Letter to Case Teams

January 15, 2004

Dear Case Study Team,

Thank you for participating in the CES Student Evaluation Case Competition. First of all, please be assured that no one from the case writing team will be on the panel of judges, so our own perspective will not influence the assessment of your submission. Second, remember that there is no single correct solution. There are always a wide range of possible approaches to any challenge. A good one is well thought out, rational, and works in a given environment.

This case is somewhat of a departure from previous Case Competitions. You are asked to prepare an evaluation plan (and methodology) in an area that most Canadian-based evaluators are unfamiliar, programs designed to implement U.S. desegregation policy. Specifically, you and your team are being asked to respond to a call from the Director of Diversity and Student Services at the *Keillor-Gustafson School Board,* a suburban, northern mid-west U.S. school district. She has been given the task of evaluating her district's desegregation policy and is unsure how to proceed. **She has $100,000 budget to complete this evaluation**. Your company was awarded the contract because the school

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district felt is was better to hire a company without any preconceived notions about desegregation. The following information is provided to you from the Director only. Though brief, it should provide all the information you need to complete the tasks involved in the case. Desegregation policy in the U.S. is a complex and challenging issue. The goal is not to test your content knowledge but rather, within a complex environment, to allow you to theoretically justify your evaluation design, demonstrate mastery over methodology and foresee potential risks to your plan.

Your tasks in this case study competition are as follows:

1. *Design a comprehensive evaluation plan.* You have some flexibility, but there are a few rules. It must include: the theoretical approach you would take and why, a list of the methodologies and an explanation of why you would choose them, a comprehensive reporting plan (who gets what information and when) and a detailed budget breaking down each expense.
2. *What are the risks associated with your plan?* Given the information that you have available, are there any issues that may impact the implementation of your evaluation? How would you go about dealing with these risks to your design?
3. *Design in detail two specific data collection tools, one quantitative and one qualitative.* You will have already explained why you chose these two methods (and perhaps others) in part 1. Here, give an example of what they might look like, the questions you would ask, the sampling strategy you would use, etc.

While this case study is fairly comprehensive, it is certainly not an exhaustive list of the information that you would need for an evaluation plan (and, of course, you would have more than 5 hours in the real world!). In any case where you feel

your evaluation design requires information not contained in the case study, explain what the information is, why it is important and how you might access it.

You should all be aware of the following information: In U.S. law, program evaluators that are hired to evaluate federal and state programs have access to school records such as transcripts and disciplinary records. The exceptions are obviously such areas of personal health information and psychological assessments.

Part 1) The following section provides a brief overview of U.S. desegregation policy.

When people think of desegregation policy, they immediately think of the famous Brown et. al. vs. the Board of Education (1954) in which a number of African American families throughout the U.S. petitioned the U.S. Supreme Court to allow their children to attend exclusively white schools. Though segregation (the forced separation of African American students from white students) was practiced in the South, there was also very little racial integration in the Northern states. The Supreme Court ruled in favor of the desegregation (and explicitly against the "separate but equal" approach that had dominated American education previously), ensuring all school-aged children had equal protection of the laws guaranteed by the Constitution. The Supreme Court, therefore, explicitly promoted a racially integrated school system, the result was that school districts were required to ensure that African American students were given the same opportunities as Caucasian students, even if this required busing students from their neighborhood school to a school at the other end of town.

- During the 1950s, the main controversy and debate centered on whether compulsory segregation based on race was harmful or beneficial to children.

- The 1970's were arguably the most volatile period in desegregation's history; including heated debate at both the Supreme Court and numerous

lower courts, political groups, legal scholars, and heated, occasionally violent, controversy in affected communities. Unlike the 1950's, when the conflict was *should* white and black students be integrated, the conflict in the 1970's centered around *how* to integrate.

