

**Document Resume
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TABLE 30
Administrator Interview Form

1. Describe the informal levels of interaction of the urban and suburban children in your school?

Various
no problems

2. Describe any adjustment problems the urban children have experienced in adapting to your school

| <u>Response</u> | <u>N</u> |
|----------------------|----------|
| Aggressiveness | 7 |
| Academic skills | 6 |
| Socialization | 4 |
| Language differences | 2 |

Do any of these problems still exist?

Yes

No

If yes, which ones? All, to some degree

What do you feel will alleviate these problems?

Screening

Home-School cooperation

3. Describe any positive experiences the urban children have had in adapting to your school.

| <u>Response</u> | <u>N</u> |
|-----------------------------|----------|
| Social experience | 17 |
| Intercultural understanding | 6 |
| Academic achievement | 5 |

4. Describe any positive experiences the suburban children have with the urban children.

| <u>Response</u> | <u>N</u> |
|-----------------------------|----------|
| Intercultural understanding | 11 |
| Social experiences | 7 |

5. Describe any adjustment problems the suburban children have experienced in adapting to the urban children.

| | |
|---|---|
| Physical aggressiveness of urban children | 9 |
| Negative parental attitudes | 7 |
| Language differences | 4 |
| None | 4 |

Do any of these problems still exist?

YES NO

Which ones? All, to some degree

5. (Cont'd)

What do you feel will alleviate these problems?

Continued interaction of children

Screening

Teacher training

Introduction of multiethnic curricula

6. In which extracurricular activities do urban pupils in your school participate? Various

Indicate the number of these children participating in each activity.

7. In which other extracurricular activities have urban pupils in your school expressed a desire to participate? Various

Why don't they participate in these activities?

Transportation

8.^a Is participation in extracurricular activities desirable for urban pupils in your school?

N=14 YES - NO N=2 No Answer

If yes, in what ways?

Greater interaction on an informal basis will encourage understanding among children

9.^a Is participation of urban pupils in extracurricular activities desirable for suburban pupils in your school?

N=13 YES - NO N=3 No answer

If yes, in what ways?

Same as #8

10. Did you receive adequate academic information about the urban children before they entered your school?

N=8 YES N=9 NO N=3 No answer

If not, in what ways was the information inadequate?

Readiness information

Family background, expectations

Academic records

^a Questions answered by 16 respondents, 4 not asked question.

10. What information, if any, was most useful to you?
(Cont'd)

Attitudes
Behavior patterns
Family background
Academic records

11. What academic needs of the urban children are your teachers
unable to meet in their classrooms?

| <u>Response</u> | <u>N</u> |
|--------------------------|----------|
| Basic Skills | 8 |
| General remedial work | 2 |

What changes would you suggest to insure that these needs
are met either in your classroom or in the school?

Late bus
Instructional modification
In-service training in Black culture
for teachers and administrators

Who should be responsible for implementing these changes?

Teacher, Administrators

12. Describe satisfying experiences you have working with urban children in the program.

| <u>Response</u> | <u>N</u> |
|---------------------------------------|----------|
| Personal interaction with children | 12 |
| Watching, encouraging academic growth | 9 |

13. Describe difficulties you have experienced working with urban children in the program.

| <u>Response</u> | <u>N</u> |
|------------------------------------|----------|
| None | 3 |
| Discipline | 7 |
| Understanding children's attitudes | 4 |

14. Has your staff made any modifications in their instructional techniques or classroom activities as a result of participation in the transfer program.

N=10 Yes N=10 NO

Describe any that have been made and indicate what effect these modifications have had.

Individualization of work

Flexibility in acceptance of various behaviors and language patterns

Multiethnic materials introduced

15. Would inservice training be useful to you as an administrator of a school with urban children involved in the transfer program?

N=16 YES N=4 NO

If yes, what types of inservice programs would be useful?

Black culture

Human relations

Values seminar

16. Do you think administrators should participate in planning the transfer program?

N=8 YES N=12 NO

Explain.

If yes, what planning activities should administrators participate in?

