

ADMINISTRATIVE, STAFF AND COMMUNITY  
PERCEPTIONS OF THE NORTH PYRAMID

An Impact Study of the North Pyramid,  
Minneapolis School District  
Decentralization Area, 1967-73

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## INTRODUCTION

Decentralization of public school districts is a growing phenomenon in large cities of the United States. An important reason for this trend is that educators and citizens alike have viewed the results of highly centralized school organizations and hoped for something better.

Traditionally, highly centralized school organizations have resulted in school policies, decisions, and programs often isolated from local school-community needs. As the planning and decision-making centers become farther and farther removed from the local schools, so too do the appropriateness and relevance of services offered to children.

In order to alleviate this problem, and thereby increase the effectiveness of schools, decentralization has been offered in a number of cities as a way to bring the administrative arm of school organization closer to the schools it serves. Through this means, increased numbers of local school administrators, teachers, counselors, parents, students, and others interested and involved in schools can presumably have a voice in specifying local school needs so that educational service becomes a function of the needs in that local school-community.

The present study has been designed to look at the impact the North Pyramid had during its existence from 1967-73. The North Pyramid was the first of a decentralization unit to be established by the Minneapolis School District; in many ways it set a precedent for the subsequent citywide decentralization into four areas: North, South, East and West.

Because "centralization and decentralization are terms that define poles on a scale calibrated in varying degrees of authority delegated

by a superordinate to subordinate units,"<sup>1</sup> it may be useful to delineate at least two versions of decentralization, administrative and community control decentralization. The North Pyramid was an initial attempt at administrative decentralization. Fantini, Gittel, and Magat describe some of the differences in intent and results between administrative and community control decentralization in the following passage:

Coinciding with an awakening desire among the urban poor for power is a trend toward decentralization of services. This impetus, however, is more a matter of administrative efficiency than of responsiveness to community desire. It recognizes the difficulty of prescribing at the center uniform rules and procedures that can apply equally effectively across the whole of a large and diverse city . . . Administrative decentralization . . . should not be mistaken for community control or participation. It can facilitate community participation by locating the decision-making agencies close at hand. But it is no guarantee in and of itself of community participation.

Keeping in mind, then, that an administrative decentralization may or may not be characterized by increased delegation of authority by the superordinate to subordinate units, and may or may not be characterized by increased responsiveness to community desire, the present study has been designed to assess the impact the North Pyramid has had on three major areas: participatory school administration, school-community relations, and curriculum development. The first represents the planning, decision-making, and evaluative functions which become a large part of the administrative functioning of the local school unit; the second represents the communication network which works within the school,

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<sup>1</sup>Melvin Zimet, Decentralization and School Effectiveness (New York: Teachers College Press, 1973), p. 154.

<sup>2</sup>Mario Fantini, Marilyn Gittel, and Richard Magat, Community Control and the Urban School (New York: Praeger, 1970), p. 13.

between schools within the North Pyramid, and between the schools and the community; and the last represents the development of programs designed to meet the needs of children attending schools in the North Pyramid.

Each of these vital school concerns are often viewed by those involved with schools in a slightly different way. It was expected, therefore, that administrators, teachers, counselors, and community persons might perceive the impact of the North Pyramid on participatory school administration, school-community relations, and curriculum development in a variety of ways. In order to examine these differences, this study surveyed administrators, staff, and community on these three areas of concern. The report which follows summarizes their perceptions to the impact the North Pyramid had during its existence from 1967-73.

Finally, in determining what criteria would be used to assess the impact decentralization had on North Pyramid schools, consideration was given to the general guidelines established for decentralization as described in Candoli, Hack, Ray, and Stollar's School Business Administration: A Planning Approach. (It should be noted that although the North Pyramid was intended as an administrative decentralization, it is important to assess just what kind of changes did take place in North Pyramid schools and to what degree these changes moved toward greater local school control, i.e. subunit independence, during the North Pyramid's duration.) This approach describes the evolution of the central school office from control agency to support and planning center. The following procedures are ascribed as cues for decentralized units:

1. The setting of overall educational and social policy is the responsibility of the Board of Education. This responsibility cannot be decentralized.

2. The data needed to establish educational policy and goals are provided through the efforts of the central planning staff.
3. Day-to-day operational decisions must be made quickly and efficiently as close to the source of need as possible.
4. The subunits of the school system should have all necessary support and operational staff assigned to the local subunit and not have to work through central headquarters to arrive at decisions.
5. Local communities can and should be involved through the mechanism of advisory councils established at every school and every subdistrict and area.
6. The selection of professional personnel is best accompanied at the local level, therefore, each subdistrict must develop the personnel function.
7. Certain tasks, i.e. data processing, resource gathering, payroll, personnel record processing, etc., are best accomplished on a central base and performed as a service to the subdistricts.
8. Broad educational planning, while done at the central staff level, will allow for certain subdistrict and school unit decisions on programs necessary to meet school needs.
9. Decentralization in and of itself is no panacea; rather it is the result of well-planned reallocation of the decision-making power in order to increase the quality and effectiveness of the total system.
10. Planning must be an ongoing activity of all decentralized units. These subdistricts must have ready access to the expertise available at the central headquarters to assist in particular planning tasks.

In conducting this study we received a great deal of help and support from a number of persons. We would like to thank Mel G. Hoagland, North Area Superintendent, and his staff for sharing their insights and resources on the development of the North Pyramid; the administrators,

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<sup>3</sup>I. Carl Candoli, Walter G. Hack, John R. Ray, and Dewey H. Stollar. School Business Administration: A Planning Approach (Boston: Allyn and Bacon, Inc. 1973), p. 23.

staff, and community persons who supplied their perceptions on the North Pyramid's impact; and Doctors Vernon Hendrix and Tom Jackson, who advised us throughout.

## Chapter One

### A DEMOGRAPHIC PROFILE OF THE NORTH PYRAMID

The purpose of this chapter is to present a demographic profile of the North Pyramid attendance area. In order to characterize the area in its fullness, data have been presented in a number of topic areas. These include: geographic description of the North Pyramid area; population description by numbers, racial background, family income, unemployment, welfare, health, crime and juvenile delinquency, housing, and mobility trends; and changes in school enrollments and staff employment during the North Pyramid years, 1967-73.

#### A Geographic Description of the North Pyramid

The North Pyramid was and still is an area under the pressure of rapid social transition and population migration, as well as incipient physical blight. It is assymmetrically bordered on the north by Lowry and 34th Avenues North; on the east by 3rd Street and Washington Avenue North; on the south by Bassett's Creek; and on the west by Xerxes Avenue North. The northern boundary follows an arterial dividing Near-North from Camden Community, except where physical problems in the southeast corner of Camden Community required extension of the boundary two blocks to the north. The east boundary follows the route of a freeway in progress, which also separates residential from non-residential land use. The south boundary is similarly defined by an adjacent industrial district, and by the physical barrier of Bassett's Creek. The west boundary is the Minneapolis corporate limit. A map of the North Pyramid appears on the following page.

Population Characteristics of the North Pyramid

In 1967 the population of the North Pyramid was approximately 50,300. Table 1.1 presents a summary of the area's socioeconomic characteristics. It should be noted that the tabular data does not include an estimated 6,100 persons in the Harrison and Glenwood neighborhoods on the south edge of the attendance area because extensive renewal in these neighborhoods since 1960 made detailed census data unreliable. However, available data does suggest that the Harrison-Glenwood socio-economic characteristics are similar in cross-section to the data portrayed in these tables.

It should also be noted that because the North Pyramid area is relatively extensive, and because of the variety of conditions within its boundaries, the following summary data does not depict problems in specific parts of the area. Reference should be made to the exhibits for detailed data relating to the various neighborhoods within the Pyramid attendance boundary.

Table 1.1

North Pyramid Socioeconomic Characteristics

<u>Item</u>	<u>City Total</u>	<u>North Pyramid Area</u>
<u>Density, 1960</u>		
Population per net residential acre	32.5	38.0
Housing units per net residential acre	12.6	12.5
Percent units overcrowded	6.5	7.8
<u>Population, 1960</u>		
Census blocks (excluding blocks cleared for freeway and large non-residential projects)	482,872	44,192

Table 1.1 (con't)

Item	City Total	North Pyramid Area
<u>Land Area, 1962</u>		
Total net acres	27,458.81	1,476.62
Residential	13,767.29	1,161.48
<u>Family Income, 1960</u>		
Total number of families	121,181	11,308
Number with less than \$3,000	16,861	2,073
Percent of total families	13.9	18.3
Number with less than \$1,000	3,125	423
Percent of total families	2.5	3.7
<u>Unemployment</u>		
Males 14 and over in civilian labor force	129,197	11,022
Percent unemployed	5.2	7.0
Females 14 and over in labor force	92,592	6,214
Percent unemployed	3.1	6.2
<u>Welfare</u>		
Persons under 21	166,101	18,252
Percent receiving AFDC	7.1	16.7
Persons aged 65 and over	64,799	5,904
Percent receiving OAA	9.1	14.5
<u>Education 1960</u>		
Persons 25 years and over	286,244	24,293
Percent with less than 8 years education	13.0	19.0
Percent with less than 12 years education	51.5	65.9
<u>Health</u>		
Infant deaths per 1000 live births, 1965	22.4	17.5
TB cases per 1000 population, 1966	0.3	0.7
Illegitimate births per 1000 live births, 1966	128.4	192.2
Syphilis cases per 1000 population	0.1	0.3
Gonorrhoea cases per 1000 population	1.8	3.8
<u>Crime and Juvenile Delinquency</u>		
Total persons under 18	138,743	16,294
Total juvenile arrests, 1966	2,490	477
Percent of persons under 18	1.8	2.9
Total persons age 18 and over	349,788	27,898
Total criminal arrests, 1966	234	60
Percent persons age 18 and over	0.1	0.2

Table 1.1 (con't)

Item	City Total	North Pyramid Area
<u>Housing</u>		
Total housing units, 1960	173,115	14,485
Deteriorating and dilapidated, 1960	27,014	2,999
Percent total units	15.5	20.7
Dilapidated, 1960	5,624	546
Percent of total units	3.2	3.8
Substandard blocks, 1963	598	128
Percent of all blocks	13.1	29.0

The evident concentration of poverty and associated problems within the North Pyramid attendance boundary is well documented. Median family income in 1960 was below the city median in all but one included census tract. In Near-North Community, 29 percent of families had incomes under \$4,000 and 11 percent were under \$2,000. Median income for non-white families in the area of concentrated minority housing was \$3754, with 35 percent of non-white families earning less than \$3,000.

Low income and large family size assume particular significance when analyzed in relation to age groupings, which show large numbers in the dependent age groups; 37 percent of the population was age 17 or younger; 13 percent age 65 and older.

Indices associated with poverty and lack of opportunity also point up problems in the Pyramid Community. Educational attainment (1960) was below the city average; in the Near-North Community, median school years completed was 9.9, as compared with a city median of 11.7 years. The community was lowest among the city's ten residential communities in percent graduated from high school, only 35 percent of persons age 25 and over. Less than 12 percent of the community's population age 25 and over have any college experience.

Occupational groupings show limitations on opportunity and potential income. The bulk of Pyramid area labor force was in skilled, semi-skilled and unskilled occupations, with 45 percent of males employed as craftsmen, foremen, and operatives; and 20 percent as laborers, service, and private household workers. Professional level, clerical, and sales workers were a below-average proportion of both male and females employed, as compared with the city.

Unemployment rates were relatively high. In 1960, 7 percent of males and 6 percent of females age 14 and over in the civilian labor force were unemployed. Both proportions were above the city average.

The North Pyramid area showed the highest AFDC rates in the city. In 1966, 17 percent of its residents under 21 years of age were receiving AFDC payments, as compared with 7 percent city-wide. A 1963 tabulation showed a rate of 65 AFDC cases per 1000 families in the Near-North community.

Family problems which both contributed to and resulted from poverty were discernible in the area. The 1960 divorce and separation rate in Near-North Community of 58 persons per 1,000 population age 14 and over was second highest among the city's communities. The incidence of broken homes was much higher in the area than average, with 173 per 1,000 children under 18 years old without both parents living in the home, as compared to city rates of 129 per 1,000. The proportion of non-white working mothers showed definitely higher rates. Illegitimacy rates, 192 per 1,000 live births in 1966, were far above city rates of 128 per 1,000. In 1963 child neglect and protective cases were double the city rates.

Crime and juvenile delinquency rates were considerably higher for the Pyramid attendance area than for the city. One community showed

a rate of 233 juvenile arrests per 1,000 persons age 10-17.

Health problems included a tuberculosis rate of 0.7 cases per 1,000 population (1966), somewhat higher than the city rate of 0.3 per 1000, and an increase since 1962. Venereal disease was a definite problem, with gonorrhoea cases double the city rate, and syphilis more than triple.

The large concentration of non-white residents in the Pyramid attendance area suggests the problem of minority opportunity which requires social service programs and intensified educational programs. In 1960 the area contained over one-third of the city's black population, about 4,300 persons. The proportion of blacks in parts of the Grant school neighborhood exceeded 70 percent. There was every indication that the number of black residents increased substantially from 1960 to 1973. In addition, American Indian population in the Hall school neighborhood steadily increased.

#### Minneapolis Comprehensive School Development Plan

In 1967 the North Pyramid area was included in the most concentrated efforts of the city's Comprehensive School Development Plan. In the first phase of this plan, a five-year program financed and underway, North High School, Franklin Junior High School, and Grant Elementary School were to be replaced on new, better located sites. The second phase of the program (1969-1978) would replace four elementary schools and add to two others. Upon completion of this program, the physical school plants of the Pyramid would equal any in the city.

Prior to 1968, North High School, its three feeder junior highs and all eight elementary schools were autonomous, self-contained units in that they were no closer to a central administration than any other of the city's 75 public schools.