- One particular incident was particularly salient for t*he Keillor-Gustafson School.* In 1973, the Supreme Court applied the *Swann* concepts of mandatory busing to achieve racial balance in northern school systems. As mentioned above, Northern school systems never had an official "dual" segregated system like the South. Nevertheless, neighborhood schools in Northern school districts tended to be populated with students from a single ethnic group. Some of these rulings were challenged. The 1974 *Milliken v. Bradley* decision, for example, set a precedent by excluding the white suburbs surrounding the predominantly black Detroit schools from integrated busing.

- After numerous lower-court decisions, the *Dowell v. Oklahoma City* decision in 1991 allowed school districts to return to neighborhood schools (and, in many cases, "informal" resegregation) once they had demonstrated compliance with the desegregation laws. As a result, school boards have sought *unitary status.* Unitary status implies that a school district no longer needs to fall under desegregation law if it can show it has achieved an equitable balance in access to facilities, budget, transportation, extra-curricular activities and the racial make-up of both the student and teacher population. Alternatively, districts may seek to adopt desegregation plans on their own. At the other end, many civil rights groups are back in court, not only to oppose unitary status but also to demand even broader remedies. They have requested broad metropolitan remedies between cities and suburbs, and they have petitioned for racial parity in classrooms, discipline rates, and even academic achievement.

<u>Part 2) The following section details the District's desegregation programming</u>

Diversity and Student Services Budget

The Director of Diversity and Student Services has responsibility for both desegregation programming and for student services. 75% of the unit's budget is oriented towards desegregation and diversity programming. 25% is oriented towards student services and guidance counseling. The majority of student services programming are related to guidance counseling and psychological support services offered to all students irrespective of ethnicity.

Every year there are fixed costs associated with:

Transportation and busing (the finance department uses a formula to determine how much cost is associated with desegregation over and above regular bus routes)

Salaries for administrative staff and counselors

Of the discretionary money available for desegregation programming:

40%: Professional Development for Teachers

5%: Professional Development for Guidance Counselors

15%: Multicultural Resource Center and Curriculum Materials

10%: Recruitment and retention of minority candidates

15%: Student Mentorship Program

15% Laptop and Videoconferencing for students

Multicultural professional development for teachers

Program Rationale:

The long-term goal is to have each teacher seamlessly integrate increased awareness of cultural diversity into classroom management, curriculum development and assessment.

Program Delivery:

2 day workshop (some teachers receive both days consecutively during the summer, others receive the 2 days spread out over 2 weeks during the school year)

Day 1:

- Understanding Diversity (teachers undergo a series of role playing exercises to help understand needs of cultural minority students)

- Review of examples of diversity being successfully integrated in classrooms

- Building a culturally inclusive classroom (teachers receive training on classroom management techniques to help facilitate diversity)

Day 2

- Assessment and diversity (teachers receive training on various assessment methods that are believed to provide more flexible and less culturally-biased assessments of students skills such as performance-based assessment techniques)

- Teach the teacher methodology (teachers receive instruction on teaching key diversity concepts to other teachers. They are given a mini-curriculum to use to aid in the process. Each teacher pledges to train 10 teachers throughout the year)

- Self-assessment (teachers provide an evaluation of the days events and provide contact information to allow district to follow-up. The director of diversity will use the follow-up information to facilitate training between teachers)

Accountability:

Both the state and district have invested money in professional development series. The state has asked the district to collect the following information:

1. # and demographics of teachers trained in original workshop

2. # and demographics of teachers trained by teachers in original workshop

3. # of teachers indicating they have changed practice as a result of this workshop

4. increase in test scores on statewide math and reading exams for students of

color

The associate superintendent has not provided any specifics but he has indicated to the Director of Diversity and Student Services that he is unclear on the benefits of the teach the teacher methodology and "wants some proof this works". The associate superintendent and the Assistant Director of Professional Development also want to ensure that the process and goals of multicultural professional development are integrated with each school's improvement plans (the school improvement plans are explained in section 3)

Multicultural professional development for guidance counselors

Program Rationale:
The long-term goal of the program is to have each guidance counselor seamlessly integrate increased awareness of cultural diversity into guidance techniques.

