

LINCOLN HIGH SCHOOL

Analyst Report

Dr. John McLevie

July 7, 1981

C O N T E N T S

	<u>Page</u>
Introduction	1
Planning and Needs Statement	2
Positive Factors	9
Long-term Objectives	10
Short-term Objectives	11
"Special Action"	12
Management Skills	14
Administrative Team's Objectives	15
<u>TABLES</u>	
I. CTBS Scores Lincoln	2
II. Reading Progress	3
III. Language Progress	4
IV. Mathematics Progress	5
V. CTBS Scores Comparative	6
VI. Ethnic Enrollment	7
VII. Comparative Enrollment	7
APPENDIX A	A-1

Introduction

Lincoln High School has received a good deal of attention over the last few years but its problems still tend to be stubborn ones. This integration analyst has interviewed teachers, counsellors, and administrators at the school, ASB student members, Project Lincoln staff, Study Skills Center staff, and several community members.

Lincoln has some community support in San Diego and has a number of dedicated teachers and administrators. It is our feeling that a number of factors make Lincoln ready for positive "take off". We hope the faculty will continue to stay at the school to help to achieve the tasks that need to be accomplished.

There are two major recalcitrant problems that must be addressed if the "image" of Lincoln is to be positively drawn and if the take off point is to be achieved. These problems are the low average scores of the resident students in the basic subjects and the continuing isolation of its minority students.

The district has some promising initiatives in place which show good chances of success if given time to develop at Lincoln. A number of plans are being developed for future action under the title of Project Lincoln. There is a desire in the Secondary Division to move district-wide and deliberately in making improvements. This paper does not suggest that the planning is faulty. The intention here is to point out that time is of the essence at Lincoln and that extraordinary efforts are needed now. The changes suggested would require immediate consideration of a management team concept. Humane concerns require efforts to help present students at Lincoln to meet the world more completely.

Section 1 - Planning and Needs Statement

Interviews have been held with 30 teachers, the ASB, the principal, the vice principal in charge of Project Lincoln, Integration Task Force members and minority community members. The district's documents on absentee rates and test scores have been studied. As a result, the following problems and needs emerge.

1. The low scores of the resident students in basic skills need immediate attention. (See Tables I and II.)

TABLE I.
Spring 1981 CTBS Test Results
for Lincoln High School

GRADE	DATA	Total Reading			Total Math			Total Language		
		N	Median Percentile	GLE	N	Median Percentile	GLE	N	Median Percentile	GLE
9	Filtered	91	NA*	7.3	81	NA*	8.6	84	NA*	6.4
	Un-filtered	129	NA*	6.9	121	NA*	8.2	119	NA*	6.1
10	Filtered	139	15	7.1	139	33	9.1	131	24	7.1
	Un-filtered	168	15	7.2	165	33	9.1	154	24	7.1
11	Filtered	155	18	8.6	150	28	9.4	150	18	7.9
	Un-filtered	179	19	8.7	174	29	9.5	173	18	8.0
12	Filtered	136	22	10.1	127	29	9.9	129	22	9.8
	Un-filtered	143	23	10.1	134	29	9.9	135	23	9.9

*Not available due to out-of-level testing.

Note: Filtered=students who attended for the full school year.
Unfiltered includes students who attended for part of the school year.

TABLE II.

GRAPHIC DISPLAY OF STUDENT PROGRESS
 PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