Formation of the North Pyramid

In 1968 the following twelve schools were identified by the School Board as the North Pyramid, the first of an administrative decentralization:

<u>High School</u>	<u>Junior High Schools</u>	<u>Elementary</u>
North	Franklin Jordan Lincoln	Bremer Grant (Bethune) Hall Harrison Hawthorne Hay Lowell Willard

The North Pyramid schools shared certain common problems. All but one of the school buildings were over 45 years old. Some of the buildings were being rehabilitated or had relatively new additions. Most of the facilities were not designed for modern educational innovations such as team teaching, nongraded classes, compensatory education, and extended day and extended week programs. Furthermore, 45 percent of the elementary school minority children in Minneapolis attended North Pyramid schools.

In addition, there was a general lack of communication between parents and the schools. This lack of communication was related to the limited educational attainment of many parents, lack of interest in traditional programs such as Parent-Teacher Associations, and limited time beyond the normal work day when teachers were available to meet with parents.

The teaching staff in the North Pyramid schools was younger and less experienced than was generally the case with teaching staffs in other areas of the city. The teacher training institutions had not adequately prepared these teachers to deal with the special problems of students in the North Pyramid area. For example, the typical classroom teacher

in a North Pyramid school worked with children from families where parents had limited education; where verbal skills were not as highly prized as in other communities throughout the city; where some children each day in each class were likely to be new to the classroom, to be hungry, to be tired from not enough sleep, to be ill but yet in school, and to be poorly clothed. This constellation of problems facing the North Pyramid teacher needed to be addressed in practical, but creative ways.

Efforts in the Minneapolis Public Schools to solve the educational problems in the Pyramid involved the use of local, state, and federal funds plus volunteer help in order to provide the best possible education for these children.

Residents of the North Pyramid were to become involved in planning, advisory and evaluation capacities for a number of programs of the Minneapolis Public Schools. These programs included: Project Head Start, Reading Resource Center, Lincoln Learning Center, Visual Aids Program, Experimental Junior High Project Motivation, and Post High Counselors. Programs were added under Public Laws 88-452 and 89-10. Residents became involved in the P.L. 89-10, Title I Advisory Committee in developing and monitoring programs for educationally disadvantaged children. Other programs were also sponsored under the Vocational Education Act, National Teacher Corps and the Child Nutrition Act.

One of the programs sponsored by (Elementary and Secondary Education Act) and Economic Opportunity Act funds which was most beneficial to the Pyramid Schools was the Teacher Aide program. In addition to providing valuable assistance to the classroom teacher and children, aides, who were neighborhood residents and therefore had a great deal of knowledge about the school neighborhood, helped interpret the problems and needs

of the local school-community and gave increasing leadership in neighborhood groups which were working on education and other neighborhood problems.

Table 1.2 details the school enrollment changes from 1967-73 in each of the North Pyramid schools, including staff enrollment rates during these years. Student enrollments listed by overall totals, minorities, and percentages of minorities, were obtained from the Minneapolis School District's Information Services Center via annual sight counts of pupils. Minorities were defined in these sight counts by HEW guidelines as Black Americans, American Indians, Oriental Americans, and Spanish-Surnamed Americans.

Table 1.2

School Enrollments and Staffing at  
North Pyramid Schools, 1967-73

	1967-68	68-69	69-70	70-71	71-72	72-73
<u>North High School</u>						
Principal	1	1	1	1	-	1
Assist. Prin./Adm. Assist.	2	3	3	3/2	-	1/2
Social Worker	2	2	2	2	-	2
Counselors	5	6	6	6	-	6
Human Relations Specialist	-	-	-	-	-	1
Nurse	1	1	1	1	-	1
Faculty	-	91	84	81	-	75
Police Liaison Officer	-	1	1	1	-	0
Special	-	3	3	3	-	2
SOS	-	-	-	-	-	7
Enrollment	2093	*	1488	1340	1432	1475
Minority Population	-	-	396	410	439	554
Percentage, Minority Pop.	-	-	26.61	30.60	30.66	37.56

\*The tabulation of sight count data was in an automated mode for the first time November, 1969.

Table 1.2 (con't)

	1967-68	68-69	69-70	70-71	71-72	72-73
<u>Franklin Junior High (806)</u>						
Principal	1	1	1	1	1	1
Assistant Principal	1	1	1	1	1	2
Social Workers	1	2	2	2	2	2
Counselors	2	2	2	2	2	1
Police Liaison	1	1	1	-	-	-
Nurse	1	1	1	-	1	-
Slow Learners and Tutors (SLD)	-	2	1	1	1	1/1
Faculty 7-9	21	25	26	25	27	37
Teacher Corps	2	1	6	-	-	-
Remedial Reading	1	1	1	1	1	-
Speech	1	1	1	1	-	-
Special Classes	2	1	2	2	2	2
Librarian	1	1	1	1	1	1
Student Support Program	-	-	-	-	-	6
Youth Advocate	-	-	-	-	-	1
Six Grade Teachers	-	-	-	-	-	3
Enrollment	519	-	437	432	592	736
Minority Population	-	-	135	144	187	204
Percentage, Minority Pop.	-	-	30.89	33.33	31.59	27.72
<u>Jordan Junior High (810)</u>						
Principal	1	1	1	1	1	1
Assistant Principal/Intern	1	1	1/1	2	2	2
Social Worker	1	1	1	2	2	3
Counselors	3	3	3	3	4	4
Police Liaison	1	1	1	1	1	1
Nurse	1	1	1	1	1	1
Faculty 7-9	50	52	56	58	43	46
Special Classes (SLD)	3	3	3	3	3/1	3/2
Speech	-	-	1	1	-	-
Remedial Reading/R.C.	/1	/1	/1	1	1/	1/
Librarian	2	2	3	4	2	2
Wecep Coordinator	-	-	-	1	-	-
Enrollment	1255	-	1219	1291	1156	1019
Minority Population	-	-	18	37	74	87
Percentage, Minority Pop.	-	-	1.48	2.87	6.40	8.54

Table 1.2 (con't)

	1967-68	68-69	69-70	70-71	71-72	72-73
<u>Lincoln Junior High (812)</u>						
Principal/Intern	1/1	1	1	1	1	1
Assistant Principal	1	3	3	3	3	3
Social Worker	1	3	3	3	3	3
Counselors	3	4	3	3	3	3
Police Liaison	1	1	1	1	1	1
Nurse	1	1	1	1	1	1
Faculty 7-9	43	46	44	39	39	37
Special Classes/SLD	3	4	4	4/8	4/8	4/9
Speech/EMC, Audio-Visual	1	/1	-	1/1	/1	/1
Remedial Reading/R.C.	-	3/9	/9	-	-	-
Librarian	1	2	3	3	3	3
Task Force	-	-	-	1	-	-
Wecep Coordinator	-	-	-	1	1	1
Psychologist	-	1	-	1	-	-
Curriculum Assistant	-	1	-	1	-	-
Enrollment	893	-	698	617	614	578
Minority Population	-	-	452	435	447	458
Percentage, Minority Pop.	-	-	64.76	70.50	72.80	79.24
 <u>Bremer Elementary (708)</u>						
Principal/Intern	1	1	1/1	1/1	1	1
Assistant Principal/Intern	-	-	-	-	1	1
Teacher K-6	27	28	28	27	26	28
Physical Education	1	1	1	2	2	2
SLDR	1	1	1	1	1	1
Speech	1	1	1	1	1	1
Social Worker	-	-	1	1	1	1
Special Service	1	1	-	-	-	-
Music Instr./Music Specialist	1	1	1	1	1/2	1/3
Resource/Supp. Resource	1	1	1	1	1	1/1
Librarian	1	1	1	1	1	1
Nurse/Oral Hyg.	/1	/1	/1	-	1/	-
Enrollment	884	-	857	830	781	791
Minority Population	-	-	63	52	67	81
Percentage, Minority Pop.	-	-	7.35	6.27	8.58	10.24

Table 1.2 (con't)

	1967-68	68-69	69-70	70-71	71-72	72-73
<u>Bethune (Grant) (707)</u>						
Principal/Intern	1/	1/1	1/1	1/1	1/1	1
Asst. Principal/Intern	-	-	-	-	-	1
Teachers K-6	21	24	21	26	28	26
SLDR	1	1	1	1	1	1
Speech	1	1	1	1	1	1
Social Worker	2	2	2	2	2	2
Special Classes	6	5	5	4	3	3
Physical Education	1	1	1	2	2	1
Librarian	1	1	1	1	1	1
Nurse/Oral Hyg.	/1	/1	/1	-	1	-
Music Instructor	1	1	1	1	1	2
SERC	-	-	1	-	-	-
I.A.						
H.E.						
Enrollment	621	-	584	617	589	513
Minority Population	-	-	357	410	421	396
Percentage, Minority Pop.	-	-	61.13	66.45	71.48	77.19
<u>Hall Elementary (724)</u>						
Principal	1	1	1	1	1	1
Assistant Principal	-	-	-	-	-	-
Teachers K-6	17	15	15	13	14	14
Music Instructor	1	1	1	1	2	2
P.E./Guidance	1/	1/	1/	1/	1/	2/
SLDR	1	1	1	1	1	1
Music Resource/Art Spec.	1	-	-	-	/1	1/2
Social Worker	1	2	1	1	1	1
Librarian	1	1	1	1	1	1
Speech	-	1	1	-	1	1
Nurse/Oral Hyg.	1/1	1/1	1/1	/1	1/	-
I.P.I.	-	-	3	-	3	1
Enrollment	466	-	402	383	387	338
Minority Population	-	-	133	140	162	143
Percentage, Minority Pop.	-	-	33.08	36.55	41.86	42.31

	1967-68	68-69	69-70	70-71	71-72	72-73
<u>Harrison Elementary (727)</u>						
Principal	1	1	1	1	1	1
Assistant Principal	1	1	1	1	1	1
Teachers K-6	31	32	27	25	23	24
Social Workers	-	1	3	2	2	2
Music Instructor	-	1	1	1	2	1
P.E./Art Res.	1/	1/	2/	2/	2/1	2/1
Reading Res./Remedial Rdg.	-	-	-	-	-	1/1
SLDR/Psych.	1/	1/	1/	1/	2/	3/
Speech	1	2	1	1	2	3
Librarian	1	1	1	1	1	1
Teacher Corps	3	-	-	1	-	-
Special Services	2	2	-	3	3	3
I.A./H.E.	1/1	1/1	1/1	1/1	1/1	1/1
Special Classes	3	4	5	4	3	3
Nurse/Oral Hyg.	/1	/1	/1	/1	1/1	/1
Enrollment	882	-	811	921	869	773
Minority Population	-	-	337	467	472	474
Percentage, Minority Pop.	-	-	41.55	50.71	54.32	61.32
<u>Hawthorne Elementary (728)</u>						
Principal	1	1	1	1	1	1
Assistant Principal	-	-	-	-	-	-
Teachers K-6	21	23	21	21	17	17
Social Workers	-	-	-	-	-	-
Music Instructor	1	1	1	1	2	2
SLDR	1	1	1	1	1	1
Speech	1	1	1	1	1	1
P.E./Art Specialist	1	1	1	1	1/2	1/1
Special Classes	-	-	-	-	-	-
H.E./I.A.	-	-	-	-	-	-
Nurse/Oral Hyg.	/1	/1	/1	-	1/1	1/1
Librarian	1	1	1	1	1	1
Enrollment	715	-	644	649	482	470
Minority Population	-	-	60	68	67	84
Percentage, Minority Pop.	-	-	9.32	10.48	13.90	17.87

Table 1.2 (con't)

	1967-68	68-69	69-70	70-71	71-72	72-73
<u>Hay Elementary (729)</u>						
Principal	1	1	1	1	1	1
Assistant Principal	-	1	1	1	1	1
Teachers K-6	22	29	31	32	28	30
Social Workers	1	2	2	1	2	1
Music Instructors	1	2	1	1	2	2
SLDR/Resource	1/	3/1	4	4	4	1
Speech/M.R.	1/1	1/	1/1	1/1	1/1	1/1
H.E./I.A./Art Spec.	-	/1	/1	-	/1	-
Special Classes	-	-	-	-	-	-
Special Services/Psych.	1/	/1	-	-	-	-
P.E./Curric. Coordinator	1/	1/1	1	1	1	1
Librarian	1	1	1	1	1	1
Nurse/Oral Hyg.	/1	1/1	1/1	1/1	1/1	1/1
Enrollment	669	--	715	667	636	523
Minority Population	-	-	534	524	514	438
Percentage, Minority Pop.	-	-	74.69	78.56	80.82	83.75
<u>Lowell Elementary (741)</u>						
Principal	1	1	1	1	1	1
Assistant Principal	-	-	-	-	-	-
Teachers K-6	19	20	21	21	20	20
Music Instructors	1	1	1	2	1	2
Social Workers	-	-	1	1	1	1
P.E./Art Spec.	1	1	2	1	1/2	1/
SLDR	1	-	1	1	1	1
Speech	1	1	1	1	1	1
Special Classes	-	-	-	-	-	-
Special Services	1	1	1	-	-	-
Librarian/M.R.	1	1	1/1	1	1/	1/
Nurse/Oral Hyg.	/1	-	/1	/1	1/1	/1
H.E./I.A.	-	-	-	-	-	-
Enrollment	626	-	647	613	569	565
Minority Population	-	-	47	42	68	67
Percentage, Minority Pop.	-	-	7.26	6.85	11.95	11.86

Table 1.2 (con't)