Program Delivery:
2 day workshop (some counselors receive both days consecutively during the summer, others receive the 2 days spread out over 2 weeks during the school year)
Day 1:
- Understanding Diversity (guidance counselors undergo a series of role playing exercises to help understand needs of cultural minority students)
- Review of examples of diversity being used as a successful concept in guidance counseling
- Building a culturally inclusive classroom (guidance counselors receive overview of diversity techniques being used by teachers in classroom)
Day 2
- Counseling and diversity (counselors receive training on methods to improve school environment and school to work transition for students. Workshop topics

include: new techniques to identify students at risk of leaving school, techniques on intercultural communication, leading small group multicultural student discussions on career planning, conflict resolution techniques when race/ethnicity is a factor in conflict, the impact of poverty on education)
- Self-assessment (counselors provide an evaluation of the days events and provide contact information to allow district to follow-up)

Accountability:
Both the state and district have invested money in professional development series. The state has asked the district to collect the following information:
1. # and demographics of guidance counselors trained in original workshop
2. # of guidance counselors indicating they have changed practice as a result of this workshop
3. increase in test scores on statewide math and reading exams for students of color

As with the teacher development program, the associate superintendent and the Assistant Director of Professional Development want to ensure that the process and goals of professional development plan for guidance counselors are integrated with each school's improvement plans (the school improvement plans are explained in section 3)

Multicultural Resource Center and Curriculum Materials

Program Rationale:
The purpose of this program is to provide teaching and learning materials for the school district that reflects the growing diversity in the school district and to provide sites in which teachers are able to access diversity curriculum materials and resources

Program Delivery:

The program will begin by establishing a multicultural student library at Elementary School B. A multicultural staff library will also be established.

Each school in the district was also given $10,000.00 in 2001-2002 to purchase multicultural library materials. Staff development on infusing these materials into the curriculum will begin with the 2003-2004 and continue through the 2007-2008 academic school year.

Accountability:

There is no specific accountability mandate for this program.   The Director of Finance, however, is auditing the multicultural library materials (e.g., was the money actually used for multicultural materials).

Recruitment and retention of minority candidates

Program Rationale:

The school district is a reflection on current and future practices of recruitment and retention of staff of color. Currently only a very small percentage of teachers working in this district are teachers of color.

Program Delivery:

Recruitment fairs will be attended in New York and Illinois, two states that have high numbers of African American teachers and teacher candidates In addition, school representatives will be funded to attend college fairs at Historically Black Colleges and Universities (HCBU'S) as well as Predominantly Hispanic Universities. .

Target Population:

Licensed teachers of color

Accountability:

The school board and superintendent are both said to be keenly interested in this recruitment strategy. The Director of Diversity and Student Services lets you know that this strategy was a compromise by the school board when they could not reach a decision on affirmative action hiring practices.

Student Mentoring Program:

Program Rationale:

A mentoring program provides opportunities for interracial contact among students. It will be beneficial to elementary students who need role models and to secondary students who are interested in learning leadership skills and in helping younger students.

Program Description:

The purpose of the Student Mentoring Program is to connect elementary students of color with secondary students who are positive role models. The older students will provide leadership, guidance, support and interracial modeling. They will take a personal interest in the elementary student's social and personal development as well as the academic achievement. Students at Middle School N and High School Y will be invited to become mentors to students of color from elementary schools D and E. The secondary students will be provided with training in how to serve as a mentor. Partnerships with students will be created based on each student's Interests. The student and mentor will meet a minimum of once each month during the academic year. Meetings will be held at Elementary Schools D and E with staff supervision. Mentors and students may choose to extend the length of the mentorship. Mentors will come from a variety of ethnic backgrounds and students will participate in a variety of ethnic celebrations.

