

**THE SCHOOL-WITHIN-A-SCHOOL
TEAM APPROACH: A FIRST-YEAR
STUDY OF THE TULSA HALE
FRESHMAN PROGRAM**

By

LINDA M. BILDERBACK

**Bachelor of Arts in Education
Southwestern Oklahoma State University
Weatherford, Oklahoma
1968**

**Master of Education
Northeastern Oklahoma State University
Tahlequah, Oklahoma
1984**

**Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
In Partial Fulfillment of the Requirements
for the Degree of
DOCTOR OF EDUCATION
December, 1990**

**THE SCHOOL-WITHIN-A SCHOOL
TEAM APPROACH: A FIRST-YEAR
STUDY OF THE TULSA HALE
FRESHMAN PROGRAM**

Thesis Approved:

Kenneth M. Clair

Thesis Advisor

Aerald R. Bass

Kenneth Stern

Lester Olson

Norman N. Duchan

Dean of the Graduate College

last year, and all of whom, in their own ways, helped me to become more than *eine gute Hausfrau*.

And, lastly, a special thank you to the 1989-90 freshman students of Nathan Hale High School who not only were the subjects of this research but were my greatest support group and companions in my doctoral work and in *our* educational pursuits.

My coworkers at Hale, fellow educators and students, and family have made this endeavor a wondrous adventure and have made all the sacrifices and hard work a truly incredible and efficacious experience.

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	Statement of the Problem	9
	Purpose of the Study	9
	Research Questions	10
	Assumptions	11
	Limitations	12
	Definition of Terms	13
	Basic Structure of the Freshman Program	15
	Objectives of the Freshman Program . .	20
	Academic Expectations	21
	Classroom Management Guide	22
	Organization of the Study	24
II.	REVIEW OF LITERATURE	25
	Introduction	25
	An Historical Perspective of American Education	28
	Dropouts	31
	The Dropout: A Contemporary Definition	34
	Reasons for Dropping Out	35
	Early Warning Signs of Dropouts	36
	Statistical Tendencies of Dropouts . .	36
	Repercussions of Dropouts	39
	Alternative Programs for Dropouts . . .	42
	The School Within a School	44
	School-Within-A-School Programs	50
	Summary	57
III.	PROCEDURES	58
	Description of the Population	58
	Research Design	68
	Methodology	70
IV.	ANALYSIS OF DATA	73
	Introduction	73
	Analysis of Research Questions	74

Chapter	Page
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	107
Summary of the Study	107
Summary of the Findings	110
Comprehensive Conclusions	175
Comprehensive Recommendations	176
REFERENCES	178
APPENDIXES	183
APPENDIX A - LETTER OF INTRODUCTION OF PROGRAM TO PARENTS	185
APPENDIX B - 1988-89 FRESHMAN COMMUNITY SURVEY .	190
APPENDIX C - 1989-90 FRESHMAN COMMUNITY SURVEY .	195
APPENDIX D - ADMINISTRATIVE QUESTIONNAIRE	200
APPENDIX E - FACULTY QUESTIONNAIRE	202
APPENDIX F - FRESHMAN TEAM QUESTIONNAIRE	204
APPENDIX G - SCHOOL CLIMATE QUESTIONNAIRE (PARENTAL)	207
APPENDIX H - SCHOOL CLIMATE QUESTIONNAIRE (STUDENT)	210

LIST OF TABLES

Table	Page
I. Middle School Last Attended by 1989-90 Hale Freshmen	60
II. Promotion/Placement/Retention of 1989-90 Hale Freshmen	61
III. 1989-90 Hale Freshman Age Range	62
IV. Ethnic Count of 1989-90 Hale Freshmen	62
V. Community Survey Results of 1988-89 and 1989-90 Freshmen	64
VI. Results of 1989-90 School Climate Parental Questionnaire of Freshmen Program	76
VII. Results of 1989-90 School Climate Student Questionnaire of Freshmen Program	80
VIII. Comparison of End-of-year Freshmen Suspensions	93
IX. Comparison of End-of-year Freshmen Suspensions, Reasons	94
X. Comparison of Total Days Absent by Quarter of Freshmen	95
XI. Comparison of 1988-89 and 1989-90 Honor Roll Students	96
XII. Comparison of Retained Freshmen	97
XIII. Comparison of Freshmen Dropouts	98
XIV. 1989-90 Freshmen Dropouts, Race, Placed/ Multiple Retainee, Reading Below Grade Level 9	99