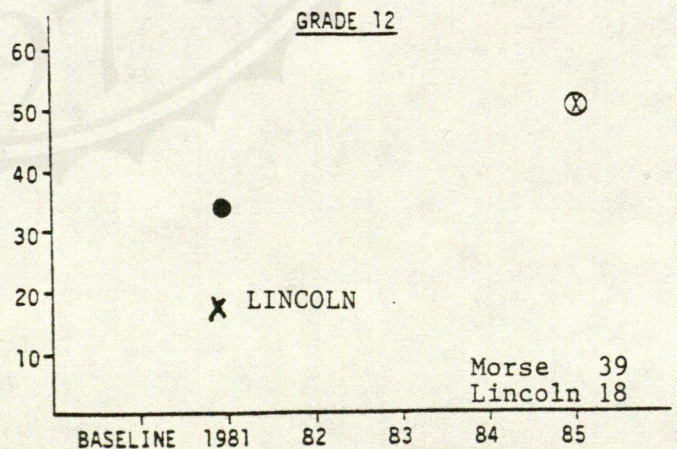
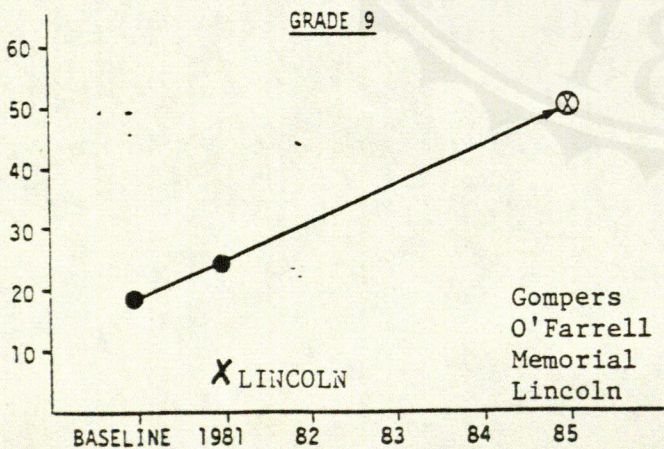
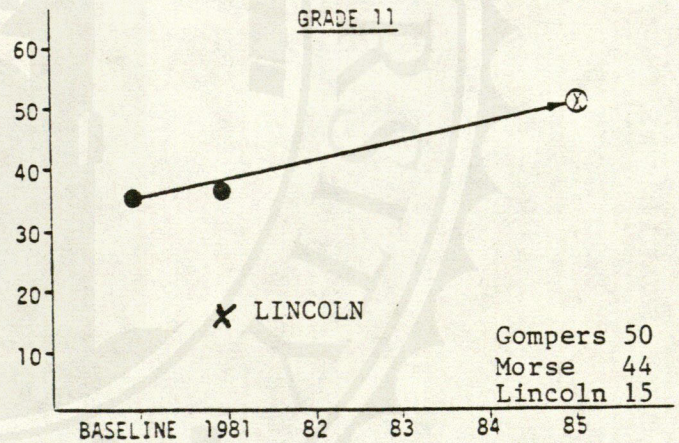
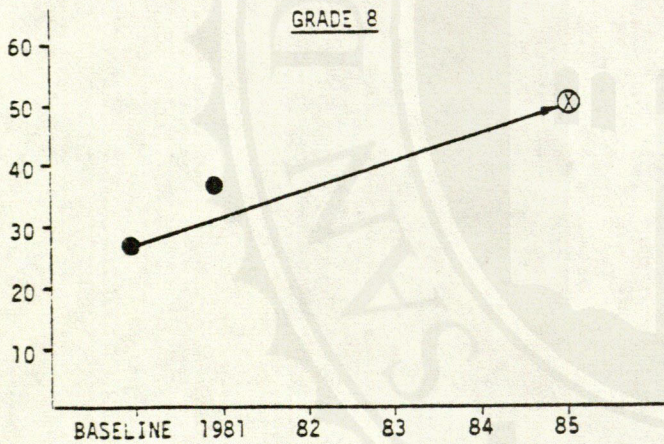
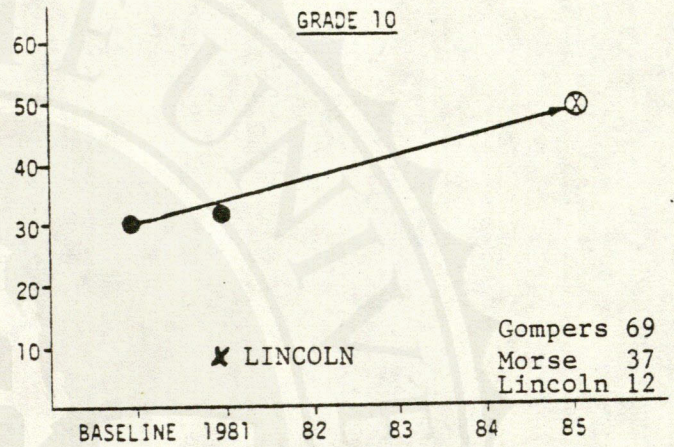
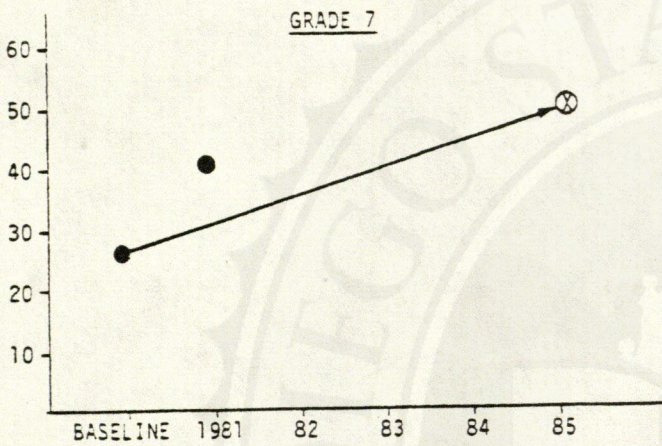
READING

JUNIOR HIGH SCHOOLS

GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
7	27.5	40.7				
8	27.9	36.7				
9	19.3	23.1				
	1980 (BASELINE)	81	82	83	84	85

SENIOR HIGH SCHOOLS

GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
10	29.7	30.7				
11	35.7	36.3				
12	N/A	33.0				
	1980 (BASELINE)	81	82	83	84	85



⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

TABLE III.