	1967-68	68-69	69-70	70-71	71-72	72-73
<u>Willard Elementary (769)</u>						
Principal	1	1	1	1	1	1
Assistant Principal	1	1	1	1	2	1
Teachers K-6	29	32	33	31	33	31
Music Instructor/Art Spec.	1/	1/	1/	1/	2/2	1/
Social Workers/Counselors	1/	2/	3/	3/1	2/	3/2
P.E./MR-R/MHR	1/	1/1/	1/	2/0/1	2/2	2/2
SLDR/Proj. Organizer	1/	1/	2/	1/	1/	1/1
Speech/T.T.T.	1/	1/	1/	1/	1/	1/
Special Classes/Comm. Organizer	-	1/	-	-	-	/2
Special Serv./ Tec. Coord.	-	-	-	-	-	1
Librarian/Res. Teacher	1/1	1/1	1/	1/	1/	1/1
Nurse/Oral Hyg.	1/1	1/1	1/1	1/1	1/1	1/
H.E./I.A./WIPOG	-	-	-	-	-	/1
Enrollment	963	-	897	802	776	677
Minority Population	-	-	538	516	547	497
Percentage, Minority Pop.	-	-	59.98	64.34	70.49	73.41
<u>Lincoln Learning Center</u>						
Director	1	1	1	1	1	1
S.W.	1	-	1	1	1	1
Teachers	5	2	5	5	4	7
Coordinators	-	-	1	1	-	-
Counselors	1	1	1	1	1	-
Comm. Liaison	-	-	1	1	1	1
<u>North Pyramid Office</u>						
Administrator	1 <sup>a</sup>	1 <sup>b</sup>	1	1 <sup>c</sup>	1	1
Asst. to Administrator	-	1 <sup>d</sup>	-	1	-	-
Clerks	1	2	-	2	2	3
No. Pyramid Spec. Educ.	-	1	-	-	-	-
Publicity Coordinator	-	1	1	1	1 <sup>e</sup>	1
Comm. Involvement Planner	-	1	-	-	-	-
Instr. Mat. Center Dir./ Reading Coor.	-	-	1	1/1	-	-
Sci. Center Coordinator	-	1	1	1	1	1
Urban Affairs Coordinator	-	1	1	-	-	-

<sup>a</sup> Consultant, Educ. Curr. and Prog. No. Side Schools

<sup>b</sup> Director of No. Pyramid Schools

<sup>c</sup> Area Asst. Superintendent

<sup>d</sup> Teacher on Special Assignment

<sup>e</sup> N.P. School-Comm. Communications

Table 1.2 (con't)

	1967-68	68-69	69-70	70-71	71-72	72-73
<u>North Pyramid Office (con't)</u>						
W.I.S.E. Vol. Serv. Coord.	-	1	1	-	-	-
W.I.S.E. Vol. Serv. Asst. Coord.	-	1	1	-	-	-
No. Pyramid Comm. School	-	-	-	-	1	1
Human Relations Specialist	-	-	1	-	-	-
Intermediate Read. Res. Team	-	-	-	-	-	3
Project Combine	-	-	-	3	4	6
L.A./Res. Teachers	-	-	-	2	2	2
Resource, New Teacher	-	-	-	-	-	1
Sec. Sc. Resource Teacher	-	-	-	-	-	1
Science Aide/TTT.	-	-	-	/2	-	1/
Fed. Proj. Coordinator	-	-	-	1	1	1

To summarize, the purpose of this chapter has been to present a demographic profile of the North Pyramid attendance area so that the many complexities which this area faced and in many instances still face - rapid social transition, population migration, incipient physical blight, and varied educational problems - will perhaps give insight to the reasons for decentralization in this area and the difficulties schools faced in attempting to meet the needs of children in the North Pyramid area.

## Chapter Two

### ADMINISTRATOR PERCEPTIONS OF THE NORTH PYRAMID

The purpose of this chapter is to describe the method used to survey administrator perceptions of the North Pyramid's impact during 1967-73, and to present the results of the administrator survey instrument and selected interviews.

#### Design and Procedures of Administrator Questionnaire and Interviews

The administrator questionnaire (See Appendix A for complete instrument) was comprised of ten questions designed to cover the same areas of concern covered in the staff and community questionnaires: participatory school administration, school-community relations, and curriculum development. Questions and answers followed a discussion format to allow for full explanation of responses.

Forty-five questionnaires were distributed to principals and their assistants at a North Area administrator's meeting in January, 1974. Twenty questionnaires were returned. Of these, ten were used for the purposes of this study since it was feasible to consider only those responses of administrators who had worked in the North Pyramid previous to and during the years of the North Pyramid's existence.

Interviews were also requested at this North Area meeting, and three principals, an elementary, a junior high, and a senior high school administrator consented to be interviewed the following month. Data from both interviews and questionnaires have been combined in the following report.

Presentation of Results of Administrator Survey and Interviews

A. Participatory School Administration

The following section presents administrator perceptions of the North Pyramid's impact on participatory school administration. It should be reiterated that participatory school administration refers to a number of administrative functions; for example, planning, decision-making, information-gathering, needs assessment, evaluative functions, and so forth. For the sake of expedience these many functions have been grouped under the general title of participatory school administration.

During the North Pyramid years, 1967-73, what parents groups were expressly formed to become involved in school-related planning, decision-making, and other participatory activities of this nature? How do they function in your school?

The majority of administrators cited newly-formed parent advisory councils as channels through which parents could participate in school-related planning, decision-making, and other participatory activities of this nature. In addition to the formation of parent advisory councils at individual schools, a North Pyramid schools advisory council was formed in December, 1968. Two parents from each individual school were represented on this larger body. These councils served an advisory function and helped to expedite communications between schools in the North Pyramid.

A number of individual schools formed fairly active advisory groups. For example, a committee of interested students, parents and teachers was formed at one school to plan community meetings. This group was actively involved in planning a special project funded under Title III.

Overall, parent advisory councils met at least monthly. Some schools reported disbanded Parent-Teacher Associations, while others maintained these organizations in addition to committees such as the Mother's Clubs.

The majority of administrators felt that these groups functioned fairly well, although individual schools varied in perceived effectiveness of participation.

During the North Pyramid years, 1967-73, what efforts were made to enhance faculty group participation in school planning and decision-making? How would you say your faculty is involved in helping to plan programs, gathering information needed for decision-making, and participating in decision-making?

Faculty steering committees were formed at individual North Pyramid schools to aid in the development of programs, to evaluate on-going programs, and to help provide information needed for decision-making to administrators. At the secondary school level, faculty was involved in building plans for the new North High School, quarter system planning, and establishment of building policies regarding attendance and grading. At another school, faculty councils elected by staff members made decisions as to how a school program would function toward achieving its educational objectives, as well as becoming involved in budget and policy concerns. Information-gathering was facilitated in some schools by the use of consultants and supportive building staff.

Does your school have greater accessibility to technological and other resources since decentralization?  
Please cite specific examples.

The majority of administrators felt that their schools did have greater accessibility to resources after the establishment of the North Pyramid. Most cited examples of more audio-visual equipment, hardware

and software, as well as shared school facilities within grade level groups. In addition, many administrators cited closer communication with the North Pyramid office, so that materials and resources reached the schools much more quickly than they had under centralization. This increased accessibility and availability was cited as one of the overall strengths of the North Pyramid's impact on individual schools.

Has your role as an administrator changed significantly as a result of decentralization? If so, please describe this change.

This question resulted in more varied answers than on previous questions. Although a few administrators felt that their role as an administrator had not changed significantly as a result of decentralization, others felt that they faced several new demands. For example, many felt that there was an increased demand on their time; more pressure due to lack of coordination between Educational Service Center demands and the area superintendent's office; the need to coordinate many more efforts to involve the community in school affairs; more direct and frequent access to the North Pyramid office under the Pyramid organization; greater involvement with teachers participating in administrative functions; and more opportunities to share procedures and practices with other schools in the North Pyramid.

If you are an administrator at a junior or senior high school, what provisions have been made to involve students and/or student groups in school-related planning, decision-making, and other participatory activities of this nature?

Since only two administrators were directly involved in junior or senior high schools, responses on this question were very limited. Student councils did function at individual schools, their primary responsibility

relating to student rights and policy-making in the area of student affairs.

Did local school decision-making change significantly after decentralization in your opinion? Would you say that your school functioned any more independently in relation to central administration after decentralization? If so, please cite examples.

Although a few administrators did not feel that their schools functioned any more independently in relation to central administration after decentralization, the majority of administrators felt that some important changes did take place. For example, they were able to get better utilization of staff time due to increased sharing of personnel and resources among North Pyramid schools; teachers became more involved through teacher steering committees, which was seen as a positive change in that prior teacher groups were much larger and, therefore, less responsive to the needs of the local area; and various administrative functions such as requests for materials, resources, and personnel could be carried out much quicker since administrators could go to the North Pyramid office rather than central administration. Furthermore, this office was very receptive and accessible to administrator requests, so that the schools were not as tied up in red tape as they had been prior to the North Pyramid. In addition, administrators felt that they were no longer subject to central office procedures and bulletins which had often been not relevant to their school situations. The decentralization provided them the opportunity for greater flexibility and interpretation of procedures according to their own local school needs.

B. School-Community Relations

The following section presents administrator perceptions to the North Pyramid's impact on school-community relations. Administrators were asked to comment on changes decentralization may have brought about in the school-community relationship, from the standpoint of both increased accountability to community concerns as well as enhanced school-community communications.

What effect, if any, has decentralization had upon the school-community relationship? Do you see yourself and your school becoming increasingly accountable to the community since decentralization? If so, cite examples.

Responses to this question were varied. On the more positive side, administrators cited an increase in staff and community participation through involvement in a number of committees, councils, and other organizations of this type. This was seen as an improvement in school-community relations, and an important step in furthering the school's accountability to the local community. Also mentioned as examples of improved relations between the school and community was the community's input into the selection of the site for the new North complex, and input into the resolution of an affirmative action question in the hiring of construction workers for this complex.

On the more skeptical side, some administrators felt that these overall changes in school-community relations were due more to desegregation forces than decentralization.

Overall, however, the majority of administrators viewed decentralization as resulting in substantial improvements in the school-community relationship.

What efforts have been undertaken to enhance communications between the school and the community? How does this system differ from procedures utilized prior to decentralization?

Responses to this question were once again somewhat varied. For example, some administrators felt that communications between the schools and the community had been significantly improved via the emergence of periodic news releases; newsletters; parent advisory councils; teacher aide programs; teacher-parent steering committees; and staff involvement on community boards, councils, and community fairs. Yet others felt that there had been no significant difference in communications between the school and the community during the North Pyramid's duration.

As with the previous question, however, the majority of administrators agreed that decentralization had helped to enhance communication between the schools and the community.

### C. Curriculum Development

The following section presents administrator perceptions to the North Pyramid's impact on curriculum development. In order to determine the overall effects the establishment of the North Pyramid had on curriculum development, administrators were asked to comment on curricular innovations and sharing of personnel and resources among North Pyramid schools.

What curricular programs have you seen develop as a direct outgrowth of decentralization:

The responses to this question detailed several new programs, which are presented individually as follows:

North Pyramid Reading Program - At the request of teachers, inservice for North Pyramid reading teachers was conducted during the summers of

1968 and 1969 by Dr. John Manning. In 1969 teachers from the South-Central Pyramid were included in the six week summer course. Outgrowths of the workshops were establishment of a coordinated reading program throughout North Pyramid elementary schools and development of supportive materials by teachers for classroom use. ABC Materials with the IMC (Instructional Materials Center) approach were proposed by teachers subsequently and funded through Title I. Non-grading began in several elementary school primary departments. The Basal Reading Program which began in the North Pyramid was subsequently adopted citywide.

North Pyramid Cooperative Science Center - The Elementary Science Program was initiated in 1968 as a result of a survey of parents conducted by a community agency. It was established at Gordon Center in the North Pyramid, and provided inservice for teachers of elementary science. It also included a materials center where prepared kits on science topics were available to teachers upon request. Gordon Center provided enrichment for sixth grade students in environmental science, and coordinated summer cooperative workshops for students of North Pyramid schools in outdoor education. A varied after-school science program was also provided at Gordon Center for students of North Pyramid schools.

Mathematics - Individually Prescribed Instruction in mathematics was introduced into North Pyramid schools. Teacher inservice prepared teachers for use of new mathematics curriculum materials. Efforts were also made to standardize mathematics curricula.

Modern Languages - Efforts to bring modern languages into the lower grades were made with sharing of a senior high school language

teacher with other schools. Some elementary schools made efforts to involve community resource persons in teaching modern languages.

Choral Music Pilot Program - The Choral Music Program, established in 1968, provided the sharing of talents of junior high school choral teachers with elementary choral programs.

Instrumental Music Program - The Instrumental Music Program, established in 1969 in Franklin Complex Schools, permitted bussing of elementary students to Franklin Junior High School for additional study of instrumental music.

Lincoln Learning Center - With financial backing from local industry, Lincoln Learning Center provided high-interest pre-vocational courses for students unmotivated by traditional school curricula. Twenty to thirty-five boys and girls benefited from this alternative program. Both basic educational skill development and pre-vocational training were part of the daily program.

Sesame Street Pre-School Program - A cooperative home and school pre-school program was established in the North Pyramid in 1972. One segment of the program involved teachers working with parents and children directly in the homes. Another provided programs for children in the schools and parents in the homes.

Tuesday Teacher Workshops - North Pyramid Schools recognized the needs for staff development in the area of curricular materials for local schools. In response to this need, released time (an hour and a half each Tuesday) was given teachers to develop materials in their respective schools. This plan was subsequently adopted by all public schools in Minneapolis.

North Pyramid Teacher Steering Committee - Two representatives elected by each school faculty, plus one from Lincoln Learning Center to form the North Pyramid Teachers' Steering Committee. Topics such as curriculum change could be introduced at these meetings each month.

North Pyramid Parent Advisory Councils - Parent Advisory Councils (Lincoln Complex Parent Advisory Council, the North High Advisory Council, and the North Pyramid Parents' Advisory Council) afforded greater communication between teachers and non-PTA oriented parents. The North Pyramid Parents' Advisory Council was responsible for having student achievement scores published publicly.

Teachers' Reading Committee - Teachers participated in curriculum change in the reading area both by representation on this committee, and occasionally by voting on reading decisions. It was this committee that adopted a unified textbook series for all primary departments in the North Pyramid in 1969.