Table	Page
XV. 1989-90 Retained Freshmen, Race, Placed/ Multiple Retainee, Reading Below Grade Level 9	101
XVI. Placed/Previously Retained Freshmen Entering the Freshman Program by October 13, 1989, Their End-of-the-year Withdrawal Rate, Retention Rate, and Dropout Rate	103
XVII. Comparison of 1989-90 Freshmen SRA Reading Scores Administered in the Eighth Grade and 1989-90 Freshmen Riverside Reading Scores Administered in the Ninth Grade . .	105

CHAPTER I

INTRODUCTION

Whether the ninth grade belongs in the high school or middle/junior high school has long been the focus of a seemingly unsolvable controversy. Common practice seems to support the generalization that the ninth grade does belong in the high school. The reasons given for establishing grades 6 - 8 middle schools were both educational and administrative and ranged from the need to fulfill court-ordered desegregation as well as declining enrollments to a recognition of the increased maturity of the adolescents of today and the desire to meet their wide range of educational needs as effectively as possible. Also inherent in this reorganization movement was the belief that ninth grade students would benefit most by being placed into the high school where more specialized teachers, timely electives, and planned sequences of knowledge base could be made available to them.

During the last twenty years most research has centered around the study of the middle school, and relatively little has been done until recently concerning how well the ninth grade has fared in this reorganization. In many respects, the ninth grade became a forgotten grade and often an unwanted grade. Even though these 14- and 15-year-old young people have a common set

of characteristics, the variation of range within the characteristics of this age group is immense. These differences are caused by myriad factors, including intelligence levels, rate of physical maturation, motivation, socio-economic status, and family make up (NASSP Council on Middle Level Education, 1985).

Tulsa Nathan Hale Senior High School (Hale), as most high schools throughout the nation, inherited the bonus and onus of this reorganization that placed the ninth grade into the high school. In 1983, with the help of district planning councils and after being faced with ever-increasing necessary budgetary cuts and the high cost of maintaining schools that were underenrolled according to preestablished numbers set by the district, the Tulsa Public Schools witnessed the going into effect of the decision that placed the ninth grade into the high school. One result of this reorganization was the saving of the Tulsa high schools in that the move of the ninth grade into the high school would insure that the high schools could maintain those preestablished enrollment figures, which would warrant the continuance of all Tulsa public high schools.

Hale High School, like the other high schools in Tulsa, was faced with decisions concerning this reorganizational process, a reorganization that was obviously not just a matter of moving children one year sooner than in previous years into the high school setting. It also affected those areas of schooling that many people often take for granted, those multitudinous areas of the high school that deal with the administrative decisions and implementation of those decisions necessary to prepare for this type of change, such as equipment, organizations, scheduling, restructured discipline policies, instructional

materials, teaching staff reorganization, curricular restructuring, etc. It was a monumental task that included massive work hours and strong professional perseverance to duty in meeting the needs of the children and staff. And all of this had to be done as much as possible within the confines of existing district policies and also the TEAMS (Toward Educational And Management Success) approach to decision making that the then Superintendent of the Tulsa Public Schools, Dr. Larry Zenke, had implemented into the district. TEAMS was a management style which provided for a form of management in which the superintendent, management personnel, principals, teachers, parents and other citizens worked cooperatively at the central office and individual school level to structure the kind of education desired for the students.