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

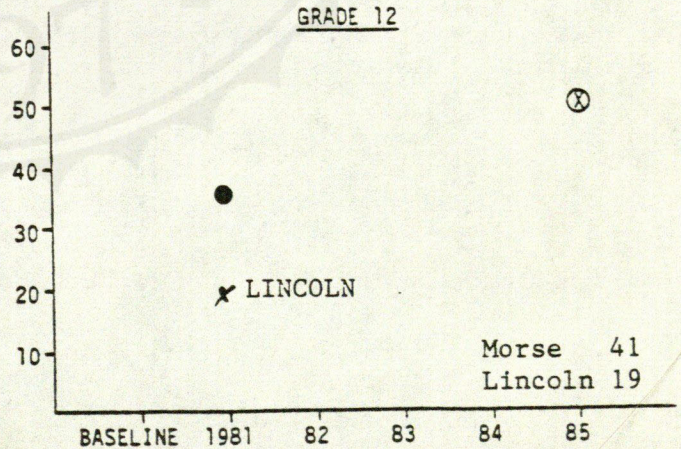
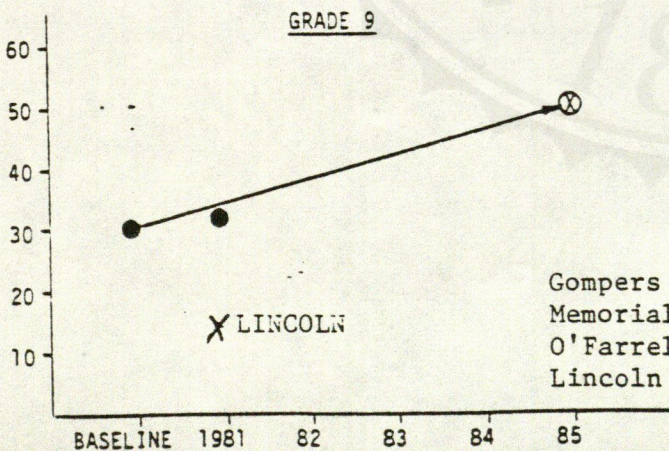
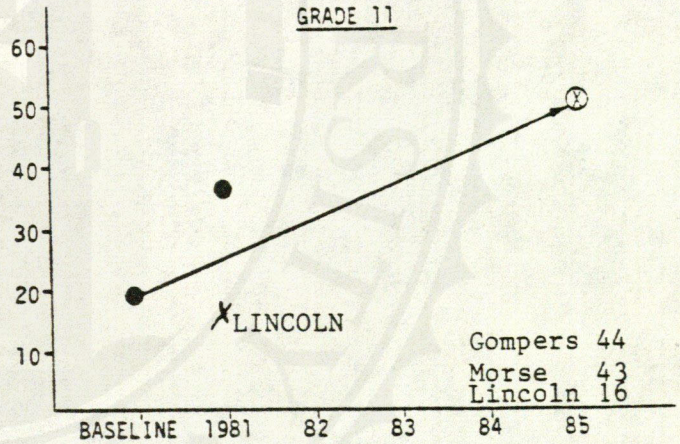
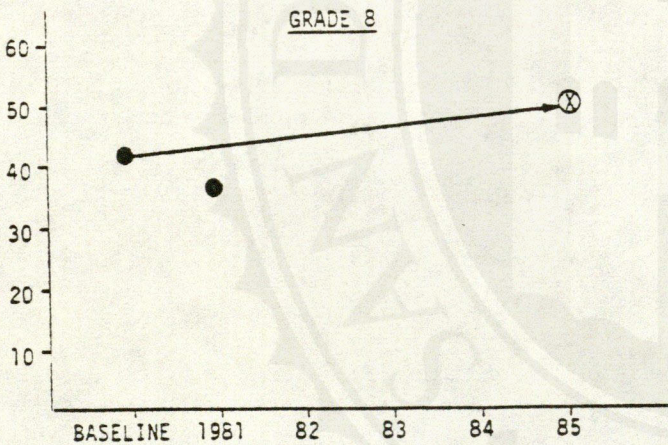
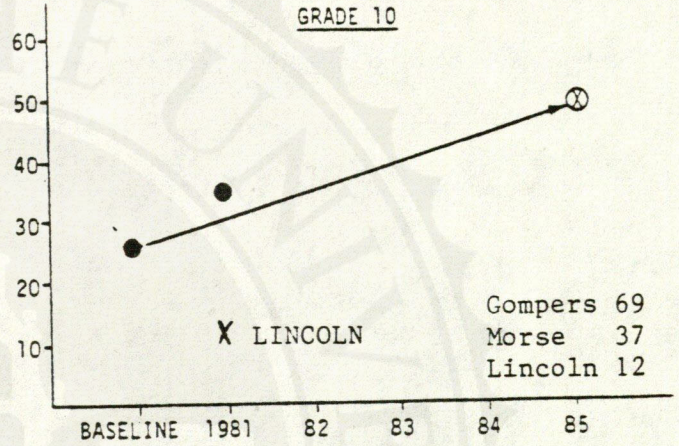
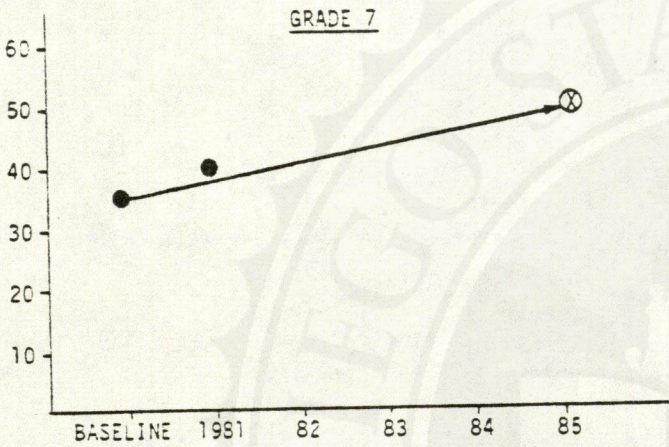
LANGUAGE

JUNIOR HIGH SCHOOLS

GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
7	34.3	39.4				
8	41.3	36.0				
9	29.9	30.3				
	1980 (BASELINE)	81	82	83	84	85

SENIOR HIGH SCHOOLS

GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
10	26.2	33.0				
11	19.0	36.0				
12	N/A	34.5				
	1980 (BASELINE)	81	82	83	84	85



⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

TABLE IV.
 GRAPHIC DISPLAY OF STUDENT PROGRESS
 PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

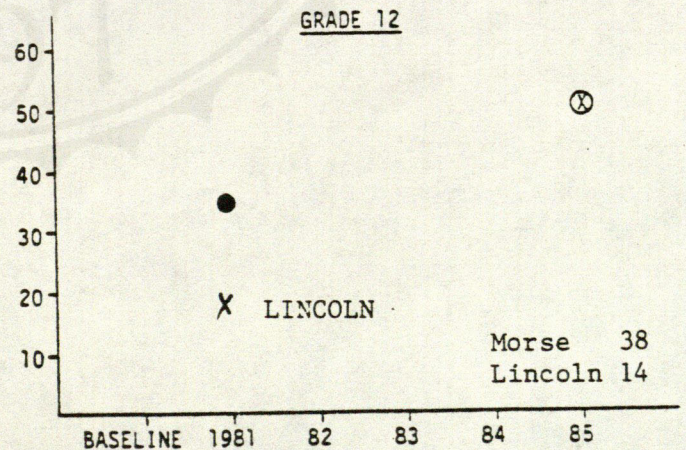
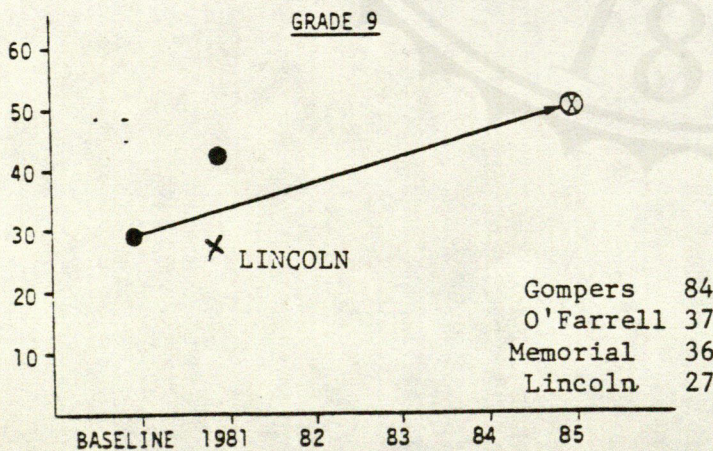
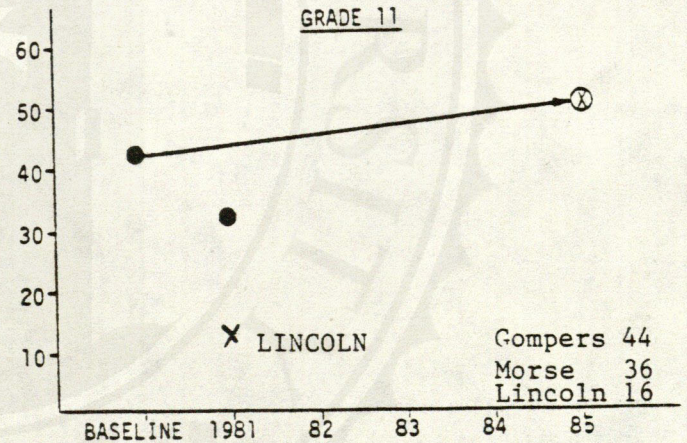
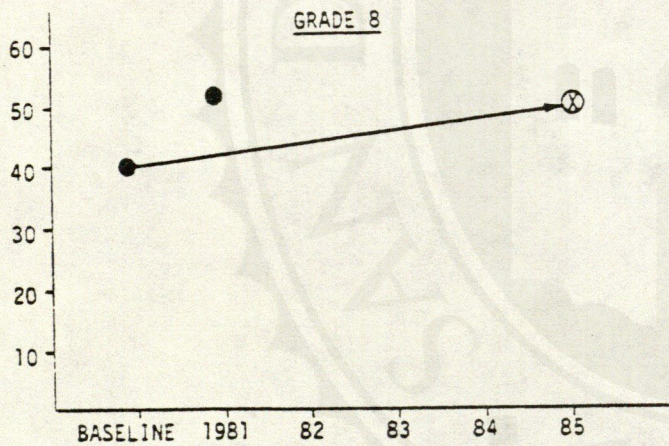
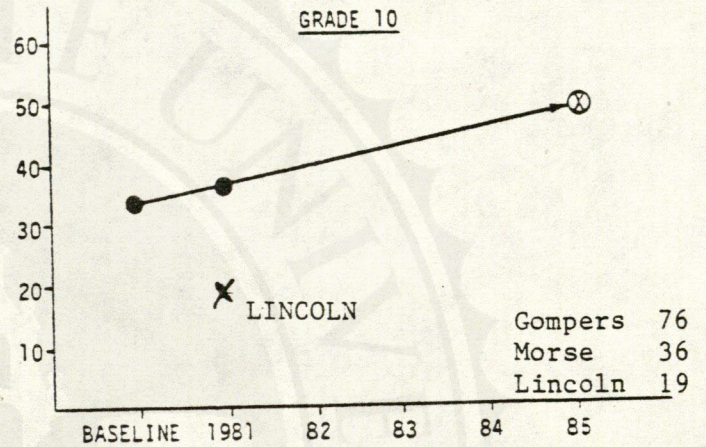
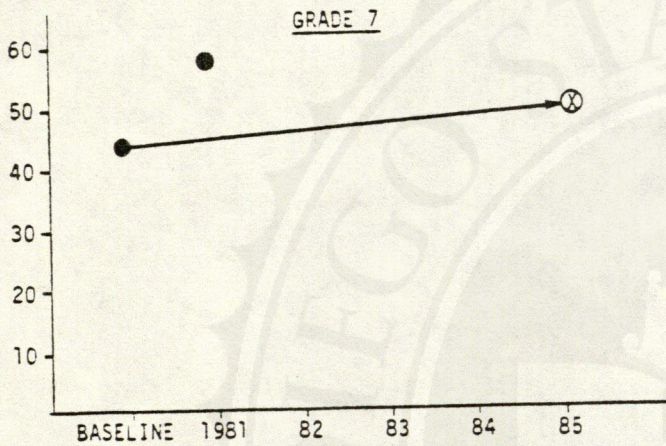
MATHEMATICS

JUNIOR HIGH SCHOOLS

GRADE	PERCENT OF STUDENTS \geq PUBLISHER'S MEDIAN					
7	43.9	58.1				
8	39.8	51.9				
9	28.3	42.0				
	1980 (BASELINE)	81	82	83	84	85

SENIOR HIGH SCHOOLS

GRADE	PERCENT OF STUDENTS \geq PUBLISHER'S MEDIAN					
10	33.4	34.3				
11	42.6	31.4				
12	N/A	32.9				
	1980 (BASELINE)	81	82	83	84	85



⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

TABLE V.