Language Arts Committee - Teachers forming this Committee studied language arts programs in North Pyramid schools, and recommended changes for improvement in language arts programs.

Resource Personnel - Central Office resource personnel were more available on a regular consultative basis for schools in the North Pyramid. Teachers developed new curricula in conjunction with these consultants. In addition, teachers were permitted to adopt textbooks, other than those that were citywide adoptions, in collaboration with the consultants. A curriculum generalist was available exclusively for service to North Pyramid schools.

Community Courses - Through WIPOG (Willard Increasing Pride on the Go), school-initiated, parent-supported courses were conducted for adults in private homes. Electives included courses in law, gardening, listening techniques, civil service, antiques and many more.

Community Aides in Schools - Curriculum programs in North Pyramid schools improved with the addition of aides hired from the North Pyramid community.

Federal Programs - North Pyramid schools were all eligible for Federal Title monies. Many curricular innovations were introduced into North Pyramid schools under these federal auspices.

Area Superintendent and Curriculum Development - The Area Superintendent has been in close contact both with Parent and Teacher Advisory groups. Great encouragement has been given curricular innovations. Monies have been readily available through the Area Office for teacher inservice and curriculum development.

Human Relations Development - Throughout the North Pyramid years, parents, students and teachers were participants in many human relations workshops. Open discussion promoted better relations between members of North Pyramid Schools and their community. Positive Peer Culture studies were established at North High School by the Center for Group Studies at the University of Minnesota to allow students to analyze student interactions and communications.

How did decentralization affect sharing of curricular programs and/or personnel between schools in the North Pyramid?

The responses to this question detailed a number of ways that programs and/or personnel were shared in the North Pyramid. For example, reading resource team teachers were shared by all elementary schools in the North Pyramid Reading Program; Language Arts teachers rotated teaching at Franklin and Jordan Junior High Schools; The Choral Music Pilot Program provided sharing of junior high school choral directors with elementary schools. An inter-school elementary band for four to five schools was formed, with needed instruments funded by the North Pyramid Area Office, with community contributions. A senior high school band teacher was shared with junior high schools. A senior high school language teacher taught in several schools in the North Pyramid. A modern dance teacher from the senior high school also taught in North Pyramid elementary and junior high schools. Added resource persons were available to North Pyramid schools in the areas of social studies, mathematics and reading. Students from the senior high assisted as teacher aides in several elementary and junior high school programs. Increased numbers of inter-school visits provided exchanges of ideas among staff members of various schools.

## Chapter Three

### STAFF PERCEPTIONS OF THE NORTH PYRAMID

The purpose of this chapter is to describe the method used to survey professional staff perceptions of the North Pyramid, and to present the results of the survey instrument in its three topic areas: participatory school administration, school-community relations, and curriculum development.

#### Design and Procedures of Staff Survey

In sampling the opinion of professional staff regarding the North Pyramid, consideration was given to the population to be sampled, how representative that sample would be, and what sample size would be required to lend validity to the perceptions of staff sampled.

#### Identification and Size of Population

Twelve schools comprised the original North Pyramid: North, Franklin, Jordan, Lincoln, Bremer, Grant (Bethune), Hall, Harrison, Hawthorne, Hay, Lowell, and Willard. Four sub-populations were identified within this total North Pyramid staff population: 1) Those staff members who had worked at a North Pyramid school for the entire North Pyramid duration, 1967-73; 2) from 1967 but left prior to 1973; 3) came after 1967 and stayed through 1973; and 4) came after 1967 and left prior to 1973.

Since the total North Pyramid staff population during 1973-74 totalled approximately 475, it was feasible to send questionnaires to all professional staff at the twelve schools. Although there was staff turnover at individual schools and an undetermined number of responses were, therefore, missed from staff who had been with the Pyramid at one time or another during its existence, it was decided to look only at the results

of staff members who had been at a Pyramid school for the entire 1967-73 period in this study.

Of the 475 questionnaires mailed to professional staff at the twelve North Pyramid schools, approximately 210 were returned, and 96 of these - all representing staff present from 1967-73 - were used to formulate the results of this study on the premise that those who had worked in the North Pyramid for its duration could most competently and perceptively review the North Pyramid's impact on their own schools.

Because of the nature of a perceptions study of this type, it should be cautioned that these results cannot be generalized to a larger professional staff population. These perceptions are representative of only these 96 staff who have been with the North Pyramid since its inception.

Staff Demographic Data

Since only staff who had been at a North Pyramid school for the entire 1967-73 period were used to formulate the results for this study, the sample totalled 96 (N = 96). Because in some instances respondents did not answer every question on the survey instrument, N may vary from question to question.

The demographic background of each respondent was determined by responses on a demographic data sheet attached to each questionnaire.

Table 3.1 presents the breakdown of staff respondents by sex:

Table 3.1

N = 95	
<u>Sex</u>	<u>Percentage</u>
Female	47.3
Male	52.6

Table 3.2 presents the breakdown of staff by race:

Table 3.2

N = 96	
<u>Race</u>	<u>Percentage</u>
Black	6.2
White	89.6
Other	4.2

Table 3.3 presents the breakdown of staff by residence in the North area. Since N = 29, it can be assumed that those persons not checking one of the three categories below have not lived in the North area for any substantial period and/or not at all and therefore can be said to live outside the North area.

Table 3.3

N = 29	
<u>Residence in North Area</u>	<u>Percentage</u>
From 1967-73	55.1
For three of years from 1967-73	17.2
Currently	27.6

Table 3.4 presents the breakdown of professional staff by position held in a North Pyramid school(s). In cases in which a staff member checked more than one category, the highest position attained was cued to the question responses for tallying.

Table 3.4

N = 85	
<u>Position</u>	<u>Percentage</u>
Administrator	3.5
Consultant/resource person	2.4
Teacher	87.1
Counselor	3.5
Other	3.5

Presentation of Results of Staff Survey

The remainder of this chapter is devoted to the presentation of results of the staff survey. The general method of presentation is by means of data tables accompanied by appropriate narrative descriptions of the questions and responses. The approach in presenting these results has been purely descriptive; no interpretations of data are offered in this chapter. Some basic conclusions and recommendations have been offered in Chapter 5, however, to point out areas which appear to be of special significance.

All tables in this study are presented by percentages. In some instances, additional data drawn from Chi Square tests crossing demographic variables of interest (sex, race, residence in the North area, and position) with question responses have been included when the results were found significant at the .05 level. In these cases, table presentations include responses broken down by the appropriate variable of interest and again, presented by percentages.

For greater clarity, questions from the original survey instrument (See Appendix A for complete instrument.) have been grouped into content areas so that the intent of each question is more clearly accessible to the reader.

The remainder of this chapter is subdivided into the three general sections around which this study has been based: participatory school administration, school-community relations, and curriculum development.

A. Participatory School Administration

Staff Involvement in Participatory School Administration

The following questions are aimed at determining the number of staff who have actually been involved in participatory school administration during the 1973-74 school year in order to gauge these responses against responses to a question determining perceived changes in involvement which may have been due to the North Pyramid. Table 3.5 presents the breakdown of staff who have been involved in participatory school administration this year.

Table 3.5

I have been involved in school-related planning, decision-making, and other participatory activities of this nature this year.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	16.8
Agree	63.1
No Change	12.6
Disagree	2.1
Strongly Disagree	5.3

Approximately 80 percent of the respondents agreed they have been involved in participatory school administration this year, whereas only 7 percent felt that they had not.

Table 3.6 compares present involvement in administrative affairs to the pre-Pyramid period.

Table 3.6

I am more involved in school-related planning, decision-making, and other participatory activities of this nature than I was prior to the establishment of the North Pyramid.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	12.1
Agree	42.9
No Change	28.6
Disagree	9.9
Strongly Disagree	6.6

55 percent of the respondents felt that they were more involved in participatory school administration than they were prior to the establishment of the North Pyramid, whereas 28 percent saw no change, and 16 percent felt they were less involved.

This question was also significant at the .05 level on a Chi Square test crossing the variable of position with responses to the above question. Responses were distributed as follows:

Table 3.6A

Response	Administrator	Teacher
Strongly Agree	66.7	10.1
Agree	0.0	49.3
No Change	0.0	27.5
Disagree	33.3	5.8
Strongly Disagree	0.0	7.2

Of the respondents, 66 percent of the administration and 59 percent of the teachers felt that they were more involved in participatory school administration than they were prior to the North Pyramid.

School Receptivity to Staff Involvement in Participatory School Administration

The following question deals with perceptions of increased receptivity

toward staff involvement in participatory school administration.

Table 3.7

I have more opportunity to become involved in school-related planning, decision-making, and other participatory activities of this nature since establishment of the North Pyramid.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	13.5
Agree	55.1
No Change	19.1
Disagree	7.9
Strongly Disagree	4.5

Sixty-eight percent of the staff felt that they do have more opportunity to become involved in participatory school administration compared to 19 percent who saw no change, and approximately 12 percent who saw less opportunity.

In addition, this question was significant at the .05 level for position. Responses were distributed as follows:

Table 3.7A

Response	Administrator	Teacher
Strongly Agree	66.7	11.6
Agree	0.0	59.4
No Change	33.3	18.8
Disagree	0.0	4.3
Strongly Disagree	0.0	5.8

Sixty-six percent of the administrators and 71 percent of the teachers felt that they have more opportunity to become involved in participatory school administration than they did prior to establishment of the North Pyramid. Thirty-three of the administrators noted no change as compared to 19 percent of the teachers.

Changes in Staff Participation in School Affairs

The following questions assess the type of participation staff actually have in school-related activities. Table 3.8 presents data comparing staff attendance at school-related functions to the pre-Pyramid period.

Table 3.8

I attend school-related functions more than I did prior to the establishment of the North Pyramid in 1967.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	6.5
Agree	23.9
No Change	53.3
Disagree	12.0
Strongly Disagree	4.4

Approximately 30 percent of the respondents felt they do attend school-related functions more than they did prior to establishment of the North Pyramid. Fifty-three percent saw no change and 16 percent felt they attended less.

This question was also significant at the .05 level for position. Responses were distributed as follows:

Table 3.8A

<u>Response</u>	<u>Administrator</u>	<u>Teacher</u>
Strongly Agree	66.7	5.6
Agree	33.3	23.9
No Change	0.0	57.7
Disagree	0.0	7.0
Strongly Disagree	0.0	5.6

One hundred percent of the administrators felt they attend school-related functions more than they did prior to the Pyramid, whereas only 29 percent of the teachers felt they do. A larger percentage of the teachers - 57 percent - saw no change.

Tables 3.9 and 3.10 present data which delineates the type of school-related functions staff usually attend.

Table 3.9

Of the school-related functions I usually attend, the predominant number (more than two-thirds) fall into the category of social and/or student performance.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	8.7
Agree	33.7
No Change	33.7
Disagree	19.6
Strongly Disagree	4.4

Table 3.10

Of the school-related functions I usually attend, the predominant number (more than half) fall into the category of administrative/task/force/advisory/committee/planning/information-gathering.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	9.9
Agree	41.8
No Change	31.9
Disagree	13.2
Strongly Disagree	3.3

Forty-one percent of the respondents felt they attend school-related functions which are primarily social in nature, whereas approximately 51 percent felt they attend school-related functions which are primarily administrative in nature.

The question in Table 3.10 was also significant at the .05 level for position. Responses were distributed as follows:

Table 3.10A

Response	Administrator	Teacher
Strongly Agree	66.7	7.1
Agree	33.3	40.0
No Change	0.0	38.6
Disagree	0.0	10.0
Strongly Disagree	0.0	4.3

One hundred percent of the administrators felt they attend school-related functions which are primarily administrative in nature, whereas 47 percent of the teachers agree with this statement.

Staff Involvement in Curricular Affairs

The following question determines the amount of staff involvement in another area of participatory school administration, the planning for and/or evaluation of school programs.

Table 3.11

I am frequently involved in activities that include the planning for and/or evaluation of programs at my school.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	14.9
Agree	55.3
No Change	19.2
Disagree	8.5
Strongly Disagree	2.1

Seventy percent of the respondents felt they are involved in the planning

for and/or evaluation of school programs, whereas 19 percent saw no change.

Changes in Staff Involvement in Curricular Affairs

The following question compares involvement in curricular affairs to the pre-Pyramid period.

Table 3.12

I am more involved in activities that include the planning for and/or evaluation of programs at my school than I was prior to the establishment of the North Pyramid.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	11.2
Agree	49.4
No Change	27.0
Disagree	9.0
Strongly Disagree	3.4

Sixty percent of the respondents agreed they are more involved in planning and evaluation activities than they were prior to the establishment of the North Pyramid, compared to 27 percent who see no change and 12 percent who feel less involved.

This question was also significant at the .05 level for sex. Responses were distributed as follows:

Table 3.12A

Response	Male	Female
Strongly Agree	4.3	18.6
Agree	56.5	41.9
No Change	28.3	25.6
Disagree	4.3	14.0
Strongly Disagree	6.5	0.0

Female respondents agreed more strongly that they are involved in the planning for and/or evaluation of school programs than did male respondents, with 18 percent of the former and 4 percent of the latter in the strongly agree category.

Volunteer versus Appointment Participation

The following questions determine the way in which staff members become involved in school-related functions:

Table 3.13

I become involved in participating in school-related functions by usually being asked and/or appointed.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	7.8
Agree	50.0
No Change	26.7
Disagree	13.3
Strongly Disagree	2.2

Fifty-eight percent of the respondents agreed they are usually asked and/or appointed to participate in school-related functions.

This question was also significant at the .05 level for race.

Responses were distributed as follows:

Table 3.13A

<u>Response</u>	<u>Black</u>	<u>White</u>
Strongly Agree	20.0	4.9
Agree	80.0	48.1
No Change	0.0	29.6
Disagree	0.0	14.8
Strongly Disagree	0.0	2.5

One hundred percent of the black respondents agreed that they become involved in participating in school-related functions by usually being asked or appointed, compared to 53 percent of the white respondents.

