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*Academic Achievement; *Cultural Isolation; *Desegregation Effects; Elementary Secondary Education; Evaluation Criteria; *Public Opinion; *Racial Relations; *Secondary School Students

*Secondary Analysis

This volume in the assessment series of the Effectiveness of School Desegregation Strategies Project is a bibliography of references for all the printed material used in the project. Items listed relate to issues of public response to desegregation, racial isolation, resegregation, academic achievement, and racial relations. Included among entries on academic achievement are secondary analysis studies of achievement in secondary schools conducted by Paul Wortman and his associates at the University of Michigan. Also cited are those studies excluded from the Wortman Analysis, and the criteria for exclusion along with an evaluation which appears in Appendix A. A listing of papers on school desegregation presented at the 1981 AERA (American Educational Research Association) meeting is also appended. (JCD)
ASSESSMENT OF CURRENT KNOWLEDGE
ABOUT THE EFFECTIVENESS OF
SCHOOL DESEGREGATION STRATEGIES

VOLUME IX

SCHOOL DESEGREGATION STRATEGIES:
A COMPREHENSIVE BIBLIOGRAPHY

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Pr. face

This volume is one of nine resulting from the Assessment of Effective Desegregation Strategies Project (hereafter referred to as the Project). The Project was financed with funds provided by the Office for Civil Rights (OCR) of the U.S. Department of Education and administered by the National Institute of Education (NIE).*

The primary purpose of the Project has been to identify what is known about strategies that are effective in desegregating school systems. A secondary objective of the Project is to facilitate further research in this topic. The Project will be successful if policymakers and practitioners use its findings, and the subsequent knowledge from research to which the Project contributes, to more effectively racially desegregate the nation's schools.

There are several potential goals of desegregation and these may be the terms in which effectiveness is measured. This Project defined an effective strategy in one of four general ways:

1. The acceptance and support of desegregation by parents and the community.
2. The reduction of racial isolation and the avoidance of segregation among public schools (white flight and nonentry) and within schools (unnecessary ability grouping, push-outs, etc.).
3. The development of better race relations among students.
4. The improvement, or at least the continuance, of academic achievement.

* This report was prepared under Contract No. NIE-R-79-0034.
The Project involved several different but interrelated activities:

1. A comprehensive review of the empirical research (see Volume V).
2. A review of the qualitative literature on school desegregation, including studies surveying the opinions of practitioners and policy makers (see Volume VI).
3. An analysis of ten key court decisions (see Volume VII).
4. Interviews with local and national experts on school desegregation (see Volume VI).
5. A synthesis of the information gathered in activities 1-4 (see Volume I).
6. A review of actions by state governments and interviews with state officials (see Volume VIII).
7. An agenda for future research to determine the effectiveness of school desegregation strategies (see Volume II).
8. The design of a multicommunity study to determine the factors that account for the effectiveness of school desegregation (see Volume III).
9. A guide to resources that those charged with implementing desegregation might find helpful (see Volume IV).
10. A comprehensive bibliography of books, articles, papers, documents and reports that deal with desegregation strategies related to the four general goals outlined above.

These several activities were conducted by a team of researchers from several universities and organizations. The Project, which was managed by Willis D. Hawley with the assistance of William Trent and Marilyn Zlotnik, was initially based at Duke University's Institute of Policy Sciences and Public Affairs. Midway during its 19 month life, the Project was moved
to Vanderbilt University's Institute for Public Policy Studies. The members of the Project team were:

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* Affiliations are for the period during which these persons participated in the study.
The Advisory Board

This project has benefitted from the advice of a distinguished panel of scholars and practitioners who made suggestions and comments on everything from the project design to the final report. The members of the Board are:

Mary Berry, Professor of History, Howard University and Vice Chairperson, U.S. Commission on Civil Rights
Fred Burke, Commissioner of Education, State of New Jersey
Norman Chachkin, Lawyers' Committee for Civil Rights Under Law
Francis Keppel, Professor of Education, Harvard University and Chairman, National Project and Task Force on Desegregation Strategies
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The conclusions reached in the several volumes are those of the named authors. Neither the National Institute of Education nor the Office for Civil Rights supports the findings of this Project.
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Introduction

This volume is one of several resulting from the Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies Project.