Accountability

Funding for this initiative comes from both the state and the district. State representatives have asked for the school district to demonstrate that participation in the mentorship program increases performance on test scores, attendance rates and reduces disciplinary actions. The school district is interested in expanding this program but would like to wait until the evaluation is complete.

Laptop Computers and Video Technology for Students

Program Rationale:

The goal of this project is to increase student achievement and quality racial interaction using 'hands-on' teaching and learning methods through use of the computer for teachers and students. Immediate accessibility to computers has been shown to improve student learning and thinking skills along with increasing student attendance and the family's involvement in the student's education. The Beaufort County, South Carolina, laptop program for middle school students showed that students who fell into these categories made significant achievement gains during the study period when using laptop computers. The addition of video equipment will provide another technology for students to learn and express themselves.

Program Description:

Students will have the opportunity to increase their academic and technology skills by using portable Laptop computers and video equipment. The focus is on integrating the use of laptop computers with the *Math at Work* program (briefly described in section three) to increase math skills. For example, high school students use the laptops to download free structural engineering software and solve basic engineering questions. Students can also use the video equipment to broadcast live announcements, create shows, and document school activities. Students will carry the laptop computers from class to class for

note-taking, experiments, Internet access, written assignments, and other uses. They will be able to take the computers home to do homework and check-in with the school after hours.

Accountability:

      Funding for this program comes from the school district with a contribution from a private charitable source. While the charitable source would like the laptop program evaluated, the Director of Diversity and Student Services informs you that they are willing to wait for any district evaluation. The Director of Finance is planning on conducting an audit of the laptops in schools. Some parents have also raised concerns that students are using the laptops for "non-educational" purposes.

Part 3) The following section is a brief overview of School District

The local environment

The local area is a mix of middle and working class families. The average income is about $45,000 U.S. for a family of four. Most families earn under $100,000. When talking to the Director of Diversity and Student Services, you learn that many of the neighborhoods are considerably more integrated than they were when desegregation was first established in the district in 1978.

The Keillor-Gustafson School Board

The school board is comprised of 9 trustees, all of whom are elected: 5 Democrats, 3 Republicans and 1 Independent whose voting record is fiscally and socially conservative. All but one Democrat (an African American) and the independent (an Asian) are Caucasian. The Chair of the School Board is also elected. She is an African American and a registered Republican. There are school board elections every 4 years and you will be conducting the evaluation during these elections. The school board has final approval over any desegregation plans and will also have approval over the evaluation in so far as they can choose to accept or reject any recommendations the evaluation team

makes.   It is likely that you will be presenting the evaluation to a school board with some new trustees given that at least a few members may lose their seat during the election. Not all school board members have expressed interest in diversity and desegregation. However, you learn that one Republican and one Democrat on the school board are interested in appealing the desegregation ruling to the state court of appeals in order to apply for unitary status. They argue that busing records show that the school district is racially integrated and that forced busing is wasting educational resources (data on busing is available in Appendix A). The issue caused some heated debate at the last school board meeting when both members of the board and the head of the Parent – Teacher Association argued that academic achievement (available in Appendix A) and discipline records (available in Appendix B) were not equitable. They argued desegregation dollars were essential to rectify the situation.

Superintendent:

      The superintendent is hired (and can be fired) by the school board. The superintendent's responsibility is to shape the general direction of the district, approve any major curriculum and assessment changes, approve all budgets and monitor the progress of the schools towards. The Director of Diversity and Student Services tells you that, while the Superintendent is very interested in the results of the evaluation, his main preoccupation is with statewide test scores (appendix A) and their potential impact on school district funding. The Director also tells you that any presentation on the evaluation made to the School Board would have to be approved by the Superintendent as he would receive the bulk of the questions/comments from Board members.

Associate Superintendent:

      The associate superintendent's primary role is managerial. She is responsible for planning and monitoring the day to day implementation of district policy, including desegregation. She is also responsible for monitoring school improvement plans (discussed under principals and assistant principals) and sits

on most district planning committees (including desegregation and student services).