This question was also significant at the .05 level for sex.

Responses were distributed as follows:

Table 3.13B

Response	Male	Female
Strongly Agree	6.1	9.8
Agree	36.7	65.9
No Change	40.8	9.8
Disagree	12.2	14.6
Strongly Disagree	4.1	0.0

Seventy-five percent of the females agreed that they become involved in participating in school-related functions by usually being asked and/or appointed compared to 43 percent of the males.

Table 3.14

I become involved in participating in school-related functions by usually volunteering.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	7.6
Agree	39.1
No Change	34.8
Disagree	16.3
Strongly Disagree	2.2

Forty-six percent of the respondents felt that they become involved in participating in school-related functions usually by volunteering, compared to 34 percent who saw no change.

Staff Perceptions of North Pyramid Impact

The following question assesses the amount of impact staff members attribute to the establishment of the North Pyramid.

Table 3.15

I think the North Pyramid has had much effect on the workings of my school.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	22.6
Agree	50.5
No Change	9.7
Disagree	11.9
Strongly Disagree	5.4

Over 70 percent of the staff agreed that the North Pyramid has had much effect on their school.

Staff Perceptions of North Pyramid Impact on School Resources

The following questions ascertain the kind of impact the North Pyramid has had on increased school resources.

Table 3.16

My school seems to have more resources available since establishment of the North Pyramid. (Resources might include technological advances, staff services, etc.)	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	27.4
Agree	57.9
No Change	7.4
Disagree	4.2
Strongly Disagree	3.2

85 percent of the respondents felt that their school seems to have more resources available since establishment of the North Pyramid.

This question was also significant at the .05 level for position.

Responses were distributed as follows:

Table 3.16A

Response	Administrator	Teacher
Strongly Agree	33.3	26.0
Agree	66.7	60.3
No Change	0.0	8.2
Disagree	0.0	4.1
Strongly Disagree	0.0	1.4

100 percent of the administrators felt their schools have more resources available since establishment of the North Pyramid compared to 86 percent of the teachers.

Table 3.17

I have more resources available to me and my classroom since establishment of the North Pyramid. (Resources might include technological advances, staff services, etc.)	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	26.7
Agree	47.8
No Change	20.0
Disagree	4.4
Strongly Disagree	1.1

74 percent of the respondents felt that their classrooms have more resources available since establishment of the North Pyramid.

This question was also significant at the .05 level for sex.

Responses were distributed as follows:

Table 3.17A

Response	Male	Female
Strongly Agree	15.6	36.4
Agree	55.6	40.9
No Change	26.7	13.6
Disagree	0.0	9.1
Strongly Disagree	2.2	0.0

36 percent of the female respondents strongly agreed that they had more resources available to their classrooms, compared to only 15 percent of the male respondents. Overall agreement with this statement ranged from 77 percent for the females to 71 percent for the males, while males felt that there was no change in resource availability by 27 percent to females' 14 percent.

Staff Perceptions of Recent School Changes

The following question establishes the acknowledgement of school changes without directly tying them to establishment of the North Pyramid.

Table 3.18

<u>Response</u>	<u>Percent Selecting</u>
The school seems to have changed alot during the last few years.	
Strongly Agree	44.8
Agree	41.7
No Change	9.4
Disagree	3.1
Strongly Disagree	1.0

86 percent of the respondents agreed that their schools have changed alot during the last few years.

Staff Perceptions of Recent School Change Due to Decentralization

This question attempts to establish a relationship between school changes and decentralization.

Table 3.19

My school has changed a lot over the year and I think it has to do with decentralization.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	6.3
Agree	37.5
No Change	10.4
Disagree	34.4
Strongly Disagree	11.5

Although 86 percent of the respondents agreed that their schools have changed alot over the years, only 34 percent felt that this change had to do with decentralization.

Staff Perceptions of North Pyramid Impact on Community Contact

The following question assesses changes in contact with the community since establishment of the North Pyramid.

Table 3.20

I have more contact with the community since establishment of the North Pyramid.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	5.4
Agree	31.5
No Change	45.7
Disagree	10.9
Strongly Disagree	6.5

37 percent of the respondents agreed that they have more community contact compared to 46 percent who saw no change, and 17 percent who have less contact.

This question was also significant at the .05 level for position.

Responses were distributed as follows:

Table 3.20A

Response	Administrator	Teacher
Strongly Agree	66.7	4.2
Agree	33.3	31.0
No Change	0.0	47.9
Disagree	0.0	9.9
Strongly Disagree	0.0	7.0

100 percent of the administrators agreed that establishment of the North Pyramid resulted in more community contact compared to only 35 percent of the teachers.

Staff Perceptions of North Pyramid Impact on Inter-School Communications

The following question assesses changes in communications about and/or between schools in the area.

Table 3.21

I feel that I know more about what is going on at other schools in the area since the North Pyramid was established.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	11.7
Agree	56.4
No Change	21.3
Disagree	9.6
Strongly Disagree	1.1

68 percent of the respondents agreed that they know more about what is going on at other schools in the area.

Staff Perceptions of North Pyramid Impact on Staff Participation in Administrative Affairs

The following question assesses changes in the amount of staff influence upon school functioning since establishment of the North Pyramid.

Table 3.22

I have more say in how the school functions than I did prior to the establishment of the North Pyramid.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	8.6
Agree	31.2
No Change	41.9
Disagree	8.6
Strongly Disagree	9.7

39 percent of the respondents felt they do have more say in the way the school functions, while 41 percent saw no change, and 17 percent saw less influence on school functioning since establishment of the North Pyramid.

Staff Perceptions of Interest in Participatory School Administration

The following questions assess the amount of interest staff members feel staff and students have in participatory school administration.

Table 3.24

Students at the school would like more say in the way the school functions.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	14.3
Agree	51.4
No Change	21.4
Disagree	10.0
Strongly Disagree	2.9

66 percent of the staff members felt that students would like more say in the way the school functions.

Perceptions of School Receptivity to Staff Involvement in Curricular Affairs

The following question assesses the degree to which staff members feel their school is receptive to their ideas about programs.

Table 3.25

When I have ideas about programs, there are channels I can go through to start the ball rolling, and I feel support in my efforts of this type.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	15.8
Agree	54.7
No Change	17.9
Disagree	9.5
Strongly Disagree	2.1

71 percent of the staff members felt that their school is receptive to their ideas and efforts related to programs, compared to 18 percent who saw no change, and 12 percent who felt that their school is not receptive to their ideas and efforts.

Staff Perceptions of North Pyramid Impact on the Local School

The following question acknowledges that the North Pyramid was an administrative decentralization which has affected the local school unit alot.

Table 3.26

Decentralization of the North Pyramid was a way to make the administration of schools in this area easier, but it has affected us alot at the local school level.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	7.6
Agree	45.6
No Change	15.2
Disagree	27.1
Strongly Disagree	4.3

53 percent of the respondents agreed with this statement, compared to 31 percent who did not agree.

Perceptions of Staff Interest in Further Decentralization

The following question determines the direction staff members would like to see future changes in school organization move.

Table 3.27

If I had things my way, I'd decentralize things even further so that the decisions affecting the school were closer to the teachers, parents and other groups closely affected by the workings of the school.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	20.4
Agree	38.7
No Change	18.2
Disagree	13.9
Strongly Disagree	8.6

59 percent of the staff members were in favor of even further decentralization, compared to 18 percent who wanted no change, and 12 percent who were in favor of less change.

This question was also significant at the .05 level for position.

Table 3.27A

Response	Administrator	Teacher
Strongly Agree	0.0	19.4
Agree	66.7	40.3
No Change	33.3	20.8
Disagree	0.0	8.3
Strongly Disagree	0.0	11.1

19 percent of the teachers and no administrators were in strong agreement with this statement. Overall, however, 68 percent of the administration and 60 percent of the teachers, were in favor of further decentralization.

B. School-Community Relations

Communication between the Schools and the Community

The following question assesses staff perceptions on the North Pyramid's effect on communication between the school and its local community.

Table 3.28

The establishment of the North Pyramid Schools helped increase communication between our school and its local community.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	25.0
Agree	41.3
Don't Know	20.7
Disagree	9.8
Strongly Disagree	3.3

66 percent of the staff agreed that the establishment of the North Pyramid increased communication between their schools and the local community.

Community Input to the School

The following question deals with the decision and policy-making process in the schools and the effect, if any, that decentralization may have had upon it.

Table 3.29

The North Pyramid Schools made it possible for the local school community to have an input into the decision and policy-making process in our school.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	14.1
Agree	44.6
Don't Know	28.3
Disagree	8.7
Strongly Disagree	4.4

Approximately 59 percent of the staff agreed that decentralization made it possible for the community to have an input to decision and policy-making processes in the school.

Community Access to School Facilities

The following question deals with staff perceptions of community access to school facilities.

Table 3.30

The creation of the North Pyramid Schools helped make more school facilities available to local community groups and organizations.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	22.8
Agree	53.3
Don't Know	19.6
Disagree	2.2
Strongly Disagree	2.2

Approximately 76 percent of the staff agreed that decentralization helped make more school facilities available to the community.

This question was also significant at the .05 level for sex.

Responses were distributed as follows:

Table 3.30A

Response	Male	Female
Strongly Agree	21.3	22.7
Agree	44.7	63.6
No Change	29.8	9.1
Disagree	4.3	0.0
Strongly Disagree	0.0	4.5

Approximately 66 percent of the males and 86 percent of the females agreed that school facilities were more available to the community since the establishment of the North Pyramid.

Employment Opportunities for Community Residents

The following question assesses the effect, if any, decentralization may have had on employment opportunities for community residents in local schools.

Table 3.31

The North Pyramid made it possible to employ more professional staff from the local school community.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	19.1
Agree	39.3
No Change	29.2
Disagree	6.7
Strongly Disagree	5.6

58 percent of the staff agreed with this statement.

Changes in Staff Involvement in Community Activities

The following question deals with differences, if any, in the amount of staff time devoted to community affairs as a result of decentralization.

Table 3.32

The establishment of the North Pyramid Schools increased the amount of professional staff time spent on supervision or involvement in community related activities.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	6.7
Agree	37.8
No Change	42.2
Disagree	10.0
Strongly Disagree	3.3

Less than 44 percent of the staff agreed that decentralization had made increased demands on their involvement in the community.

This question was also significant at the .05 level for race.

Responses were distributed as follows:

Table 3.32A

Response	Black	White
Strongly Agree	33.3	2.5
Agree	16.7	40.7
No Change	50.0	42.0
Disagree	0.0	11.1
Strongly Disagree	0.0	3.7

33 percent of the black staff members strongly agreed that greater demands for community involvement were made of them compared to only 2.5 percent of the white staff members.

School Responsiveness to Student and Community Needs

The following question assesses the North Pyramid's effectiveness in dealing with student and community needs.

Table 3.33

The North Pyramid Schools were able to deal effectively with student and community needs and demands at the local level.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	9.9
Agree	51.7
No Change	20.9
Disagree	13.2
Strongly Disagree	4.4

Approximately 62 percent of the staff agreed with this statement.

Perceptions of Employment Increases by Level and Race

The objective of the following three part inquiry is to discern staff perceptions of the effect decentralization had, if any, on school employment increases by race.

Table 3.34

The creation of the North Pyramid Schools helped increase the employment of ethnic minorities significantly at the professional level, at the clerical and teacher aide level, and at the food service and custodial level.
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Part 1 (professional level)	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	12.9
Agree	49.5
No Change	29.0
Disagree	4.3
Strongly Disagree	4.3

  

Part 2 (clerical & teacher aide level)	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	22.6
Agree	55.9
No Change	16.1
Disagree	4.3
Strongly Disagree	4.3

  

Part 3 (food service & custodial level)	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	7.8
Agree	34.4
No Change	43.3
Disagree	7.8
Strongly Disagree	6.7

Approximately 62 percent of the staff felt that decentralization helped to increase the employment of ethnic minorities at the professional level; approximately 79 percent noted a similar increase at the clerical and teacher aide level; and approximately 42 percent noted increases at the food service and custodial levels.

Perceptions of Improved School-Community Relations

The following question assesses staff perceptions of improvements, if any, in the school-community relationship.

Table 3.35

The establishment of the North Pyramid Schools helped created a better relationship between our school and its local community.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	14.0
Agree	57.0
No Change	21.5
Disagree	5.4
Strongly Disagree	2.2

Approximately 71 percent of the staff felt that decentralization had a positive effect on the school-community relationship.

Perceptions of Goals of North Pyramid Organization

The following question deals with staff perceptions of the goals related to the North Pyramid's establishment.

Table 3.36

The North Pyramid Schools were established for the purpose of delegating increased authority and responsibility for policy and decision-making in such areas as budget allocations, personnel, curriculum, and community relations to the local school level.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	23.1
Agree	62.6
No Change	8.8
Disagree	3.3
Strongly Disagree	2.2

86 percent of the staff agreed with this statement of the purpose for decentralization.

Perceptions of Goal Attainment

The following question assesses the degree to which staff perceive the North Pyramid to have attained these goals.

Table 3.37

The above objectives (refer to preceding inquiry) were largely satisfied.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	6.7
Agree	60.7
No Change	16.9
Disagree	9.0
Strongly Disagree	6.7

Approximately 67 percent of the staff felt that the objectives of decentralization have been largely satisfied.

North Pyramid Impact on Opportunities for Curriculum Development

The following question presents staff perceptions concerning local staff development of curriculum.

Table 3.38

Because of the formation of the North Pyramid, more meetings were conducted within my school for curriculum development.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	20.4
Agree	41.9
No Change	26.9
Disagree	6.5
Strongly Disagree	4.3

62 percent of the staff agreed that formation of the North Pyramid led to more school meetings for curriculum development. 27 percent saw no change.

Staff Involvement in Budget Formation

The following question presents staff perceptions concerning staff involvement in the formation of budget needs.