Hale faced this necessary change using avenues pre-established by the Tulsa Public School System. Under the TEAMS management movement, nine area planning councils were established in Tulsa, each encompassing one senior high and all the junior high/middle and elementary schools which fed that senior high. These area councils included parents, teachers, administrators, and sometimes students, but were structured in such a way that staff members could not comprise a majority. Individual school planning councils were also established at each school in the district. The planning councils within each school, and in particular the Area IV Planning Council (of which Hale was a part) and the Nathan Hale Planning Council, met frequently to talk about the changes their schools were having to face. One of the major concerns at that time of the Hale parents, as well as the teachers and administration of Hale,

was the transitional elements that such a change would entail. Many parents were concerned about their children having to grow up too fast and expressed the fear that their children would not be prepared for making the decisions that came with more freedoms and temptations that growing up in high schools inculcated, no matter how safe those schools were. The population increase in itself was an overwhelming change for those 14- and 15-year-old children, who often went from schools with student populations of 250 to student populations of 1,400.

Due to many external factors, not excluding the reaction to the A Nation at Risk Bell report (The National Commission on Excellence in Education, 1983) to President Reagan and the American public, the increasing emphasis on American dropouts, and the constantly increasing costs and demands on public schools, the problems of this age group were sometimes lost in the overall problems that the public schools were facing at all levels in schools across the nation. The schools, therefore, were forced to handle the problems of the ninth grade as they occurred.

In the 1988-89 school year, under the auspices of the Academic Probation Program Committee at Hale, research on dropouts was being investigated in relation to the program. The statistics on dropouts were not encouraging. It was disquieting enough that, according to current standards of counting dropouts, 3,000 students drop out of schools in America each day, costing an estimated \$75 billion each year in lost tax revenues and welfare payments (SEDLetter as reported in County Line, February 1989). Also alarming was the

fact that high school dropouts account for as much as 80 percent of the national jail population (Better Schools, January 1989).

On the Oklahoma state level, the figures were just as gloomy. In 1987-88, Oklahoma ranked twenty-first in the nation in dropouts, and 28 percent of the students in Oklahoma schools did not graduate (Better Schools, March 1989). Of those 8,420 dropouts, 1,889 were reported in Tulsa County according to the Oklahoma State Department of Vocational and Technical Education (Office of Tulsa County Superintendent of Schools, April-May 1989). This showed an increase of 9 percent during the 1988-89 school year. Of the 8,420 dropouts reported in Oklahoma in 1988, 20.9 percent were in the ninth grade, and 47.9 percent were ninth and tenth grade students. Lack of interest and nonattendance were cited by 82 percent of those children as their reason for leaving.

For Tulsa Public Schools, the figure was just as significant. The number of dropouts grew from 1,158 in 1987 to 1,262 in 1988, an increase of 9 percent. Most of the increase, stated Tulsa County Superintendent Kara Gae Wilson, was due to the district's heightened effort to count carefully all students classified as school dropouts according to state guidelines. Dr. Wilson went on to say that dropout statistics must be used as a diagnostic tool to help the district know whether to target particular grades or classes with service counselors or vocational programs and that allowing the dropout rate to remain an embarrassment was a misuse of information and a missed opportunity (Tulsa World, July 7, 1989).

In Tulsa, according to dropout figures furnished by Orlando Hazley of the Tulsa Public Schools, by the end of the 1988-89 school year, 69 of the total 203 dropouts from Tulsa (34 percent) were freshmen. The two main reasons given for leaving were also lack of interest and nonattendance.

A further look into the freshman problem brought out certain other facts. Orlando Hazley, in a communique sent to all principals, (Hazley, August 27, 1987, pp. 2-3) stated:

the ninth grade is difficult for most students, and can be devastating for those who are anyway [sic] at risk. Not only are ninth grade students at an uncomfortable stage of adolescence, but the first year of high school demands a new degree of academic seriousness. Since high school graduation depends almost entirely on earning a specific number of credits, there are suddenly less flexible rules for promotion or retention. Moreover, the ninth grade traditionally is heavy with required courses.