Director: Assessment, Curriculum and Professional Development

This is the largest single unit in the school district. Given the size of the unit, the director's role is mainly managerial, the substantive work is done by three assistant directors, each responsible for their own section. The first section is *student assessment.* The assessment unit recently underwent a short strategic planning session to identify the goals of the section and individual responsibility within each section. The goals were:

- Continue to implement the state testing program
- Establish a system structure for evaluation/research
- Conduct studies on selected district initiatives
- Market the Assessment Department

The assessment section coordinates the district-wide testing, including the state and national tests given on an annual or semi-annual basis. In addition to handling the distribution and collection of test materials, the section:

- maintains student and district test records,
- In conjunction with the communications department, they are responsible for distributing test results to parents and students,
- provides analysis of building and district results to teachers and principals
- assists curriculum study committees in assessing curricular success, and
- provides assistance in evaluating a variety of district programs.

The Assessment section also houses information on student transcripts, grades, attendance records and any information that might be used to assess the academic progress of a student. The Director of Diversity and Student Services informs you that, although she is the "client" in so far as it is her program you are evaluating, the Assistant Director of Assessment will also oversee the evaluation.

The second section is curriculum. The assistant director of curriculum is responsible for ensuring that the broad district curriculum strategy is implemented at the classroom level. There is a lead, chosen from the teaching

staff, for each curriculum "theme".   The curriculum themes are: Fine Arts, Health, Integrated Language Arts, School to Career, Science, Secondary English, Social Studies and Math. You are informed that the Math Department won a statewide award for their math curriculum entitled *Math at Work*. The Assistant Director of Curriculum, in conjunction with the Assistant Director of Assessment, is undertaking an evaluation of the Math at Work program.

The final section is professional development. The assistant director of professional development implements the district's plans through *Site Staff Development Teams.* The responsibilities, leadership and composition of Site Staff Development Teams are determined at each school, the only rule is that they must contain a majority of teachers. All sites are required to complete a staff development plan as part of their school improvement plan (more information on the school improvement plan is under *principals and vice principals*). This plan should be used to determine specific staff development activities based upon the goals and objectives in the plan and how staff development resources, should be allocated to these activities.

Written staff development plan and/or a school improvement plan are to be submitted to the Associate Superintendent for review each spring. Each site team determines how decisions are made for allocation of money to building based staff development activities as well as money to be allocated to individual professional development (workshops, professional leave, release time, etc.)

Any additional staff development (e.g., district wide) is determined by the assistant director of professional development who works with the District Staff Development Committee to plan and report (according to State requirements) staff development activities at the district and multi-building level.
District Staff Development Committee Composition includes:

- 4 Site Staff Development Team chairs
- 12 Teachers (at least one Elementary, Middle and High School)
- 2 Paraprofesssionals
- 2 Parent/Community Members
- 1 Clerical

- 1 Student Services
- 2 Principals
- 1 Indian Ed/Multicultural Student Advocate
- 1 Human Resources
- 1 Technology Specialist
- 1 Special Ed
- The Associate Superintendent
- The Director of Assessment, Curriculum and Professional Development

Director: Transportation

The Director of transportation and his team are responsible for transportation budgeting, scheduling the bus routes and working with the bus drivers and their union. There have been complaints from some bus drivers, particularly those serving High School Z, that there has been an increase in "difficult behavior" from students using the bus. Though the Director of Diversity and Student Services cannot give you more information, you are informed that all bus drivers must document any incident of unruly behavior in a log located with the Director of Transportation.

Director: Finance

The Director of Finance is responsible for all activities related to creating, implementing and reporting on school-level and district-level budgeting. You are informed that the Director and her team have installed a software system that is used to track costs at the classroom level in each building. This information is then used to develop a "cost profile" of each building and of the district as a whole. This information is reported annually to the State Department of Education.

