally developed program in Race/Human Relations, we must never let the recognition that 100% attainment is not probable interfere with our striving to that goal. Phrases such as "You can't change society," have too long been an excuse to make limited efforts toward improving human relations. Also, the recognition of the global goals should not prevent the formulation of intermediate goals, sequential steps and criteria to indicate progress. These

are much easier to define in an academic program than in an affective area, but are still important. The Race/Human Relations program has made a significant effort to define the overall goals and objectives and the concept of the program to be consistent with the research, the literature, and guides on a state and national level, and these goals have received acceptance and recognition by the survey respondents in the schools. The Race/Human Relations program has also made an effort to provide guides for instruction in five different areas for students and 47 objectives for staff. We must recognize the magnitude of this effort. However, the work is not over. In order to have a successful program, further refinement is needed in areas such as the definition of what is cognitive and what is affective, what sequences should be used, what skills are needed by teachers and inservice for those skills, whether to and how to infuse the program into the curriculum, the period of time in which the courses should be taught (short, concentrated units versus lessons interspersed throughout the year), etc., as discussed elsewhere in this report.

For a specific listing of all conclusions, see the executive summary of this report. Conclusions for each section are listed with the section. Recommendations follow in two parts, those for the program and those for evaluation efforts.

10.

RECOMMENDATIONS

RECOMMENDATIONS

Programmatic Recommendations

1. Continue district and school site efforts to enhance both the racial mixing and quality of interactions which are occurring at the school sites. Commend sites receiving exemplary ratings.

2. Although the student program goals seem to be appropriate, significant revision and modification of the Conflict program need to occur. Attention needs to be given to program outcomes for students and type of measurement for these outcomes, particularly specifying the appropriateness of cognitive and/or affective outcomes.

3. Increase, improve and refine staff inservice. Include areas that emphasize teaching techniques, presentation skills, materials, and specific teacher skills needed.

4. Provide the objectives, materials, and requirements for both the student and the staff in a consistent and timely manner to allow time for preparation and implementation.

5. Review the content of the staff program and its degree of correlation with stated objectives. The staff program does not need as extensive modification as the student program.

6. Work to insure visible support and commitment at all levels for the program and for the the Board of Education's and the Superintendent's goals. The Site Principal has a particularly important role in setting the tone for commitment and seeing that the Race/Human Relations Program is taken seriously at the school.

7. Improve proportions of majority/minority role models at all levels of school staff, as possible.

8. Individual school sites need to assess their efforts at involving students from all ethnic groups in participation in school activities.

9. Develop clear procedures and guidelines needed to assure the absence of prejudice and sexism in the academic, career advising and counseling processes.

10. Give attention to the disparity of suspension rates and the reasons why these are occurring. It is important not to blindly strive for equal numbers without considering the issue of underlying causes of the disparate percentages.

11. Give recognition to staff who are making strong efforts to improve race/human relations. Recommendations in a report such as this generally focus on the areas of needed improvement, but it is important to note that there are many individuals and schools who are contributing positively to the intent of integration and better race/human relations. Positive rewards for those who are going the "second mile" are as important to the success of the program as the assistance and/or punitive attention given to those who ignore the necessity of such a program.

12. Better and more consistent use at the school site of the Career Planning Inventory is recommended.

13. Site and central office administrators need to express and support the legal right of the District and the Court to establish or mandate curriculum and programs to be taught, and staff members need to recognize and accept that fact. The program is to be judged on its merits or weaknesses, not on the premise that it is mandated. Integration is a major goal stated by the San Diego City Schools Board of Education and Superintendent, and the question of whether to have a race/human relations program is not, at this time, debatable. Energy is better spent on improving the program, not on the moot question of whether it should exist.

14. As the program develops, consideration should be given to establishing competency criteria, either at the individual or school level. A suggested timeline to develop such criteria would be within one-to-three years. If it is possible to establish benchmarks of progress, staff would not have to fulfill objectives they have already met. Individuals not meeting the criteria would receive further or remedial work on the first-level objectives. The difficulty but importance of assuring that competencies are valid make this a recommendation for consideration and discussion, not a recommendation for action.

15. Provide staff development programs based on needs assessment data such as that given in the baseline information portion of this evaluation. Since the schools were randomly selected to be representative of the district as a whole, schools which were not a part of the evaluation can still use the aggregated data for self-assessment. Schools in the evaluation sample can be more specific, using the data collected at their site as well as the aggregated data.

16. Strand III of the program, "Institutional Practices" addresses many of the long-range needs in race human relations. Using needs assessment data, such as the baseline data in this report, a school profile could be developed for each site. Further, there are goals and a process to address them. The program needs to assure that the process is used.

17. The knowledge and cognitive portions of the program should be tied with the action plans to build or remediate needs at the site and to demonstrate relevance of activities with goals.

Evaluation Recommendations

18. The observation for racial mixing and quality of interaction among people should be continued with a new sample of schools during 1983-84 and subsequent years. It is recommended that elementary, middle/junior high and senior high schools be randomly selected from the schools which did not participate in the 1982-83 sample. In addition, any schools in the 1982-83 sample which had a score of less than "4" on team observation ratings should have a follow-up visit during 1983-84.

19. During the baseline year, schools were randomly selected to be representative of the district. While the random selection process should be continued, as stated in No. 1 above, it is recommended that beginning with the 1983-84 school year school names be published. The focus should be on individual schools now that a baseline has been established and procedures have been validated.

20. Three guides for student programs still need to be field tested: those written for Prejudice and Discrimination, Culture, and Diversity. In the light of the results, both for the "Identity" guides in the Race/Human Relations Report and for the "Conflict" program in this evaluation report, it is recommended that the three new guides be field tested and evaluated in 1983-84, including both tests of student mastery and opinions of teaching staff. The tests of student mastery should be developed as part of the program by the program writers, with technical assistance available from Evaluation Services, and should be field tested for reliability and item analysis prior to administration as part of the program and evaluation process.

21. The Survey of Justice and Fairness and investigation of discrepancies between students and staff should be continued as part of the evaluation in 1983-84.

22. A study of suspensions should be reported each year. Instead of data being collected and analyzed in a number of different offices, one office (department/division) should be responsible for the collection, analysis and reporting of data. These could be entered and analyzed either by mainframe computer or by microcomputer for ease and accuracy of reporting. If this is done, it is not necessary to include a report of suspensions as part of future race/human relations evaluations.

23. The role of the counselor, guidance practices and the assignment of students to classes should be studied, either through this program or through a separate study.

24. Communication and meetings with Community Relations and Integration Services Division should occur early in the 1983-84 year to determine needs for the 1983-84 evaluation design for the Race/Human Relations Program.

"Stereotyping and its consequence--enforced separation--are repugnant to our constitutional tradition. Integration is a central constitutional value--not integration that denies difference, but rather, integration that accommodates difference, that appreciates it and celebrates it."

"The function of the law...is to purge from the relation between government and citizens, and discourage in relations among the citizens themselves, what Judge Skelly Wright has called the 'arbitrary quality of thoughtlessness.' Between the values of integration and individualization, there is in the everyday world, and especially in the everyday world of large, official organizations such as the schools, considerable tension... However blunt an instrument for social change the courts may be, as James Coleman has correctly or incorrectly charged, the courts are not likely to cease insisting that other institutions act to serve these constitutional values."

"The promise of the Constitution to each citizen, the Supreme Court wrote in 1972, is 'Independence and self-confidence, the feeling of creativity... lives of high spirts rather than hushed suffocating silence.'"

-Thomas K. Gilhool
"Changing Public Policies: Roots and Forces"