Table 3.39

Because of the formation of the North Pyramid, there was greater faculty involvement in projection of school budget needs.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	11.7
Agree	42.6
No Change	28.7
Disagree	7.5
Strongly Disagree	9.6

Over 54 percent of the staff agreed that they were consulted on projected budget needs more often following formation of the North Pyramid. 29 percent saw no change in budgeting involvement.

School Use of Community Resources

The following question presents staff perceptions concerning the school's use of community resources.

Table 3.40

Because of the formation of the North Pyramid, classes for students have been conducted outside the school building more often.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	6.7
Agree	26.7
No Change	50.0
Disagree	8.9
Strongly Disagree	7.8

50 percent of the staff saw no change in the number of classes conducted in the community since formation of the North Pyramid. 33 percent of the staff did see an increase.

Administrator Involvement in Curriculum Development

The following question presents staff perceptions concerning administrator involvement in curriculum development at the local level.

Table 3.41

Because of the formation of the North Pyramid, there was increased interaction of our school administrator with staff in encouraging instructional change.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	12.2
Agree	45.6
No Change	23.3
Disagree	8.9
Strongly Disagree	10.0

48 percent of the staff saw greater administrative initiative in encouraging instructional change since formation of the North Pyramid. 23 percent saw little change in this area.

Growth in the Inter-School Exchanges

The following question presents staff perceptions concerning inter-school exchanges of ideas, resources, and personnel, and the extent of textbook and program unification among North Pyramid schools.

Table 3.42

Because of the formation of the North Pyramid, more meetings were held for our faculty with faculty members of other schools.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	19.4
Agree	38.7
No Change	28.0
Disagree	10.8
Strongly Disagree	3.2

Almost 60 percent of the professional staff saw more inter-school meetings develop with the formation of the North Pyramid.

This question was also significant at the .05 level for position.

Responses were distributed as follows:

Table 3.42A

<u>Response</u>	<u>Administrator</u>	<u>Teacher</u>
Strongly Agree	66.7	15.3
Agree	0.0	43.1
No Change	0.0	26.4
Disagree	0.0	12.5
Strongly Disagree	33.3	2.8

Administrators more strongly agreed that the number of inter-school meetings increased than did teachers.

Table 3.43

Because of the formation of the North Pyramid, there was greater sharing of faculty members between schools for special courses.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	10.0
Agree	37.8
No Change	34.4
Disagree	11.1
Strongly Disagree	6.7

48 percent of the staff members agreed that the formation of the North Pyramid increased faculty sharing between schools. 34 percent saw no change in the number of faculty exchanges between schools.

Table 3.44

Because of the formation of the North Pyramid, there were increased efforts to unify textbooks and programs between schools sending and receiving transfer students.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	32.3
Agree	28.0
No Change	26.9
Disagree	7.5
Strongly Disagree	5.4

60 percent of the professional staff saw improvement in unification of texts and programs in the North Pyramid.

This question was also significant at the .05 level for sex.

Responses were distributed as follows:

Table 3.44A

Response	Male	Female
Strongly Agree	16.7	47.7
Agree	29.2	27.3
No Change	41.7	11.4
Disagree	10.4	4.5
Strongly Disagree	2.1	9.1

Females noted unification of textbooks and programs much more frequently than did males.

Centralized Services and Curriculum Development

The following questions assess increases, if any, in the availability of resource personnel and funding for curriculum programs after

the establishment of the North Pyramid.

Table 3.45

Because of the formation of the North Pyramid, there was greater provision for more inservice training for staff by central office consultants.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	18.9
Agree	50.0
No Change	16.7
Disagree	7.8
Strongly Disagree	6.7

69 percent of the staff saw increased provisions for inservice by central office consultants following formation of the North Pyramid.

Table 3.46

Because of the formation of the North Pyramid, there was greater accessibility to funds for curriculum projects proposed by our school.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	24.2
Agree	53.9
No Change	14.3
Disagree	4.4
Strongly Disagree	3.3

78 percent of the staff believed the North Pyramid's formation gave their schools greater accessibility to funds for proposed curriculum projects.

Table 3.47

Because of the formation of the North Pyramid, more federal programs were provided for our school.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	35.9
Agree	41.3
No Change	15.2
Disagree	6.5
Strongly Disagree	1.1

77 percent of the staff agreed that the North Pyramid provided more federal funding for their schools.

This question was also significant at the .05 level for sex.

Responses were distributed as follows:

Table 3.47A

Response	Male	Female
Strongly Agree	31.3	39.5
Agree	37.5	46.5
No Change	27.1	2.3
Disagree	4.2	9.3
Strongly Disagree	0.0	2.3

86 percent of the females noted increased federal funding compared to 69 percent of the males. 2 percent of the females noted no change, while 27 percent of the males noted no change in this area.

Parent and Student Involvement in Curriculum Development

The following questions present staff perceptions of parent and student involvement in curriculum development. Primary areas of concern relate to parent and student input to curriculum needs, curriculum revision, and methods of reporting student achievement scores to parents.

Table 3.48

Because of the formation of the North Pyramid, there were more meetings with parents to determine their concerns for curriculum.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	7.8
Agree	46.7
No Change	34.4
Disagree	4.4
Strongly Disagree	6.7

55 percent of the staff felt there were more meetings for parents to determine their concerns for curriculum.

Table 3.49

Because of the formation of the North Pyramid, there was more direct involvement of students with staff in determining student concerns for course changes.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	4.4
Agree	25.3
No Change	42.9
Disagree	18.7
Strongly Disagree	8.8

43 percent of the staff felt there was no change in student involvement in course development after formation of the North Pyramid.

Table 3.50

Because of the formation of the North Pyramid, there was increased reporting of student achievement scores to parents.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	9.8
Agree	38.0
No Change	33.7
Disagree	8.7
Strongly Disagree	10.8

48 percent of the staff saw increased reporting of student achievement scores to parents.

This question was also significant at the .05 level for race. Responses were distributed as follows:

Table 3.50A

Response	Black	White
Strongly Agree	16.7	8.5
Agree	0.0	42.7
No Change	66.7	32.9
Disagree	0.0	8.5
Strongly Disagree	16.7	7.3

67 percent of the black staff members perceived no change in reports to parents on achievement compared to 33 percent of the white staff members who saw no change.

## Chapter Four

### COMMUNITY PERCEPTIONS OF THE NORTH PYRAMID

The purpose of this chapter is to describe the method used to survey community perceptions of the North Pyramid, and to present the results of the survey instrument in its three topic areas: participatory school administration, school-community relations, and curriculum development.

#### Design and Procedures of Community Survey

In sampling the opinion of community residents concerning the North Pyramid, consideration was given to the population to be sampled, how representative that sample would be, and what sample size would be required to lend validity to the perceptions of community residents sampled.

#### Identification and Size of Population

In order to determine what the total population of the North Pyramid attendance area was, help was enlisted from a local Mailing House responsible for distribution of the North Pyramid News. Approximately 13,500 residents were registered with this organization. A computer print-out of the entire registry was obtained and a random sample of ten percent was selected to participate in this study. The sample of nearly 1,350 were then mailed to community residents. Of this number, only 121 were returned (N = 121).

Because of the small return and the nature of a perceptions study of this type, it should be cautioned that these results cannot be generalized to the larger North Pyramid community population. These

perceptions are representative of only these 121 community residents who participated in this study.

Community Demographic Data

Since 121 community respondents returned questionnaires, N equalled 121. Because in some cases respondents did not answer every question on the survey instrument, N may vary from question to question.

The demographic background of each respondent was determined by responses on a demographic data sheet attached to each questionnaire.

Table 4.1 presents the breakdown of community respondents by sex:

Table 4.1

N = 114	
<u>Sex</u>	<u>Percentage</u>
Female	79.0
Male	21.0

Table 4.2 presents the breakdown of community respondents by race:

Table 4.2

N = 120	
<u>Race</u>	<u>Percentage</u>
American Indian	.8
Black	11.7
Spanish-Surname	.8
White	85.0
Other	1.7

Table 4.3 presents the breakdown of community respondents by those who had children in North Pyramid schools and those who did not:

Table 4.3

N = 115	
<u>Children in School</u>	<u>Percentage</u>
Children in School	62.6
No children in school	37.4

Table 4.4 presents the breakdown of community respondents by residence in the North area.

Table 4.4

N = 111	
<u>Residence in North Area</u>	<u>Percentage</u>
From 1967-73	56.8
For at least three of the years from 1967-73	28.8
Less than three years from 1967-73	14.4

Presentation of Results of Community Survey

The remainder of this chapter is devoted to the presentation of results of the community survey. The general method of presentation is by means of data tables accompanied by appropriate narrative descriptions of the questions and responses. The approach in presenting these results has been purely descriptive; no interpretations of data are offered in this chapter. Some basic conclusions and recommendations have been offered in Chapter Five, however, to point out areas which appear to be of special significance.

All tables in this study are presented by percentages. In some instances, additional data drawn from Chi Square tests crossing demographic variables of interest (sex, race, children versus no children

in school, and residence in the North area) have been included when the results were found significant at the .05 level. In these cases, table presentations include responses broken down by the appropriate variable of interest and again, presented by percentages.

For greater clarity, questions from the original survey instrument (see Appendix A for complete instrument) have been grouped into content areas so that the intent of each question is more clearly accessible to the reader.

The remainder of this chapter is subdivided into the three general sections around which this study has been based: participatory school administration, school-community relations, and curriculum development.

A. Participatory School Administration

Perceptions of School Receptivity to Community Involvement

The following questions deal with community perceptions of school receptivity to community involvement in participatory school administration.

Table 4.5

The school provides me with the opportunity to have a say about the way the school is run.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	9.7
Agree	28.0
Don't Know	25.4
Disagree	14.0
Strongly Disagree	22.8

28 percent of the respondents felt that the school is receptive to community influences on school functioning, compared to 25 percent who did not know, and 37 percent who felt that the school was not receptive to community involvement in this area. This question was also significant at the .05 level for the variable of children versus no children in school. Responses were distributed as follows:

Table 4.5A

Response	Children in School	No Children in School
Strongly Agree	12.7	2.6
Agree	39.4	10.3
Don't Know	11.3	53.8
Disagree	12.7	15.4
Strongly Disagree	23.9	17.9

48 percent of those with children in school compared with 13 percent of those without children in school agreed that the school was receptive to community involvement in participatory school administration. A large percentage of persons without children in school, 54 percent, didn't know, compared with 11 percent of the persons with children in school.

Table 4.6

When I think things could be improved at the school (in areas like subject matter, the way subjects are taught, the way children are evaluated, etc.), I feel the school has encouraged me to go talk to the principal and his staff, volunteer to work on committees and try to get some changes made.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	10.6
Agree	27.4
Don't Know	29.2
Disagree	15.9
Strongly Disagree	16.8

38 percent of the respondents felt that the school has encouraged them to give their ideas about school improvement, compared to 29 percent who didn't know, and 22 percent who felt that the school has not encouraged them in this regard. In addition this question was significant at the .05 level for the variable of children versus no children in school.

Responses were distributed as follows:

Table 4.6A

Response	Children in School	No Children in School
Strongly Agree	16.7	0.0
Agree	37.5	10.8
Don't Know	16.7	54.1
Disagree	13.9	18.9
Strongly Disagree	15.3	16.2

44 percent of those with children in school agreed with this question compared to only 11 percent of those without children in school. A large percentage of persons without children, 54 percent, didn't know about school receptivity to community persons.

Perceptions of Community Interest in School Affairs

The following question assesses the amount of interest community persons have in participatory school administration.

Table 4.7

I would like to have more say about the way the school is run.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	27.7
Agree	35.7
Don't Know	17.0
Disagree	15.2
Strongly Disagree	4.5

65 percent of the respondents agreed they would like more say in the way the school is run. This question was also significant at the .05 level for race. Responses were distributed as follows:

Table 4.7A

Response	Black	White
Strongly Agree	30.8	27.7
Agree	61.5	33.0
Don't Know	0.0	20.2
Disagree	7.7	15.0
Strongly Disagree	0.0	3.2

92 percent of the black respondents agreed with this statement compared to 51 percent of the white respondents.

Perceptions of Community Involvement in School Affairs

The following question assesses the amount of prior involvement community persons have had in participatory school affairs.

Table 4.8

In the past I have expressed my viewpoints about the school by participating in school activities and/or by talking with school staff.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	25.9
Agree	25.9
Don't Know	13.4
Disagree	23.2
Strongly Disagree	11.6

51 percent of the respondents indicated they had expressed their viewpoints about the school compared to 35 percent who had not. This question was also significant at the .05 level for the variable of children in school. The responses were distributed as follows:

Table 4.8A

Response	Children in School	No Children in School
Strongly Agree	33.3	11.1
Agree	33.3	13.9
Don't Know	6.9	25.0
Disagree	16.7	36.1
Strongly Disagree	9.7	13.9

67 percent of those with children in school agreed with this statement compared to 25 percent of those without children in school.

Perceptions of Community Interest in School Affairs

The following question assesses the amount of interest community residents have in expressing their viewpoints on what is needed in the schools.

Table 4.9

The other community residents I know are interested in giving their viewpoints on what is needed in the schools.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	21.1
Agree	25.4
Don't Know	38.6
Disagree	6.1
Strongly Disagree	8.8

49 percent of the respondents agreed with this statement, compared to 39 percent who didn't know. This question was also significant at the .05 level for race. Responses were distributed as follows:

Table 4.9A

Response	Black	White
Strongly Agree	42.9	17.9
Agree	7.1	29.5
Don't Know	42.9	38.9
Disagree	--	6.3
Strongly Disagree	7.1	7.4

50 percent of the black respondents and 47 percent of the white respondents agreed with this statement, compared to 7 percent of the black respondents and 14 percent of the white respondents who disagreed.

Perception of Community Involvement in School Affairs

The following question assesses the number of community persons who feel parents do give their viewpoints on what is needed in the schools.