While each of the other volumes is self-contained with respect to supporting references, this volume pulls together references to all of the printed material used in the Project. Moreover, this bibliography includes material considered but not used in our analysis for various reasons.

The bibliography is extensive but it does not list all written material related to desegregation. Almost all of the items listed here are related to the issues addressed by the Project, that is, strategies affecting public response to desegregation, racial isolation, resegregation, academic achievement, and race relations. Some other items related to desegregation or to race relations are included because we have found them worth citing for a number of reasons.

Other substantial bibliographies and reviews of literature related to desegregation are cited by Meyer Weinberg in Volume IV of this Project, A Practical Guide to Desegregation: Sources, Materials, and Contacts (pp. 65-69). That volume also identifies selected sources of information by topic and includes issues not dealt with directly by the analytical sections of the Project. The topics Weinberg deals with are:

Administrators  Planning for Desegregation
Background Readings  The Press and Desegregation
Bilingualism  Second-Generation Problems
Classroom Organization  Students and Desegregation
Discipline  Teachers and Desegregation
Dropouts and Pushouts  Unequal Burdens of Desegregation
Hispanics  University-Business-Community Pairings
Housing  Voluntary Desegregation
Magnet Schools  White Flight
Metropolitan Desegregation  Whites as Minorities
Parent Participation
Throughout the bibliography, particular references related to academic achievement are marked with an asterisk (*). These are studies that have particular shortcomings that limit their usefulness in assessing the effects of desegregation on academic achievement. As this Project was concluding, Paul Wortman and his associates at the University of Michigan reported the preliminary results of their effort to conduct a type of secondary analysis (called meta-analysis) of all previous studies of achievement in desegregated schools. The items marked are the studies Wortman and his associates felt should not be included in their analysis. They developed a scheme for assessing the limitations of the studies and have coded each study accordingly. Their criteria for exclusion and their evaluation of each study is included here as Appendix A.

Studies excluded from the Wortman analysis may be useful and perfectly respectable analyses. In some cases, for example, sampling procedures were not identified in the study but this does not mean that the sampling was incorrect (although efforts were made to track down authors to answer some questions about the studies). Our reason for including this information is not to criticize the studies but to help the reader interested in the topic of academic achievement to make more effective use of the available literature.
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APPENDIX A

A Critical Analysis of Particular Studies

of the Effects of School Desegregation

on Academic Achievement

Since 1979, Paul Wortman and his associates at the Center for Research on the Utilization of Scientific Knowledge at the University of Michigan, Ann Arbor, have been identifying and evaluating studies purporting to measure the effects of desegregation on academic achievement. This process has resulted in the identification of some significant weaknesses in a number of the particular studies that make up the literature. We feel it will be useful for readers of this bibliography to know the limitations of the studies Wortman and his colleagues have reviewed. This appendix is an excerpt from the Progress Report: Project for Secondary Analysis of Educational Program Evaluations II, June 1981, submitted by Professor Wortman to the National Institute of Education pursuant to the provisions of Grant No. NIE-G-79-0128. This excerpt explains the criteria for evaluation and shows the limitations of each study the project determined could not be used in their effort at secondary analysis. The inclusion of a study in this list does not mean that the study has no utility. It means that it did not meet certain methodological standards necessary to the type of sophisticated quantitative synthesis of the findings of studies of desegregation and achievement that is the purpose of the secondary analysis project.

We are grateful to Professor Wortman for permission to reprint this excerpt from his report.
Exclusion Criteria

The decision to exclude a particular study from the analyses was based on assessments of the various threats to the study's validity. The number and magnitude of the flaws in the study have been the deciding factor for inclusion or exclusion. The observed threats to validity fall into one or more of four basic classifications that have been developed by Campbell and his associates (Campbell & Stanley, 1963; Cook & Campbell, 1979). Thus, the criteria used to reject studies (see Table 1) represent specific instances or threats to internal, external, construct, or statistical conclusion validity.