SPRING 1981 TESTING RESULTS
 COMPREHENSIVE TESTS OF BASIC SKILLS, FORM S, LEVEL 3
 PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS
 MINORITY ISOLATED SCHOOLS GRADES 10, 11, AND 12
 STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR

GRADE 10

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONCEPTS	MATH APPLIC.	TOTAL MATH
GOMPERS			77				85				89
LINCOLN			15				24				33
MORSE			39				43				44

GRADE 11

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONCEPTS	MATH APPLIC.	TOTAL MATH
GOMPERS			53				42				50
LINCOLN			18				18				28
MORSE			43				42				39
			36				34				36

GRADE 12

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONCEPTS	MATH APPLIC.	TOTAL MATH
GOMPERS			--	NO GRADE 12 ENROLLMENT			--				--
LINCOLN			22				22				29
MORSE			38				41				39
			34				36				35

2. The minority isolation of the school continues to be an integration problem.

TABLE VI.

Current Enrollment by Ethnic Groups

	<u>N</u>	<u>%</u>
Hispanic	125	13.3
White	3	0.3
Black	795	84.3
Asian	20	2.1
<hr/>		
Total	943	100.0

(Ethnic Census data - December 1980)

3. The declining enrollment this year will create "in excess" teachers and limits the courses that can be offered to college-bound students.

TABLE VII.

Total Enrollment 1976-1980

<u>1980</u>	<u>1979</u>	<u>1978</u>	<u>1977</u>	<u>1976</u>
943	1,162*	887	854	906

(Ethnic Census data - December of each year)

*Ninth grade added at the school

Planning and Needs Statement (cont'd)

4. The absentee rate is high. The average rate for students absent (apportioned * and non-apportioned) for more than 4 hours on any date was 12% for the 1980-81 year. This is 3% less than the previous year while three years ago the Lincoln absentee rate was 20%.
5. Lincoln has a history of a poor academic image.
6. The low morale of many teachers and the low expectations teachers have of minority students continue to be a problem. In some subjects lower grade textbooks are used to remedy the lack of student reading skills. Thirty-six teachers have less than 3 years of teaching experience. The general depression of many teachers has been expressed to this writer.
7. Management and administrative styles and systems seem inappropriate to the key objectives of this school. The services of the principal, four vice principals, and a large share of the time of one director, are directed to this small school.
8. The result of the many special programs which enter the school is a plethora of objectives listed in the Site Plan. There appears to be no easily available and clearly enunciated master plan of overall school objectives.
9. The lack of connection seen by many students between Lincoln's academic offerings and their career goals (or lack of career goals) adds to a general sense of no direction. There is a need for greater "career" articulation in all curricula.
10. The small and isolated nature of the Career Center Program does little to help the school's integration problems. There are 272 students in the Centers including 237 in the ROP element which is limited to two hours a day and applies only to the 11th and 12th grades. (67 majority students are in this program).
11. Students "skipping" classes is a problem for a number of teachers. The period before lunch is especially difficult.

*apportioned =excused absences for which the district receives funds.

Section 2 - Positive Factors at Lincoln High School

1. A school spirit has developed out of the sports program and involves those parents interested in sports. There is a generally positive student attitude except toward the academic achievement areas.
2. Students are honest and enthusiastic in their attitude toward life.
3. Many teachers are dedicated to the Lincoln students.
4. Progress is being made with the small Medicine and Health Program.
5. Funding from special projects allows a number of helpful support activities.
6. There is evidence of supportive attitudes and contributions by a number of the administrative staff.
7. The counselling staff seems committed to the students although there seem at times to be some cross-currents with some teachers.
8. The Secondary Division director who works with Lincoln expends much effort on the school.
9. There seems to be an approach toward a "take off" point in the minds of a number of teachers and staff that could be fostered.
10. A very successful first year's work has been completed in the Study Skills Center (40 students are involved.) Other good curricular activities are also in place but they are not necessarily well coordinated with each other.
11. A Director responsible for Lincoln carries out a questionnaire survey each year. The questions are mostly general in nature and are filled out during preparation periods. The teachers fill out the forms and hand them personally to the Director.

Section 3 - Long-term Objectives 1981-85

In order to address the needs listed in the previous section, the following long-term objectives are suggested:

1. Raise the average scores for basic skills on the CTBS to the national norm at each grade.
2. Reduce the minority isolated student population to below the 80% level.
3. Raise the total student population to at least 1500 students.
4. Reduce the daily absentee rate to less than 8% (apportioned and unapportioned).
5. Develop an honest public relations program to demonstrate the image of Lincoln as an academically achieving school.
6. Develop in students positive self-images about their ability to achieve academically.
7. Develop positive expectations on the part of teachers and counsellors toward their work and the achievement of all students at Lincoln.
8. Develop coherent and coordinated objectives to take advantage of special funding so that programs are not driven in conflicting directions by special funding objectives.
9. Develop a common purpose, attitude and management style between the administrative team, the counsellors and the teachers.
10. Relate all subject curricula to, (a) the needs of those students who are college bound or (b) to students who see their future in vocational and business career fields. New curricular orientations and linkages with universities and the business community would help this process.
11. Develop a magnet program with a large appeal to create an alternative drawing power to the school. The result should be the involvement of all students in one of the magnet programs at the school.