Selection of students

Determinations of objectives

Instructional guidelines

17. What changes would you recommend in the transfer program's operation?

Screening of students for emotional and academic problems

More complete records from city

Use of district buses and drivers

Financial stability

18. Describe the reactions of suburban parents to the transfer program in your school.

| <u>Response</u> | <u>N</u> |
|-----------------|----------|
| Mixed | 12 |
| Positive | 4 |
| Neutral | 2 |
| Negative | 1 |

19. What types of formal or informal activities occur between parents of urban and suburban pupils?

| <u>Response</u> | <u>N</u> |
|-----------------|----------|
| Various | 16 |
| Very little | 4 |

20. Do urban parents participate in school activities?

N=17 YES N=3 NO

If yes, in what ways?

Conferences

PTA

Open houses

21. Do suburban parents participate in school activities?

N=20 YES N=- NO

If yes, in what ways?

Conferences

PTA

Open houses

Room mother

Volunteer aides

22. Given a choice, are you willing to have urban children in the transfer program at your school next year?

N=19 YES _____ NO N=1 Yes, with reservation

Explain your reasons.

APPENDIX C
BOARD PRÉCIS
JANUARY 1968 - JANUARY 1972
NONPARTICIPATING DISTRICTS

Summarized below are Board of Education minutes relating to intercultural education on a metropolitan basis from nine of twelve nonparticipating suburban school districts. The précis of the minutes from which these summaries were made were collected by Genesee Valley School Development Association.

1. Four transfer students participating at the high school level in this district for one year, returned to city schools the following year. Admission of five additional transfer students was denied by the Board at that time. However, in June 1971, a committee was established to investigate the transfer of district students to out of district schools, none of which were specified. A report from this committee was requested prior to the 1972-73 school year.
2. According to minutes of December 1967, the Board did not favor participation in a regional demonstration school. Ten months later the Board reaffirmed its stance, asserting its belief that home schools should be upgraded. Afro-American history was introduced as a high school course during the 1969-70 school year.
3. As a result of participation in a study of needs for cooperative programs involving the culturally handicapped the Board adopted the following policy:
 - a. Programs for intercultural education should be expanded for district pupils.
 - b. Consideration would be given to participation in the transfer program with the City School District in 1969-70.
 - c. The space problem of the district was too great to increase enrollments with out-of-district pupils for 1968-69.Since March 1969, a teacher exchange with Rochester School No. 14 was implemented, intercultural activities in adult education were promoted and curriculum revision for intercultural education at all grade levels was under study.
4. This district offered Title I funds to the city in 1967-68 for establishment of a cooperative exchange program. No action on this offer was taken by the City School District. In November 1968 an exchange

4. (continued)

program between district and city 7th graders was proposed and dropped due to "an incordial reception" by a City School District representative. A subsequent proposal for City School District pupils to participate in the district's summer school was defeated the following Spring.

5. The Board stated that no transfer programs would be entered into unless a district referendum was taken.
6. A Citizens Advisory Committee recommended the following Board action in July 1969:
 - a. That guidelines be established for teaching human relations.
 - b. Minority hiring be increased.
 - c. Establishment of teacher exchange programs with the City School District.
 - d. Participation in a pupil transfer program with the city.

In December 1969 the Board demonstrated a favorable stance toward the first three recommendations, a negative stance toward the fourth. However, in October 1970, the Board agreed to provide transportation for its district pupils who were enrolled at the city's World of Inquiry School.

7. Although a Citizens Advisory Committee was established in 1968 to study the feasibility of a voluntary enrollment program, no subsequent action was recorded in Board minutes.
8. In April 1969, a motion to participate in a transfer program with the City School District was defeated. However, the Board recorded its concern for quality integrated education in a statement dated September 1968.
9. A resolution adopted in December 1970 indicated the Board's stance that an understanding of human relations is important to the education of each child. Discussion emphasized that changing housing patterns would be the most realistic way of assuring opportunities for this understanding.