Director: Human Resources

The Director of Human Resources is responsible for all planning and reporting related to human resource management, everything from developing

retirement packages to career counseling for teachers who are transitioning out of education. The Director and his staff are also responsible for intervening in any disputes between teachers. The Director of Diversity and Student Services informs you that she has sat in on five or six disputes between teachers based on accusations of racism (either at other teachers or students), but is uncomfortable providing specific information as she considers it private.

Director: Health and safety

This unit has a dual role. It is responsible for both student health (e.g., school nurses) and for maintaining student discipline (e.g., school-based security guards). There is some discussion under way as to whether or not the unit should be split in two. There has also been talk about having police at the three High Schools to ensure student safety. The Director of Diversity and Student Services informs you, however, that this is a controversial decision which, according to her, will not be made until after the school board election.

Director: Communications and public relations

The Director of Communications is a recent hire and, according to the Director of Diversity and Student Services, had originally applied for Director of Diversity and Student Services position. The individual is responsible for sending out the district newsletter and dealing with media and parent inquiries. The Director of Diversity and Student Services also mentions that the Director of Communications has some discretionary money. A director or principal can submit an application to have a portion of this money set aside for large meetings and conferences (for example, last month, the assistant director of curriculum had a conference inviting parents to learn about the *Math at Work* program)

Principals and Assistant Principals

Principals are generally responsible for building management, budgeting, communicating with Directors and setting school priorities. They often have very little direct contact with students. Assistant Principals are usually responsible for

the day to day running of the school and usually have responsibility in such areas as student discipline. The principals and assistant principals are also responsible for the school improvement plan. This plan, developed with formal input from teachers in all curricular themes, guidance counselors and parents, includes the building goals/objectives, a needs statement detailing the buildings annual fiscal and resource needs, building activities related to goals and the resources required to meet these goals.

The Director of Diversity informs you that there is a wide degree of variation of support amongst principals and assistant principals for desegregation planning. She confides that she is worried this some principals may try to derail any desegregation evaluation for fear of accusations of racism.

Teachers Union

Aside from the contributions of individual teachers, the teacher's union is also involved in decision-making in the school. Aside from advocating for teacher health and safety issues and human resource and compensation issues, the teacher's union is involved in advocating for educational reform. The Director of Diversity and Student Services informs you that the Teacher's Union president argued strongly against unitary status for the district at the last school board meeting. The teacher's union is also strongly opposed to statewide testing (data in Appendix A) and has hired a consultant to examine the validity and reliability of the tests.

Guidance Counselors

The guidance counselors are located in each school and report to the Director of Diversity and Student Services. There has been a high turn over rate amongst counselors, particularly at the middle school level.

Bus Drivers Union

The bus driver's union has expressed concern about increasingly violent behavior on school buses, particularly high school but also middle school buses

as well (the Director of Diversity and Student Services is unable to be more precise)

Paraprofessionals

Paraprofessionals are educational professionals whose role is to provide specialized educational assistance. Reading and math specialists or lab technicians are examples. The Director of Diversity and Student Services informs you that, while paraprofessionals are not responsible for disciplining students, they will inform teachers of the infractions and ask teachers to discipline students on their behalf. Paraprofessionals are not unionized and there is no formal structure that organizes them.

PTO

The Parent-Teacher Organization (PTO) is very active in this school district. The leader of the PTO as actively opposed any attempt to obtain unitary status for the district. She points to discipline rates and academic achievement as examples of how the district is not yet fulfilling its mandate for abn equitable education system. However, some parents have complained to the Superintendent that there is too much emphasis being placed on "soft subjects" such as diversity and not enough attention being focused on improving core academic achievement. They also point to test scores to validate their claim. Members of the PTO are divided on the value of statewide testing.