Section 4 - Short-term Objectives 1981-83

As a guideline for immediate action, short-term objectives have been drafted and a two-year phase-in period is recommended. The objectives for this two-year period suggested below would create the need for planning activities to commence almost immediately.

1. By Spring 1983, raise the average scores for basic skills on the CTBS to at least the following levels:

Filtered Median Percentile Scores

	<u>Reading</u>	<u>Math</u>	<u>Language</u>
9th Grade	30*	35*	25*
10th Grade	35 (+20)	45 (+12)	40 (+16)
11th Grade	40 (+22)	45 (+17)	40 (+22)
12th Grade	45 (+23)	50 (+21)	45 (+23)

* (Gains NA for Grade 9 - See footnote to Table I. The gains in parentheses are over the Spring 1981 figures.)

2. By Spring 1983, reduce the minority isolation level to 90%.
3. By Fall 1983, raise the total student enrollment to 1200 students.
4. By Spring 1982, reduce the daily absentee rate to 10% (apportioned and unapportioned).
5. By Spring 1982, develop a full public relations program.
6. By Fall 1982, develop and implement a program to address students' positive self-concept about academic achievement.
7. By Fall 1982, blend into the human/race relations program for teachers, counsellors and administrators elements which would assist in the development of collaborative teamwork.
8. By Spring 1982, develop measureable and coordinated objectives for all Lincoln's instructional programs.
9. By Fall 1982, build an administrative team based on the objectives listed here and the management skills set out in Section 6 of this document.
10. By Fall 1982, provide access to college level courses in at least mathematics, English and science either at Lincoln or in collaboration with nearby schools.
11. Reorganize (and rewrite if needed) elements of the curricula in all areas so that they relate to career and business opportunities for the students. Local business persons should be included in this planning process. Complete this curriculum writing by Summer 1982.
12. By Fall 1983, initiate an additional magnet program which incorporates residential students.

Section 5 - "Special Action" School

The San Diego Unified School District is a large one and it is not fair to assume that concerted action can take place on all fronts at once during a time of financial stringency and dropping enrollments. Concentration is provided by the Court Order with its listing of "minority isolated" schools. Even within that smaller range, it is desirable to move with pilot and model programs and it seems appropriate to focus initially on one school with special problems. Lincoln High School shows danger signs in the renewed dropping off of its enrollment figures and in the need to declare teachers "in excess" at a school where teacher turnover has been a problem and where advanced courses are difficult to provide. Lincoln High School would therefore seem to provide a suitable "model" or "pilot" opportunity. Perhaps each year the district could concentrate its analysis and planning energies on one school to start special activities and perhaps allocate additional funding to that school for the start-up of such activities. It would be even better if one secondary and one elementary school could be thus designated. In this paper Lincoln is suggested as the school in the district most needing support and yet having the appearance of being ready to benefit from a special effort.

In the above sense, Lincoln is suggested as the "Special Action" School for 1981-82 and recommendations follow:

RECOMMENDATIONS:

1. Develop the Career Center as a magnet program (presently a center) and begin a major recruitment campaign in majority schools for 9th grade enrollment into the magnet.
2. Consolidate the approaches of the Reading Center (pull-out students) and expand the Study Skills Center (presently 40 students). Assist classroom teachers to help students to read their subject area textbooks at grade level by providing the assistance of the professors who have developed the Marston and Lakeside Reading in the Content Area Program (see Abstract of Program and newspaper report in Appendix A.) This is a 2-3 year "holding" action until AGP materials in English, Mathematics and the sciences are available.
3. Where appropriate, utilize AGP reading and math materials already available as required. (Grade level materials 4-8 would be appropriate in some cases although lower grade topics may not stimulate some upper grade students.)
4. Provide time to the faculty for meeting, planning, and for evaluating progress related to Items 2 and 3 above. Retain some of the declared "excess teaching positions" (as has been done in the past) to provide substitute time for this inservice training and to develop outreach and public relations activities.
5. Inservicing is important when more than 30 of the faculty members have been at the school for three years or less.
6. Build academic outreach activities from the parental enthusiasm growing out of the sports program.
7. Attack the absentee rate by special measures. Much of it is ingrained from junior high years and liaison with junior high schools would prove helpful.

Special Action School (cont'd)

8. Facilitate college-bound Lincoln students in taking advanced math and science and English courses at other schools if Lincoln does not have sufficient numbers to form these electives. Perhaps Gompers classes and teachers could come to Lincoln as it is reported that Lincoln students are sometimes unwilling to go to a "junior high" for classes.
9. Involve more majority students in Lincoln's student race/human relations program. Newly conceived exchange programs might be helpful in providing such majority student contributors although the presently conceived secondary exchanges do not seem cost effective.
10. Relate all possible courses more closely to the vocational needs of students. Course content needs adjustment in most cases. Community business people should be included in such deliberations.
11. Provide programs for the development of positive student self-concept related to academic achievement. Role playing and EOC activities may be helpful in this respect.
12. Study the motivation techniques utilized at the Muir Alternative School to see if some of these strategies could be helpful at Lincoln.
13. Approach local universities with teacher preparation programs at the secondary level to treat Lincoln as a laboratory school. Student teachers could work with small groups and support individual tutoring programs in basic subjects.