APPENDIX D
CONTACTS MADE WITH
SUBURBAN REPRESENTATIVES

TABLE 31

TABLE 31
CONTACT MADE WITH SUBURBAN REPRESENTATIVES

| Representatives & Date | District(s) Contacted | District Representatives (Numbers, if available) | Purpose |
|---|--------------------------|---|---|
| Administrator Evaluator 1/3/72 | P | Superintendent (1) Principals or Assistant Central Office Administration (3) | Discussion of proposal, evaluation design |
| Administrator Dr. James Aven, Project Officer 1/6/72 | T | Community Board of Education Central Office Administration Superintendent Teachers Administration | General discussion of activities in West Irondequoit |
| Administrator Evaluator 1/11/72 | T | Building principals Central Office Administration (3) | Discussion of proposal, evaluation design |
| Administrator Evaluator 1/11/72 | R | Building principals Central Office Administration (1) | Discussion of proposal, evaluation design |
| Administrator Evaluator 1/13/72 | S | Building principals (5) Central Office Administration (3) | Discussion of proposal, evaluation design |
| Administrator 1/20/72 | Q | Principal | Discussion of proposal, evaluation design |
| Administrator Evaluator 1/21/72 | U | Principals (2) | Discussion of proposal, evaluation design |
| Administrator Superintendent 2/1/72 | P R S Ta U | Central Office Administration | Funding for 1972-73 |

TABLE 31
CONTACT MADE WITH SUBURBAN REPRESENTATIVES
(CONT'D)

| Representatives & Date | District(s) Contacted | District Representatives (Numbers, if available) | Purpose |
|--|---|--|---|
| Superintendent Coordinator, Urban Funded Programs 2/29/72 | P R S T U BOCES ^b | Central Office Administration | Meeting with State Education Officers concerning state aid for program transportation; pupil transfer and exchange agreements; possibilities for additional state aid |
| Administrator Evaluator 3/6/72 | P Q R S T U ^c | Central Office Administration | Discussion of proposal development for 1972-73 |
| Administrator Evaluator 3/14/72 | BOCES | District Superintendent | Discussion of possible BOCES role |
| Administrator Superintendent 3/28/72 | P R S T U | Superintendents | Funding for 1972-73 |
| Administrator Coordinator, Urban Funded Programs 4/24/72 | P R S T U | Superintendents | Funding for 1972-73 |
| Administrator 5/16/72 | P | Assistant Superintendent | Pupil Placement for 1972-73 |
| Administrator Coordinator, Urban Funded Programs 5/17/72 | P R S T U | Central Office Administration | Funding for 1972-73 |

TABLE 31

CONTACT MADE WITH SUBURBAN REPRESENTATIVES
(CONT'D)

| Representatives & Date | District(s) Contacted | District Representatives (Numbers, if available) | Purpose |
|---------------------------------------|----------------------------|--|----------------------------------|
| Administrator Evaluator 5/24/72 | P | Assistant Superintendent | Teacher Inservice for 1972-73 |
| Administrator Evaluator 6/1/72 | BOCES #1 | District Superintendent | Model Development 1972-73 |
| Administrator 6/21/72 | Model Cities Task Force | Model Cities Education Committee | 1972-73 Program |
| Administrator 6/22/72 | P | Assistant Superintendents Board Member | Pupil Exchange |

- a Represented by Board Member
- b Represented by District Superintendent
- c No representative

CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

DIVISION OF
PLANNING AND RESEARCH

SEPTEMBER 1972

AN ABSTRACT OF
THE FIRST INTERIM EVALUATION REPORT:
URBAN-SUBURBAN PUPIL TRANSFER PROGRAM
1971 - 1972

INTRODUCTION

The purpose of the Urban-Suburban Pupil Transfer Program is the reduction of racial isolation among urban and suburban children. Generally, officials expected that daily interaction of urban and suburban children would lead to increased social and academic skills for all pupils involved. Goals specified for 1971-72 related to pupil achievement in reading and mathematics and attitudes of pupils, parents and school personnel. The transfer of 524 City School District pupils to six school districts and one demonstration school, made possible jointly under ESEA Title III and State Urban Education aid, was the primary activity designed to achieve this goal. Originally, 24 pupils were enrolled at West Irondequoit in 1965 while current participants also attend schools in Brighton, Penfield, Pittsford, Wheatland-Chili, suburban schools in the Rochester Catholic Diocese and the Center for Innovation in Education at Brockport.