Internal validity is broadly concerned with whether the treatment (i.e., school desegregation) in fact affected the outcome (i.e., academic achievement of black students). Threats to internal validity may be posed by uncontrolled variables representing effects of history, maturation, and the like as originally described by Campbell and Stanley (1963). Most of the factors listed in the table as threats to validity do not require further explication. However, the rationale behind a few may not be so apparent. For instance, studies utilizing cross-sectional survey designs (criterion 4a) were rejected from the analyses because they typically do not control for extraneous variables in local school settings that may affect achievement above and beyond the effects of desegregation. That is, they are usually observations at one point in time lacking adequate controls.
Studies were also rejected that failed to describe their sampling procedures (criterion 4b) and thus make it impossible to rule out potentially confounding biases in the selection of comparison groups. Finally, the use of different tests as pretest and posttest measures may pose "instrumentation" problems stemming from differential test reliability and low inter-test reliability. These problems may either produce spurious treatment effects or mask real effects. Each of these specific threats may confound the observed association between desegregation and achievement.

External validity refers to limitations in the generalizability of the study with regard to populations, settings, as well as treatment and measurement variables. One obvious reason for exclusion was studies conducted outside of the United States. Another common treat to external validity involved the confounding effect of compensatory equalization of treatment (e.g., extra teachers for segregated controls) or other kinds of multiple treatment interference (criterion 3g). These may disguise or distort findings indicating how desegregation affects achievement. Moreover, when the dates of test administration are not described (criterion 5c), problems arise in adjusting the effect-size estimates to a proper time interval as well as determining whether the pretest actually occurred prior to desegregation.

Construct validity refers to the appropriateness of the theoretical constructs, variables, and measures used. If the study did not really deal with desegregation and/or achievement, it was not included. Other studies were rejected on these grounds, but for less obvious reasons. These include those that at first appear to measure academic achievement of desegregated black, but which, in fact, measure a different construct
such as I.Q. (an ability measure); those that measure a different
treatment, such as bus transportation; or a different population such as
whites or Chicanos (see criterion 3a).

Statistical conclusion validity is concerned with the appropriateness
of the statistical analyses. This includes not only the analyses employed
but also the sufficiency of the data reported for calculating effect
sizes. For example, a study may improperly use ANOVA in the analysis of a
non-equivalent control group design (i.e., criterion 6h) that violates
assumptions of homogeneity of variance and of heteroscedasticity. Other
studies may correctly employ statistical procedures where there is
inadequate statistical power from sample sizes too small to reject the
null hypothesis. Finally, studies which grossly combine achievement
results of different grade levels must be rejected because the rate of
achievement gain tends to increase more slowly with advancing grade level
and thus grade-equivalent scores are really not comparable (as they are
normed within each grade separately). Combining scores from various tests
across grade levels further threatens internal validity insofar as
instrumentation effects arise from variations in test reliability and
other test characteristics (e.g., item difficulty and content).

Applying the criteria listed in Table 1 resulted in the exclusion of
74 studies. The studies and the reasons for their exclusion are
summarized in Table 2. Most suffered from more than one problem. As can
be seen, a number of these criteria are sufficient in themselves (i.e.,
"fatal flaws") to eliminate a study. All but three studies had such
flaws. Overall, we have had to exclude the majority of studies examined
including a number used in the previous meta-analyses performed (Crain &
We have spent a considerable amount of effort in documenting this aspect of our work. We feel that it represents an important, but often overlooked, part of formal data synthesis procedures, and one that can produce differing results. While meta-analysis, itself, is a formal, quantitative method, the selection of the sample to include in the analysis is not. Without appropriate, documented selection criteria, the results can be as subjective and biased as the literature reviews they seek to replace.
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Threats to validity symbolized by capitalized letters represent inadequacies sufficiently serious in and of themselves to exclude the study from analysis.

Coding: M = mixed
+ = mostly positive
- = mostly negative
0 = no change
APPENDIX B

PAPERS ON SCHOOL DESEGREGATION ISSUES PRESENTED

AT THE 1981 AERA MEETING

The following papers were presented at the 1981 American Educational Research Association meeting in Los Angeles. Their findings are not incorporated in this project because of their late availability. These papers are listed in addendum since they hold particular relevance to many issues addressed in this project.

Ahmadjian-Baer, J. Producing more active learning behavior from poor readers: The multiple ability classroom.

Arias, M. B. School-community perceptions of desegregation and bilingual education: A case study.

Beady, C., & Slavin, R. E. Making success available to all students in desegregated schools: An experiment.

Beckum, L. Student classification and misclassification: Lessons from Larry P. v. Riles.


Bennett, C. Minority student and discipline: An empirical study.