Section 6 - Management Skills

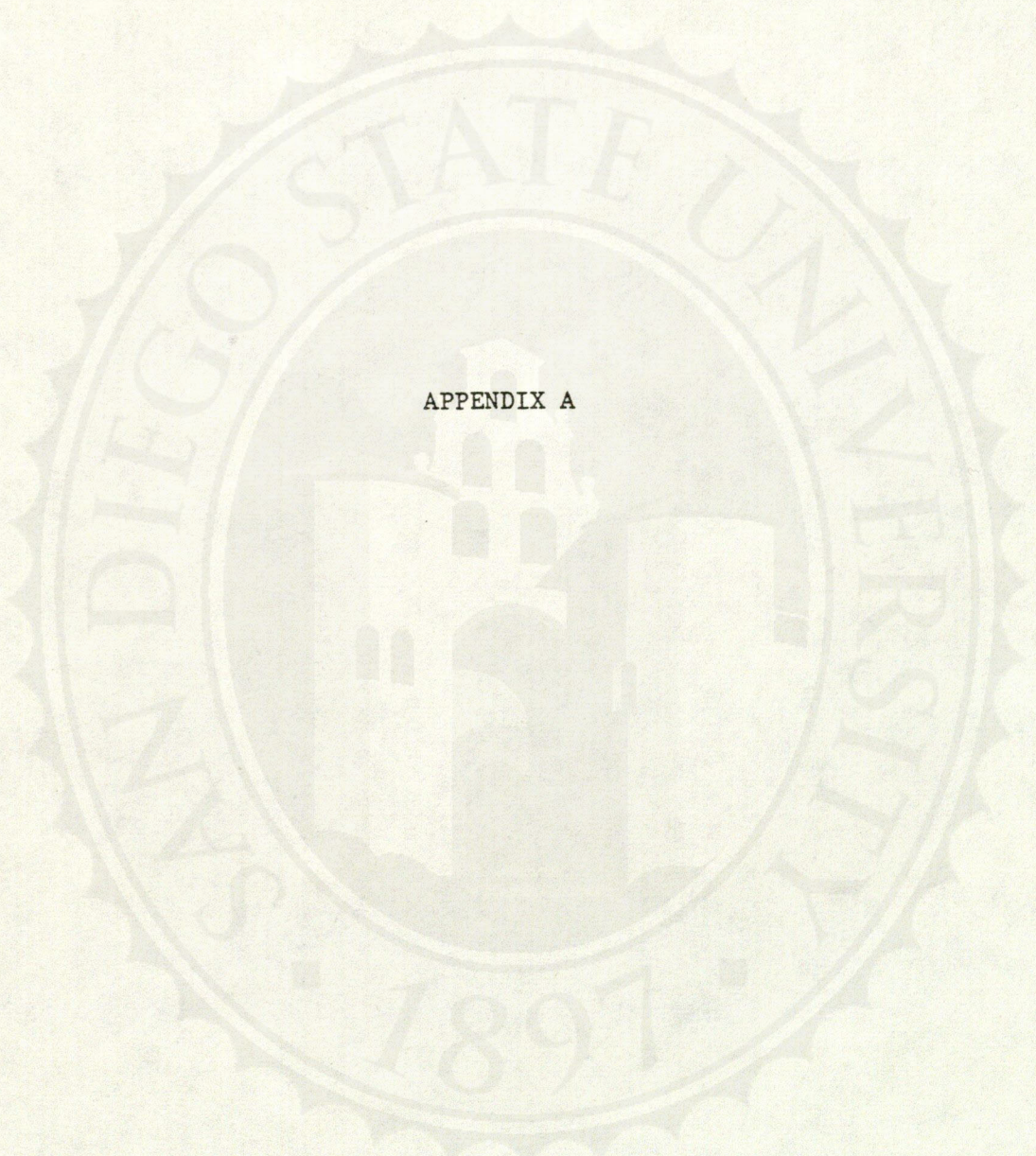
The following management skills will be needed among the administrative team at Lincoln in order to achieve the objectives the school.

1. Instructional Leadership - A knowledge of curriculum development and an ability to oversee the preparation and/or implementation of curriculum materials and staff development are needed. One vice principal needs this skill in depth, and the principal needs general skills and some study in this area.
2. Human Relations Skills - The principal must possess these skills to a high degree in order to enthuse students, teachers, counsellors, and other administrators with a sense of impending academic achievement.
3. Skills in Working with Groups - The principal needs to possess a high degree of skill in helping people to work effectively together.
4. Program Coordination, Management and Budgeting Skills - There is need for a person who can draw together the variety of funded projects and relate them to school objectives so that a unity is created. The principal or a vice principal could be responsible for this.
5. Student Discipline, Counselling and Student-Related Skills - There is a need to maintain behavioral discipline standards and help to reduce the absentee rate. Normally a vice principal would be expected to achieve this.
6. Ethnic Balance - In the long term, the community would more readily relate to a black principal but if one is not immediately available in the short term some one must be found to pull the teachers together and enthuse them and the students about the academic prospects of Lincoln.
An overall ethnic and sex balance should be sought in the administration team.

NOTE: It is essential to involve parents/community members in the considerations on this page. A sub-committee of about 5 persons from the D/CAS would seem appropriate and needs to be formed as soon as action begins on this program.