The World of Inquiry School received Title III funds under this program although funds were made available through a variety of sources. A total of 201 pupils were enrolled at this experimental demonstration school with suburban children representing 20 percent of the total enrollment. Those enrolled were given considerable freedom in structuring their educational experiences, including extensive opportunities in art, science, technology, social studies, music, health and library work.

EVALUATION DESIGN

Since the general purpose of the evaluation was to obtain baseline data, criterion referenced objectives (relating to pupil achievement and attitudes, and parent, teacher, and administrator attitudes) were specified for the transfer program. Results achieved by pupils on tests in the New York State Pupil Evaluation Program and teacher perception of pupil performance

were used to assess achievement objectives. A series of interviews was used to determine the extent to which objectives relating to pupil, parent, teacher and administrator attitudes were attained. Random sampling techniques were generally employed for these interviews.

Objectives specified for pupils at the World of Inquiry School related to achievement, attitudes, creativity and interests. Pupil performance on standardized reading and mathematics tests and teacher assessment of pupil progress were used in the evaluation evaluating achievement. An evaluation of attitudes, creativity and interests of the children is being prepared by Dr. David Elkind and is expected in early Fall 1972.

RESULTS

The following results were considered most significant.

1. Pupils

- a. Expected gains in reading and mathematics were generally not attained, although approximately one-half the urban pupils maintained or increased their achievement levels in reading and mathematics relative to state norms.
- b. Placement in instructional programs in reading and mathematics was considered appropriate for three-fourths of the pupils.
- c. Teachers and administrators alike expressed concern about meeting the social and remedial needs of the children. The majority of urban pupils in grades 1-8 expressed satisfaction with the transfer program and a willingness to continue; however, older pupils expressed some reservations about the distance to the suburban schools and a desire to attend city schools where more of their friends were enrolled.
- d. Daily school attendance of transfer pupils was generally better than that of city pupils.

2. Parents

- a. Urban parents readily expressed support for the program and generally believed it offered their children "better educational opportunities."
- b. Equal percentages of suburban parents reflected positive and negative attitudes toward the program. Four out of ten believed their districts should lend financial support.

3. Community

The Urban-Suburban Community Council met four times to review general program operation but did not function as an advisory group as intended.

4. Boards of Education

- a. Commitments have been given by all participating districts to maintain or increase transfer pupil enrollment providing tuition is paid.
- b. Two of nine nonparticipating districts have approved the program in principle, none has taken formal action to participate during the 1972-73 school year.

5. Teachers and Administrators

- a. The majority of teachers and administrators were in favor of the program and expressed a willingness to continue as participants.
- b. Teachers, district administrators and the program administrator differed in their perceptions of program objectives.
- c. A ten percent decrease in pupil enrollment resulted from an expected budget deficit.

6. World of Inquiry School

- a. Pupil achievement in reading and mathematics was generally higher than counterparts citywide.
- b. Placement in instructional programs appeared appropriate for approximately two-thirds of the pupils in reading; for all pupils in mathematics.

RECOMMENDATIONS

The following recommendations are offered for future program improvement. In each instance, the recommendation is based upon analysis of data or the deductions and inferences drawn from the components that were evaluated.

1. Clarify and redefine the goals of the program, so that all interested groups concur upon the purpose, direction and operation of the program.
2. Identify and designate one liaison person from each district to assist in program modification, coordination and implementation.

3. Appraise pupil progress periodically during the year and provide immediate compensatory assistance when needed.
4. Provide inservice training to district officials and teachers relating to both the needs and culture of urban transfer children.
5. Provide special transportation after the school day so that urban children may increase interaction with suburban children and school personnel.
6. Establish and maintain closer home-school contacts especially with regard to attendance.
7. Continue exploration of methods for reducing operational costs while increasing pupil participation so that racial isolation is not reestablished.
8. Include representation from each interested and involved group on the Community Council.
9. Implement two way pupil exchanges.

NOTE: Additional findings and recommendations can be found in the FIRST INTERIM EVALUATION REPORT: URBAN-SUBURBAN TRANSFER PROGRAM 1971-72. A copy is available through the Division of Planning and Research, City School District, 13 South Fitzhugh Street, Rochester, New York 14614.