State Department of Education

The state department of education is a key stakeholder. Although they have yet to formalize an evaluation design protocol, they are asking all desegregated districts to undertake an evaluation of their districts. Two districts that are geographically close to Keillor-Gustafson are also undergoing a desegregation evaluation. The State Department of Education is also keenly interested in the results of statewide math and English testing (data in Appendix A). The state has not yet tied district funding to these tests, though this policy will

be phased in over the next two years. The target is for 50% of all students to achieve "high proficiency" on both the math and English tests (high proficiency indicates a grade of 66% or better). Districts failing to meet the 50% threshold would be put on probation and, potentially, be taken over by the state. All districts are received some professional development assistance to help them on the statewide tests. The state also wants districts to demonstrate "substantive" racial integration in each school. The definition of "substantive" has not yet been made clear (i.e., no specific target number)

Appendix A

Below is a list of all the schools in the *Keillor-Gustafson School Board*

- All primary schools are Kindergarten through Grade 5
- All middle schools are Grades 6 to 8
- All high schools are grades 9 to 12.

Local refers to students for whom this would be a neighborhood school

Bused in refers to students bused in from other areas

The statewide English and Math tests are administered to students in Grades 3, 6, 9 and 12.   High proficiency would indicate a grade of 66% or better

ESL refers to students who speak English as a second language

Paraprofessionals are individuals that assist the teacher in some specialized way. For example, they might be reading specialists or technical assistants for science labs

Primary Schools A, B and C are the main feeder schools for Middle School M
Primary Schools D and E are the main feeder schools for Middle School N

Middle School M is the main feeder school for High Schools X and Y
Middle School N is the main feeder school for High School Z
Because of zoning irregularities, middle schools from another district also feed High School Z

Primary School A
Total Population 482

Caucasian (60% of total population)					African American (30% of total population)					Other Ethnic Groups (10% of total population)				
Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL
98	2	55	58	30	35	65	42	61	18	85	15	28	37	65

Teachers at School A	
Total Number	**26**
Percent Caucasian	80
Percent African American	10
Percent Other	10

Paraprofessionals at School A	
Total Number	**8**
Percent Caucasian	88
Percent African American	0
Percent Other	12

Primary School B
Total Population 1,002

Caucasian (30% of total population)					African American (35% of total population)					Other Ethnic Groups (35% of total population)				
Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL
32%	68%	45%	49%	4%	65%	35%	39%	41%	3%	50%	50%	12%	31%	70%

Teachers at School B	
Total Number	***34***
Percent Caucasian	85
Percent African American	6
Percent Other	9

Paraprofessionals at School B	
Total Number	***19***
Percent Caucasian	48
Percent African American	26
Percent Other	26

Primary School C
Total Population 1,200

Caucasian (45% of total population)					African American (30% of total population)					Other Ethnic Groups (25% of total population)				
Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL
21	79	51	45	8	79	21	43	36	11	19	81	51	47	11

Teachers at School C	
Total Number	**39**
Percent Caucasian	82
Percent African American	8
Percent Other	10

Paraprofessionals at School C	
Total Number	**12**
Percent Caucasian	33
Percent African American	33
Percent Other	33

Primary School D
Total Population 508

Caucasian (45% of total population)					African American (25% of total population)					Other Ethnic Groups (30% of total population)				
Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL
100%	0%	58%	52%	4%	40%	60%	56%	54%	3%	70%	30%	48%	47%	12%

Teachers at School D	
Total Number	***25***
Percent Caucasian	85
Percent African American	6
Percent Other	9

Paraprofessionals at School D	
Total Number	***9***
Percent Caucasian	11
Percent African American	33
Percent Other	56

Primary School E
Total Population 1,112

Caucasian (25% of total population)					African American (35% of total population)					Other Ethnic Groups (30% of total population)				
Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL
30%	70%	23%	9%	50%	80%	20%	16%	11%	11%	74%	26%	8%	16%	61%

Teachers at School E	
Total Number	***33***
Percent Caucasian	76
Percent African American	12
Percent Other	12

Paraprofessionals at School E	
Total Number	***30***
Percent Caucasian	20
Percent African American	20
Percent Other	80