The objectives of the administrative team include the following:

1. Create a motivated, rewarded faculty enthusiastic about the challenge of Lincoln and holding the belief that the students can achieve academically.
2. Provide material and consultative support to teachers in developing or implementing curricula which will, (a) help students to read, write, and to do mathematics at grade level, (b) relate to vocational/career futures relevant to most of the Lincoln students, and (c) produce opportunities (perhaps in collaboration with other schools) for college-bound students to receive instruction in the advanced courses they need.
3. Develop an image of Lincoln through a sound public relations promotion which encourages students to bus to the magnet programs and provides positive reinforcement to the academic self-concept of resident students.
4. Develop quality magnet programs which will attract majority students to the site.



APPENDIX A

ABSTRACT

The primary functions of this forty-eight month project are to:

- a. extend the basic skills of multi-lingual, culturally diverse populations of junior high aged youth.
- b. extend teacher knowledge of appropriate methods/materials which can be utilized in teaching basic skills (language, reading, writing, mathematics) throughout the content area curriculum.
- c. design appropriate curriculum for teaching basic skills throughout the content areas.
- d. design evaluative measures which are sensitive to the basic skills needs of multi-lingual, culturally diverse populations.
- e. provide the needed insights to determine how junior high aged populations of students can transfer their knowledge of the basic skills to content area curriculum.
- f. disseminate appropriate information to all interested populations.

Students read between the lines

By JOSEPH THESKEN

TRIBUNE Education Writer

"It's easier to understand now. I don't feel so frustrated."

Angie Dunham, a sixth-grader at Lakeside Junior High School, was explaining why she is so enthusiastic about a new reading program at her school.

The pilot project, created by two San Diego State University professors, is in its first year. By all accounts, it has boosted the reading abilities of students at Lakeside and Marston Junior High, the two schools participating in the program.

The teachers and administrators are as enthusiastic as the children about results already achieved and further possibilities.

"Before, I couldn't get the answers out of the book," Angie said. "I looked, but they weren't there. I had to ask my parents, but sometimes they didn't know them, either."

It was this problem, shared by other junior high school students in San Diego County, that spurred into action Dr. Diane Lapp and Dr. Joan Curry, both from SDSU's School of Education.

They developed a program and submitted it to the U.S. Department of Education. Surprisingly, in a period of tightened economy, the department awarded them a \$500,000 grant over four years. Most grants are for only one year, renewable after that date.

Essentially, the program helps the students by changing the wording in textbooks to language that is more easily understood. Curriculum writers work with the teachers to eliminate difficult passages.

When students are puzzled about doing a laboratory assignment, for example, a "how-to" manual is prepared for them, to give them step-by-step instructions, Lapp said.

In addition, teachers who instruct in a particular area, such as mathematics or science, are shown ways to incorporate basic reading skills into their subject matter. Thus, in a sense, they also become reading teachers.

See READING, B-9

★ Reading

CONTINUED FROM B-1

"There are two main reasons why children in the middle-school level, from the sixth through ninth grades, have trouble with their reading," Lapp said.

"First, understanding the words in a content area, as math or social studies, is a bit different from the reading they had in the first grade, with their Dick and Jane reader. They often can't transfer their skills from that beginning reading to a math problem, or a history lesson, for example.

"Second, most of the teachers in junior high schools haven't had courses (the teaching of) reading. They are specialists in their area of study, but don't realize that their students are being exposed to a whole new vocabulary.

"California now requires secondary teachers to take reading courses, but there are a lot of teachers out there who haven't had these

courses. They are the ones we want to help.

"They, in a sense, are the problem, so we work with them to get an understanding of how to incorporate reading — and writing — skills into their teaching subjects. We want them to be teachers of reading, as well as science or social studies."

Lapp said the Lakeside school was chosen because it has virtually all white students, while Marston is racially balanced, with a black, Mexican-American, Asian and white student population. The schools were considered ideal for the pilot project.

Larry Skeels, who teaches seventh- and eighth-grade arithmetic at Marston, said he felt the major problem with students in his classes was understanding the word problems he gave them.

"They didn't understand what I was asking," he said.

"Gary Gleckman, who is the liaison between San Diego State and our school, sat down with me and other teachers to find out how he could help.

"In my case, I asked if he could break down the problems to more simple terms. He and the curricula writers helped with the vocabulary. Gary came up with a version of the television game show 'Password' to get the students' attention.

"The new program has been a great help to me. The students can comprehend the problems and are improving in their work."

Bob Lanz, who teaches social studies at the Lakeside school, tells much the same story.

"Before Gary and the reading program came along, we were using a textbook that was a state-approved text, but I found the vocabulary was too much for the students," he said.

"Gary talked to me about the text. He said: 'Let's sit down and go through the book, chapter by chapter, and make it understandable.'"

"The curricula writers were called in, and they changed the vocabulary to the level it should have been. There were words in the text that belonged in senior high or college.

"I think the students like it a lot better. They're not so frustrated as they were before."

Lynne Thrope, reading instructor at Lakeside, has been working closely with Gleckman, the curriculum writers and the teachers.

"I used to spend a lot of time with teachers who were having reading problems among their students," she said, "but since this program started it's made my job a lot easier, and I can spend more time with students in my reading lab, where they are taught to

comprehend what they are reading.

"Among other things we're reinforcing their vocabulary, words they come across in their classes."

Lapp said the program is ahead of schedule, but she wants to keep up the momentum.

"This first year was spent in gaining the teachers' confidence, to show them we were helping, not interfering," she said.

"The second year we plan to work totally in the classrooms. We want the teachers to take the ball and work on their own.

"The third and fourth years we'll be putting all we've learned into the computer and disseminating the information to other schools. After all, it's a federal grant we're working with, so all the data we come up with will be available to any school in the country."