Bennett, C., & Harris, J. J., III. A study of the causes of disproportionality in suspensions and expulsions of male and black students in desegregated high schools.

Braddock, J. H., IL Effects of school desegregation on traditional and nontraditional career paths among black young adults.

Brady, N. M., & Warfield, M. The impact of compensatory education programs on equality of educational opportunity in desegregated elementary schools.

Brown, F. The role of the researcher in collecting community data.

Carter, D. G., Sr. Competency testing: Assessment or politics.


Carter, T. G., Sr., & Harris, J. J., III. Second generation school integration problems for blacks.

Carter, D. C., Sr., & Huckaby, W. Student discrimination, disproportionality and the law.

Comerford, J. P. Parent perceptions and pupil characteristics of a senior high magnet school.

D'Amico, S. B., Green, C., & Bell-Nathaniel, A. Facilitating interracial contact: Let the structure do it for you.

Darden, J. T. Neighborhood racial composition and black and white attitudes.

Dziuban, C. D. Some relationships among demographic characteristics of school districts and indices of school desegregation.

Farrell, W. C., Jr., Olson, J., & Larson, R. Racial awareness in kindergarten children in segregated and desegregated settings.

Frelich, A., & Anderson, B. Does changing school environments change the academic performance of minority students?


Gordon, W. M. Critique of desegregation techniques.

Grantham, G. Student discipline issues before and after court-ordered school desegregation.

Green, R. L. Status of northern school desegregation—equity implications.

Grifforre, R. J. Issues associated with conducting large-scale longitudinal research on school desegregation.

Grifforre, R. J. Third generation school desegregation issues: Outcomes of three symposia.

Haro, C. Chicano community involvement and perception of desegregation litigation.

Hartwell, L. K., & Grinder, R. E. A collaborative approach to the study of multiethnic understanding among adolescents in the high school environment.


Hillman, L. W. Legal history and prognostications.

Hirt, J. Federal school desegregation policy.

Howell, J. F. Comparing the achievement of black students bused to formerly white schools with black students walking to formerly segregated schools.

Isaac, S. A new perspective on the use of evaluation data in Title I schools also involved in a court ordered integration program.

Johnson, S. Test bias: Origins and identification.

King, A. L. Desegregation, integration, and inservice education.

King, N. J., Carney, M., & Stasz, C. Staff development in desegregated settings.

Krueck, T. G., & Ashmore, W. Effects of court-ordered desegregation on student attendance and mobility.

Mahard, R. E., & Crain, R. L. Extracurricular activities as an effective intervention.

Martinez, H. Effects of desegregation mandates on bilingual services: A New York case study.

McKeown, R. School environment perceptions of desegregated secondary school students.


Miller, L. Testing--instructional implications.

Miller, R. C. The dynamics of peer group relations in high school programs: The case of a multiethnic urban high school.

Moore, C. Building a sense of belongingness among students.

Parsons, M. A. Attitudinal changes of students and parents following court-ordered school desegregation.

Pinnell, G. S. Ethnographic research in newly desegregated schools.

Pullen, D. Legal considerations in testing.

Raivetz, M. J., & Kean, M. H. Approaches to evaluating a systemwide desegregation effort.

Schmidt, J. Background and history of school desegregation.

Schweitzer, J. H. Attitudinal changes of bused and nonbused children and their parents.

Scott, E. S. Testing--the denial of access.

Shuy, R. Linguistic considerations in testing programs.
Simmons, C. A. Pedagogical decision making in a desegregated school district: The implications for ancillary relief.

Stallings, J. Are they doin' what they're suppose to do? A study of implementation in seven follow through models of education.


Takei, Y. Asian-Pacific education after Brown and Lau.

Thomas, G. E., & Brown, F. What does research tell about school integration?

Trent, W. T. Contrasts and trends in student course enrollments and extracurricular memberships in desegregated high schools.

Uribe, O. The historical perspectives of segregationist practices toward Hispanics.

Valverde, L. A. Bilingual education and school integration: What are the options for Hispanics?

Wayson, W. The external politics of action research: Educational triage for what purpose?

Wayson, W. W. Some commonly ignored variables affecting desegregation outcomes.

Williams, B. I. Truth-in-testing: Status and implications for blacks.

Williams, W. The impact of public officials on artificially segregated schools.

Wynn, G. Winning trust and team building: Organization development for better discipline.