Middle School M
Total Population 2,104

Caucasian (45% of total population)					African American (35% of total population)					Other Ethnic Groups (20% of total population)				
Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL
40%	60%	32%	28%	15%	70%	30%	28%	22%	13%	75%	25%	18%	26%	60%

Teachers at School M	
Total Number	**59**
Percent Caucasian	90
Percent African American	6
Percent Other	4

Paraprofessionals at School M	
Total Number	**5**
Percent Caucasian	100
Percent African American	0
Percent Other	0

Middle School N
Total Population 2,200

Caucasian (35% of total population)					African American (35% of total population)					Other Ethnic Groups (30% of total population)				
Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL
60%	40%	31%	26%	40%	25%	75%	31%	26%	9%	28%	72%	21%	31%	40%

Teachers at School N	
Total Number	***64***
Percent Caucasian	92
Percent African American	3
Percent Other	5

Paraprofessionals at School N	
Total Number	***12***
Percent Caucasian	50
Percent African American	0
Percent Other	50

High School X
Total Population 1,000

Caucasian (55% of total population)					African American (25% of total population)					Other Ethnic Groups (20% of total population)				
Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL
65%	35%	50%	46%	18%	20%	80%	46%	47%	10%	75%	25%	24%	31%	70%

Teachers at School X	
Total Number	***41***
Percent Caucasian	73
Percent African American	20
Percent Other	7

Paraprofessionals at School X	
Total Number	***12***
Percent Caucasian	33
Percent African American	33
Percent Other	33

High School Y
Total Population 875

Caucasian (40% of total population)					African American (40% of total population)					Other Ethnic Groups (20% of total population)				
Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL
30%	70%	44%	51%	18%	70%	30%	41%	44%	16%	75%	25%	25%	34%	50%

Teachers at School Y	
Total Number	***35***
Percent Caucasian	54
Percent African American	20
Percent Other	26

Paraprofessionals at School Y	
Total Number	***14***
Percent Caucasian	43
Percent African American	14
Percent Other	43

High School Z
Total Population 2,203

Caucasian (30% of total population)					African American (50% of total population)					Other Ethnic Groups (20% of total population)				
Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL	Local	Bused in	Achieving *High Proficiency* in English	Achieving *High Proficiency* in Math	ESL
70%	30%	34%	56%	20%	25%	75%	29%	57%	6%	40%	60%	27%	43%	50%

Teachers at School Z	
Total Number	**65**
Percent Caucasian	58
Percent African American	15
Percent Other	26

Paraprofessionals at School Z	
Total Number	**10**
Percent Caucasian	70
Percent African American	10
Percent Other	20

Appendix B

Discipline Rates
*Discipline r*efers to ANY disciplinary action taken on a student by the school district. The cause of disciplinary action can range from being late to violent behavior.

Primary School A

ETHNICITY	% Disciplined at least once during school year
Caucasian	4%
African American	5%
Other	8%

Primary School B

ETHNICITY	% Disciplined at least once during school year
Caucasian	10%
African American	8%
Other	13%

Primary School C

ETHNICITY	% Disciplined at least once during school year
Caucasian	7%
African American	8%
Other	10%

Primary School D

ETHNICITY	% Disciplined at least once during school year
Caucasian	2%
African American	3%
Other	2%

Primary School E

ETHNICITY	% Disciplined at least once during school year
Caucasian	8%
African American	21%
Other	13%

Middle School M

ETHNICITY	% Disciplined at least once during school year
Caucasian	9%
African American	23%
Other	17%

Middle School N

ETHNICITY	% Disciplined at least once during school year
Caucasian	10%
African American	25%
Other	13%

High School X

ETHNICITY	% Disciplined at least once during school year
Caucasian	4%
African American	7%
Other	5%

High School Y

ETHNICITY	% Disciplined at least once during school year
Caucasian	8%
African American	12%
Other	10%

High School Z

ETHNICITY	% Disciplined at least once during school year
Caucasian	10%
African American	24%
Other	18%