Table 4.10

Parents give their viewpoints on what is needed in the school.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	10.0
Agree	34.6
Don't Know	33.6
Disagree	12.7
Strongly Disagree	9.1

45 percent of the respondents agreed with this statement compare to 22 percent who disagreed. This question was also significant at the .05 level for the variable of children versus no children in school. Responses were distributed as follows:

Table 4.10A

Response	Children in School	No Children in School
Strongly Agree	11.6	5.3
Agree	33.3	36.8
Don't Know	26.1	50.0
Disagree	15.9	5.3
Strongly Disagree	13.0	2.6

Although nearly the same number of persons agreed with this statement (45 percent compared to 42 percent), a larger number of persons with children in school (29 percent) disagreed that parents gave their viewpoints on what is needed in the schools compared with 9 percent of those without children in school.

B. School-Community Relations

Community Perceptions of School Publications

The following questions were asked to ascertain the extent to which communication efforts of the North Pyramid actually reached residents of the school-community, and furthermore, the overall impact these communications have had on local community residents.

Table 4.11

I get publications at home about the schools in the North area.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	50.9
Agree	38.8
Don't Know	2.6
Disagree	4.3
Strongly Disagree	3.5

Table 4.11

I get publications at home about the schools in the North area.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	50.9
Agree	38.8
Don't Know	2.6
Disagree	4.3
Strongly Disagree	3.5

Approximately 90 percent of the respondents have been receiving school publications in their homes.

Table 4.12

I get publications at home about the schools in the North area, and I read them to find out what's going on in the area.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	40.9
Agree	47.8
Don't Know	2.6
Disagree	6.1
Strongly Disagree	2.6

Approximately 89 percent of the respondents agreed that they receive school communications in their homes and they read them as well. This question was also significant at the .05 level for the variable of children in school. Responses were distributed as follows:

Table 4.12A

Response	Children in School	No Children in School
Strongly Agree	48.6	25.6
Agree	44.4	56.4
Don't Know	0.0	7.7
Disagree	2.8	10.3
Strongly Disagree	4.2	0.0

93 percent of those with children in school read the publications they receive, compared to 82 percent of those without children in school.

Community Familiarity with North Pyramid Schools

The following questions assess the extent to which community residents feel they know what is going on at North Pyramid schools.

Table 4.13

I feel as though I know what's going on at schools in the North area.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	17.2
Agree	37.1
Don't Know	13.8
Disagree	20.7
Strongly Disagree	11.2

54 percent of the respondents agreed that they know what is going on in North Pyramid schools, compared to 46 percent who didn't know and 46 percent who disagreed with this statement.

Table 4.14

I feel as though I know what's going on at the school(s) I am most closely associated with.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	20.2
Agree	41.2
Don't Know	10.5
Disagree	20.2
Strongly Disagree	7.9

61 percent of the respondents agreed that they know what is going on in the North Pyramid school they are most closely associated with. This question was also significant at the .05 level for children in school. Responses were distributed as follows:

Table 4.14A

Response	Children in School	No Children in School
Strongly Agree	26.4	5.3
Agree	45.8	34.2
Don't Know	5.6	21.1
Disagree	15.3	28.9
Strongly Disagree	6.9	10.5

72 percent of those with children in schools felt knowledgeable about what has been going on in the schools, compared to 39 percent of those without children in schools.

Community Perceptions of School Accessibility

The following question assesses the extent to which community residents feel the schools and their resources are accessible to area residents. While this was not a stated objective of the North Pyramid establishment, it is often the case that decentralization does have some impact on the accessibility of resources and/or facilities to the local community.

Table 4.15

The North Pyramid, formed during the years 1967-73, helped make school facilities (such as auditorium, cafeteria, libraries, school busses, gymnasium, etc. etc.) more available to area residents, local groups and community organizations for their activities.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	26.1
Agree	36.5
Don't Know	29.6
Disagree	2.6
Strongly Disagree	5.2

63 percent of the respondents felt that school facilities had become more accessible to the community during the existence of the North Pyramid. This question was also significant at the .05 level by race. Responses were distributed as follows:

Table 4.15A

Response	Black	White
Strongly Agree	28.6	26.0
Agree	42.9	37.5
Don't Know	21.4	30.2
Disagree	7.1	2.1
Strongly Disagree	0.0	4.2

72 percent of the black residents felt that the formation of the North Pyramid did help to make school facilities more available to the community, compared to 64 percent of the white residents. Furthermore, more white than black residents didn't know about the school's accessibility to the community.

C. Curriculum Development

Parent Awareness of and Involvement in Curriculum Innovation

Parents were asked about their awareness and involvement in curriculum innovation in the following areas: changes, if any, in the number of school meetings; opportunities to become involved in curriculum; and teacher contacts with them regarding their children.

Table 4.16

There have been more meetings at school about classes for our children.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	17.1
Agree	20.0
Don't Know	27.1
Disagree	21.4
Strongly Disagree	14.3

Parents were equally divided in agreement and disagreement on this issue.

A large percentage did not know if such meetings have taken place.

Table 4.17

I have felt I could suggest changes in courses my children study.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	13.2
Agree	39.7
Don't Know	14.7
Disagree	17.6
Strongly Disagree	14.7

Over 50 percent of the parents felt free to suggest changes in courses their children study.

Table 4.18

Teachers have contacted me more often to discuss my children's progress in classes.

<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	17.4
Agree	29.0
Don't Know	7.2
Disagree	27.5
Strongly Disagree	18.8

46 percent of the parents agreed that teachers were in contact with them more about their children's progress, compared to 46 percent who disagreed.

School Receptivity to Community Involvement in Curriculum

The following questions assess the extent to which the schools have provided opportunities for community residents to become involved in curriculum.

Table 4.19

I have been asked to help teachers more often.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	5.8
Agree	14.4
Don't Know	21.2
Disagree	37.6
Strongly Disagree	21.1

Over 58 percent of the respondents indicated that they have not been asked to volunteer in the schools. This question was also significant at the .05 level for children in school. Responses were distributed as follows:

Table 4.19A

Response	Children in School	No Children in School
Strongly Agree	7.6	2.9
Agree	21.1	0.0
Don't Know	15.2	34.3
Disagree	36.4	40.0
Strongly Disagree	19.7	22.9

More residents with children in school than those without children in school have been asked to volunteer in North Pyramid schools. However,

56 percent of the respondents with children in school stated that they had not been asked to volunteer.

Table 4.20

I have been invited more often to classes at school.	
<u>Response</u>	<u>Percent Selecting</u>
Strongly Agree	12.3
Agree	24.5
Don't Know	13.2
Disagree	30.2
Strongly Disagree	19.8

37 percent of the community respondents agreed that they had been invited more often to visit schools, while 50 percent disagreed with this statement.

This question was also significant at the .05 level for children in school. Responses were distributed as follows:

Table 4.20A

Response	Children in School	No Children in School
Strongly Agree	18.6	0.0
Agree	32.9	8.8
Don't Know	2.9	35.3
Disagree	27.1	35.3
Strongly Disagree	18.6	20.6

52 percent of those with children in schools agreed that more invitations were received to visit classes, while only 9 percent of those without children in schools agreed with this statement.

## Chapter Five

### CONCLUSIONS AND RECOMMENDATIONS

The purpose of this final chapter is to present some major areas of concern out of the many issues dealt with in the body of this report which appear to deserve greater visibility and reflection.

Although it has been admittedly difficult to attribute the many changes which occurred in North Pyramid schools to the establishment of the North Pyramid persay, we have been necessarily limited to this more narrowed viewpoint for the purposes of this study. The following conclusions and recommendations, therefore, are presented in keeping with our three main areas of concern: participatory school administration, school-community relations, and curriculum development.

#### A. Participatory School Administration

Because participatory school administration was used in this study as a catchall term for a number of administratively-oriented functions, i.e., planning, evaluation, decision-making, information-gathering, needs assessment, policy-making, prioritizing for budget allocation, use of resources, and so forth, it is difficult to generalize about administrator, staff, and community perceptions in this area. However, one hoped-for result of decentralization is an opening up of traditionally administrative functions to include greater involvement by local school administrators, faculty, community persons, and students in the important task of determining how the school can and should function best.

In order to summarize the kinds of changes we looked at with this in mind, the following conclusions and recommendations appear most significant.

Local school administrators and staff reported increased involvement in administrative kinds of activities. Although administrators reported the greatest increases in this regard, teachers seemed to feel that substantial progress had been made in establishing opportunities for their involvement as well. Recommendations would include increased opportunities for local school administrators and teachers to fully develop their impact upon the administrative concerns of their schools.

Administrators reported many more demands upon their time relative to attendance at school functions and contact with the community. For example, 100 percent of the administrators compared to only 29 percent of the teachers reported substantial increases in attendance at school-related functions. Germaine to this concern is the fact that the persons most frequently asked and/or appointed to participate in school-related functions were black and female staff members. It appears, therefore, that involvement in school activities may not be entirely equitable, and efforts should be made, if this is the case, to involve all staff in these activities in order to alleviate any undue pressures on minorities.

Although a number of parent groups have been established at North Pyramid schools, they are primarily advisory in nature. Since avenues now exist to tap valuable community input, attention should be given to increasing expansion and use of these groups.

In this same regard, staff committees have also been established at individual schools, and although staff members report their levels of involvement much higher than levels experienced prior to the establishment of the North Pyramid, over 65 percent of the staff respondents felt that they would like more impact upon the way the school functions. This suggests, then, that these faculty groups could perform at more satisfactory levels.

Students, however, seemed to have very little access to participatory school administration. Although this is understandable in light of other demands put upon them, the majority of staff respondents did indicate that they felt students would like more say in the way their schools function. This area is also open to improvement.

Overall, the majority of administrators and staff members felt that the North Pyramid had had a significant impact on their schools. Resources were more available and communication between North Pyramid schools was increased to the benefit of all those involved.

In the area of increased community contact, however, 100 percent of administrator respondents felt that they had increased contact with their community compared to only 35 percent of the teachers. This suggests that teachers might become more directly involved with the community they are attempting to serve.

A large number of community residents felt that they did not really know what was going on in the schools. In addition, a large number of community residents felt that the schools were not receptive to their input. Persons without children in schools were more estranged than those with children in schools in this regard. Although it is understandable that persons with children in schools are more knowledgeable about school affairs, it is widely recognized that education is a community service which affects all those living in the area. Efforts should be made, therefore, to tap the many resources of the local community, and involve all community residents -- those with children and without children in schools -- to become involved in the school's more administratively-oriented activities.

Finally, the majority of community respondents indicated that they wanted more influence upon what actually goes on in their schools. 92 percent of the black residents compared to only 51 percent of the white residents agreed in this regard. It may be that black residents are not as satisfied with the school's performance as white residents, perhaps because the schools have traditionally failed to meet minority needs. Again, it is recommended that those residents who feel estranged and somewhat powerless to affect meaningful school change, be encouraged to become involved in participatory school administration.

#### B. School-Community Relations

Although it is difficult to differentiate between the impact of decentralization and changes brought about as a result of other intervening variables such as human relations programs and desegregation efforts in the area of school-community relations, some general conclusions can be surmised from the responses to this study.

In assessing the overall impact of decentralization on the school-community relationship, it is noted that administrators tended to express the most positive responses about the effects of the North Pyramid, staff members expressed the next most positive and community residents expressed the least positive. It appears, therefore, that the closer the respondent is to school administration, the more positive are the feelings regarding decentralization.

Another finding in this study related to the impact of decentralization on school-community communications. The North Pyramid News was seemingly the most effective communication tool in this area. However, while one question revealed that approximately 90 percent of

the community respondents received the North Pyramid News, results from another question indicated that only 50-60 percent of the residents felt they knew what was happening in their local schools. It appears, then, that to reach community residents via communiques is one thing, and to actually communicate to them is yet another.

The following recommendations are made in line with previously mentioned areas of concern in the school-community relationship. Special efforts could be made to enlighten those removed from school administration (e.g., teachers and community residents) as to the various models, meanings, and objectives of decentralization. A more systemic and cooperative decentralization effort by all those affected throughout the school system and its community could lead to a more comprehensive, equitable, and effective decentralization.

These efforts could take various forms. They might, for example, include mixed staff-community seminars on the pros and cons of decentralization; case history presentations on decentralization in other school systems; the formation of a joint and/or separate staff-community task force for the assessment of revisions of decentralization goals and objectives as they change with time; and the appointment of students, staff, and parent advisory committees charged with tasks to insure input into the decentralization plan from the various school components.

In the area of communications improvement, any effort undertaken should include a study of the North Pyramid News with an aim toward fostering more interest in the typical community resident reader. The results of the present study suggest that a significant number of area residents, between 30-50 percent of the respondents, do not read this newsletter.

Increased interest and reading could be affected in various ways. An increase in educationally-related community news and social events, for example, might increase community interest. This might help increase staff knowledge and awareness of the local community as well. The inclusion of a brief employment-oriented "want ads" column relevant to available employment within the school system might also increase the paper's reading public.

Although a variety of improvements could be made in the area of school-community relations, improved communications could be further affected via consistent efforts to involve community residents in every aspect of the school environment, including administration, teaching, building security and maintenance, curriculum design, policy formation, food service, committee work, student counseling, book purchasing, and so forth.

### C. Curriculum Development

In assessing the overall impact of decentralization on curriculum development, we noted significant changes in several areas. For example, there was increased communication between area administration, staff, and central office consultants regarding curriculum development. A substantial amount of federal monies became available and channeled to schools in the North Pyramid for the development and implementation of new curricula; these monies also helped to provide for more frequent teacher inservice. Through a number of curricular efforts, unification of programs and textbooks were improved throughout North Pyramid schools. Furthermore, formation of communication channels for curriculum change, such as the

Reading Committee and Language Arts Committee, are positive signs of changes in curriculum development.

In the area of parent and student involvement in curriculum development, however, results seemed to indicate that little progress had been made. Perhaps many parents find it difficult to become involved in school meetings because of employment and family responsibilities. Students also seem to be only minimally involved in curriculum development, even at the high school level. The utilization of community residents as volunteers, and community area resources which might be used by the schools, are valuable resources still open to expanded development.

The following recommendations are offered in the area of curriculum development: a highly mobile student population necessitates continued standardization of curricular programs; the increasing average age of staff members requires ongoing staff inservice; student involvement in curricular decision-making will require new motivational techniques to overcome the student apathy reported by some administrators in this study; increased hiring of minority teachers and counselors is being requested by students in the senior high school; parental support of school programs may require duplicate meetings offered at alternative times to allow for parents on different work schedules; improvement of junior high school sports programs will require increased financial support from North Area funding; career development for students from K-12 will require further curricular innovation and teacher inservice; "minimal sharing" of resources and personnel mentioned by some administrators and staff will require consideration and action; and ongoing

evaluation of curricular programs will test the validity of curricular innovations and help to insure meaningful needs assessments for the future.

APPENDIX: INSTRUMENTS

Administrator Questionnaire

Staff Questionnaire

Community Questionnaire

## ADMINISTRATOR QUESTIONNAIRE

1. During the North Pyramid years, 1967-73, what parent groups were expressly formed to become involved in school-related planning, decision-making, and other participatory activities of this nature? How do they function in your school?  

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2. During the North Pyramid years, 1967-73, what efforts were made to enhance faculty group participation in school planning and decision-making? How would you say your faculty is involved in helping to plan programs, gathering information needed for decision-making, and participating in decision-making?  

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3. Does your school have greater accessibility to technological and other resources since decentralization? Please cite specific examples.  

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4. Has your role as an administrator changed significantly as a result of decentralization? If so, please describe this change.

5. What effect, if any, has decentralization had upon the school-community relationship? Do you see you and your school becoming increasingly accountable to the community since decentralization? If so, cite examples.

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6. If you are an administrator at a junior or senior high school, what provisions have been made to involve students and/or student groups in school-related planning, decision-making, and other participatory activities of this nature?

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7. What efforts have been undertaken to enhance communications between the school and the community? How does this system differ from procedures utilized prior to decentralization?

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8. Did local school decision-making change significantly after decentralization in your opinion? Would you say that your school functioned any more independently in relation to central administration after decentralization? If so, please cite examples.

9. What curricular programs have you seen develop as a direct outgrowth of decentralization? Please outline briefly how this occurred.

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10. How did decentralization affect sharing of curricular programs and/or personnel between schools in the North Pyramid?

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NOTE: If you have been at your school long enough to become well-acquainted with the community, please enclose a list of school-community residents whose interest and involvement in the school includes the North Pyramid years, 1967-73. We are interested in talking with members of the school-community who have lived in the area throughout decentralization, and who have expressed a continued interest and involvement in the school.

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Name of School-Community \_\_\_\_\_

PROFESSIONAL STAFF QUESTIONNAIRE

NOTE: Please return your questionnaire in the enclosed, self-addressed, stamped envelope no later than Wednesday, March 13.

DEMOGRAPHIC DATA SHEET

Directions: Please check appropriate response. Do not write your name on this sheet. Your responses will remain anonymous.

1. SEX:           \_\_\_ Male                   \_\_\_ Female

2. ETHNIC BACKGROUND:

\_\_\_ American Indian

\_\_\_ Black

\_\_\_ Spanish-Surnamed

\_\_\_ White

\_\_\_ Other

3. TERM OF SERVICE: I worked at a North Pyramid school:

\_\_\_ from 1967-73

\_\_\_ from 1967 but left prior to 1973

\_\_\_ after 1967 and stayed through 1973

\_\_\_ after 1967 and left prior to 1973

4. RESIDENCE: I live(d) in the North area:

\_\_\_ from 1967-73

\_\_\_ for three of the years from 1967-73

\_\_\_ currently

5. POSITION: My position(s) in the school during the years 1967-73 was: (check all positions held)

\_\_\_ principal, assistant principal, administrator

\_\_\_ consultant, resource person

\_\_\_ teacher

\_\_\_ counselor

\_\_\_ other (specify)

DIRECTIONS: In completing the statements below, check the letters which show the extent to which you AGREE or DISAGREE. Check NC if you see no change. Base your answers on your own perceptions of and experiences with the school you are most closely associated with in the North Pyramid. If you would like to elaborate on any answer, please write on the back of the answer sheet.

KEY	
Check SA	If you STRONGLY AGREE with the sentence.
Check A	If you AGREE moderately with the sentence.
Check NC	If you see no change.
Check D	If you DISAGREE moderately with the sentence.
Check SD	If you STRONGLY DISAGREE with the sentence.

	SA	A	NC	D	SD
1. Because of the formation of the North Pyramid, more meetings were conducted within my school for curriculum development.	_____	_____	_____	_____	_____
2. Because of the formation of the North Pyramid, more meetings were held for our faculty with faculty of other schools.	_____	_____	_____	_____	_____
3. Because of the formation of the North Pyramid, there was greater sharing of faculty members between schools for special courses.	_____	_____	_____	_____	_____
4. Because of the formation of the North Pyramid, there was increased interaction of our school administrator with staff in encouraging instructional change.	_____	_____	_____	_____	_____
5. Because of the formation of the North Pyramid, there was greater provision for more in-service training for staff by central office consultants.	_____	_____	_____	_____	_____
6. Because of the formation of the North Pyramid, there were increased efforts to unify textbooks and programs between schools sending and receiving transfer students.	_____	_____	_____	_____	_____
7. Because of the formation of the North Pyramid, there were more meetings with parents to determine their concerns for curriculum.	_____	_____	_____	_____	_____
8. Because of the formation of the North Pyramid, there was more direct involvement of students with staff in determining student concerns for course changes.	_____	_____	_____	_____	_____
9. Because of the formation of the North Pyramid, there was increased reporting of student achievement scores to parents.	_____	_____	_____	_____	_____

	SA	A	NC	D	SD
10. Because of the formation of the North Pyramid, there was greater faculty involvement in projection of school budget needs.	_____	_____	_____	_____	_____
11. Because of the formation of the North Pyramid, more federal programs were provided for our school.	_____	_____	_____	_____	_____
12. Because of the formation of the North Pyramid, there was greater accessibility to funds for curriculum projects proposed by our school.	_____	_____	_____	_____	_____
13. Because of the formation of the North Pyramid, classes for students have been conducted outside the school building more often.	_____	_____	_____	_____	_____
14. The establishment of the North Pyramid Schools helped increase communication between our school and its local community.	_____	_____	_____	_____	_____
15. The North Pyramid Schools made it possible for the local school community to have an input into the decision and policy-making process in our school.	_____	_____	_____	_____	_____
16. The creation of the North Pyramid Schools helped make more school facilities available to local community groups and organizations.	_____	_____	_____	_____	_____
17. The North Pyramid made it possible to employ more professional staff from the local school community.	_____	_____	_____	_____	_____
18. The establishment of the North Pyramid Schools increased the amount of professional staff time spent on supervision or involvement in community related activities.	_____	_____	_____	_____	_____
19. The North Pyramid Schools were able to deal effectively with student and community needs and demands at the local level.	_____	_____	_____	_____	_____
20. The creation of the North Pyramid Schools helped increase the employment of ethnic minorities significantly. . . at the professional level.	_____	_____	_____	_____	_____
21. at the clerical and teacher aid level.	_____	_____	_____	_____	_____
22. at the food service and custodial level.	_____	_____	_____	_____	_____

SA      A      NC      D      DS

- |     |   |       |       |       |       |       |
|-----|---|-------|-------|-------|-------|-------|
| 23. | The establishment of the North Pyramid Schools helped create a better relationship between our school and its local community.  | _____ | _____ | _____ | _____ | _____ |
| 24. | The North Pyramid Schools were established for the purpose of delegating increased authority and responsibility for policy and decision-making in such areas as budget allocations, personnel, curriculum, and community relations to the local school level. | _____ | _____ | _____ | _____ | _____ |
| 25. | The above objectives (refer to question 22) were largely satisfied.   | _____ | _____ | _____ | _____ | _____ |
| 26. | I have been involved in school-related planning, decision-making, and other participatory activities of this nature this year.  | _____ | _____ | _____ | _____ | _____ |
| 27. | I am more involved in school-related planning, decision-making, and other participatory activities of this nature than I was prior to the establishment of the North Pyramid.   | _____ | _____ | _____ | _____ | _____ |
| 28. | I have more opportunity to become involved in school-related planning, decision-making and other participatory activities of this nature since establishment of the North Pyramid.  | _____ | _____ | _____ | _____ | _____ |
| 29. | I attend school-related functions more than I did prior to the establishment of the North Pyramid in 1967.  | _____ | _____ | _____ | _____ | _____ |
| 30. | Of the school-related functions I usually attend, the predominant number (more than two-thirds) fall into the category of social and/or student performance-academic.   | _____ | _____ | _____ | _____ | _____ |
| 31. | Of the school-related functions I usually attend, the predominant number (more than half) fall into the category of administrative/task force/advisory/committe/planning/information gathering.   | _____ | _____ | _____ | _____ | _____ |
| 32. | I am frequently involved in activities that include the planning for and/or evaluation of programs at my school.  | _____ | _____ | _____ | _____ | _____ |
| 33. | I am more involved in activities that include the planning for and/or evaluation of programs at my school than I was prior to the establishment of the North Pyramid.   | _____ | _____ | _____ | _____ | _____ |

SA    A    NC    D    SD

- |  | SA    | A     | NC    | D     | SD    |
|--|-------|-------|-------|-------|-------|
| 34. I become involved in participating in school-related functions by usually being asked and/or appointed.  | _____ | _____ | _____ | _____ | _____ |
| 35. I become involved in participating in school-related functions by usually volunteering.  | _____ | _____ | _____ | _____ | _____ |
| 36. I think the North Pyramid has had much effect on the workings of my school.  | _____ | _____ | _____ | _____ | _____ |
| 37. My school seems to have more resources available since establishment of the North Pyramid. (Resources might include technological advances, staff services, etc.)  | _____ | _____ | _____ | _____ | _____ |
| 38. I have more resources available to me and my classroom since establishment of the North Pyramid. (Resources might include technological advances, staff services, etc.)  | _____ | _____ | _____ | _____ | _____ |
| 39. The school seems to have changed a lot during the last few years.  | _____ | _____ | _____ | _____ | _____ |
| 40. My school has changed a lot over the years, and I think it had alot to do with decentralization.   | _____ | _____ | _____ | _____ | _____ |
| 41. I have more contact with the community since establishment of the North Pyramid.   | _____ | _____ | _____ | _____ | _____ |
| 42. I feel that I know more about what is going on at other schools in the area since the North Pyramid was established.   | _____ | _____ | _____ | _____ | _____ |
| 43. I have more say in how the school functions than I did prior to the establishment of the North Pyramid.  | _____ | _____ | _____ | _____ | _____ |
| 44. I would like more say in the way the school functions.   | _____ | _____ | _____ | _____ | _____ |
| 45. Students at the school would like more say in the way the school functions.  | _____ | _____ | _____ | _____ | _____ |
| 46. When I have ideas about programs, there are channels I can go through to start the ball rolling, and I feel support in my efforts of this type.  | _____ | _____ | _____ | _____ | _____ |
| 47. Decentralization of the North Pyramid was a way to make the administration of schools in this area easier, and it has affected us much at the local school level.  | _____ | _____ | _____ | _____ | _____ |
| 48. If I had things my way, I'd decentralize things even further so that the decisions affecting the school were closer to the teachers, parents, and other groups closely affected by the workings of the school. | _____ | _____ | _____ | _____ | _____ |



DIRECTIONS: In completing the statements below, check the letters which show the extent to which you AGREE or DISAGREE. Check DK if you don't know. Base your answers on your own perceptions of and experiences with the school you are most closely associated with in the North area. If you would like to elaborate on any answer, please write on the back of the answer sheet.

KEY	
Check SA	If you STRONGLY AGREE with the sentence.
Check A	If you AGREE moderately with the sentence.
Check DK	If you don't know
Check D	If you DISAGREE moderately with the sentence.
Check SD	If you STRONGLY DISAGREE with the sentence

	SA	A	DK	D	SD
1. I get publications at home about the schools in the North area.	_____	_____	_____	_____	_____
2. I get publications at home about the schools in the North area, and I read them to find out what's going on in the area.	_____	_____	_____	_____	_____
3. I feel as though I know what's going on at schools in the North area.	_____	_____	_____	_____	_____
4. I feel as though I know what's going on at the school(s) I am most closely associated with.	_____	_____	_____	_____	_____
5. The school provides me with the opportunity to have a say about the way the school is run.	_____	_____	_____	_____	_____
6. When I think things could be improved at the school (in areas like subject matter, the way subjects are taught, the way children are evaluated, etc.), I feel the school has encouraged me to go talk to the principal and his staff, volunteer to work on committees and try to get some changes made.	_____	_____	_____	_____	_____
7. I would like to have more say about the way the school is run.	_____	_____	_____	_____	_____
8. In the past I have expressed my viewpoints about the school by participation in school activities and/or by talking with school staff.	_____	_____	_____	_____	_____
9. The other community residents I know are interested in giving their viewpoints on what is needed in the schools.	_____	_____	_____	_____	_____
10. Parents give their viewpoints on what is needed in the school.	_____	_____	_____	_____	_____

11. The North Pyramid, formed during the years 1967-73, helped make school facilities (such as auditorium, cafeteria, libraries, school buses, gymnasium, etc.) more available to area residents, local groups and community organizations for their activities.

\_\_\_\_\_

12. There have been more meetings at school about classes for our children.

\_\_\_\_\_

13. I have been asked to volunteer to help teachers more often.

\_\_\_\_\_

14. I have felt I could suggest changes in courses my children study.

\_\_\_\_\_

15. Teachers have contacted me more often to discuss my children's progress in classes.

\_\_\_\_\_

16. I have been invited more often to visit classes at school.

\_\_\_\_\_