The difficulty of the ninth grade is often increased in school districts where ninth graders are the youngest in a four-year senior high school. Older students can intimidate and tease, as well as offer both temptations and dangers in the form of gangs, drugs, and sex. For example, after ninth graders were integrated into a Seattle high school, changing it from a three to a four-year school, the ninth grade students showed a marked increase in both absenteeism and dropping out over the next three years.

A rise in both academic failures and dropping out highlight the precariousness of the ninth grade. Statistics from the State of Georgia show that a fifth of all K - 12 students who are not promoted, and a quarter of all K - 12 dropouts, are ninth graders. In a sample of 30 New York City high schools (which begin with the ninth grade), 40 percent of the ninth graders failed two or more of their courses.

Tulsa County filed charges against the parents of 75 children November 7, 1989 for not sending their children to school; 58 of the cases were from Tulsa Public Schools. Of the 75 cases filed, 31 were ninth graders. On the same day,

the Tulsa city commission approved a pact allowing Tulsa police to act as truancy officers, question students found on the streets during school hours and take truants to school or to their parents (Tulsa World, November 8, 1989).

Concurrent with these statistics, since the ninth grade was moved into the high schools, Hale experienced ever-growing numbers of problems in attendance, tardies, discipline, dropouts, and academic failures at the ninth grade level. The transition into the high school was not the natural process that many educators had hoped would result when the ninth grade was moved into the high school without cognizant efforts being made by the school system to meet more of the needs of this age group.

Hale was not alone in this phenomenon. Due to research done by Tammy Walker, a teacher for students under academic probation at Hale, and Linda Bilderback, a doctoral student at Oklahoma State University who was doing research for a possible dissertation on dropouts and a teacher of ninth grade students from 1983-1990, the belief evolved that some of the ideas that applied to the alternative education programs for dropouts could be very beneficial for Hale freshman.

Consequently, George Fowler, a principal and educator for the Tulsa Public Schools for thirty-two years, as well as the past President of the National Association of Secondary School Principals, took recommendations from the Walker-Bilderback research, as presented by Ms. Bilderback in March, 1989. Those initial ideas consisted of creating a smaller learning environment by dividing the larger intraschool structure at Hale into a smaller unit consisting

of the ninth grade class. Research concerning effective school programs showed that smaller learning environments were more successful due in part to a closer bonding between students and the school. This physical division from the rest of the student body could be easily accomplished at Hale because the school is constructed in the shape of a capital *E*, and one wing of that *E* could be the Freshman wing.

Furthermore, a core group of teachers who had worked with that age group of students and knew the needs and behavior patterns of that age group could be derived from the already existing staff. A counselor who was also experienced with that age group could be provided from the already existing staff as well, and more counseling with the students and communication with parents could be done before disciplinary actions had to be taken or failure in courses occurred. Common planning periods for team teachers and a team leader could be included in this smaller environment for better communication among teachers, and those components were recommended at that initial meeting. A last recommendation made at that time was for a closed campus at lunch, which might take care of many of the after-lunch tardies, absences, and temptations to outside influences that led to tardies, skipping class, procurement of drugs, etc.

The freshman problem had become so obvious at the district level by 1988 that administrators were being asked to search for avenues to help this age group. George Fowler, after receiving a positive response to the idea from a consultation with the central office, began work immediately to organize a

program for the ninth grade students that was ready for initial implementation in the fall of the 1989-90 school year. As Sandy Garrett, State Secretary of Education for Oklahoma, commented: "We've focused on the needs of institutions rather than the needs of the kids. We've got to change that" (Tulsa World, March 11, 1989). George Fowler took the initiative to attempt to accomplish that for Hale High School by organizing a freshman team and working with them to create a freshman program that promoted the school-within-a-school concept with a team approach to intraschool education.

Statement of the Problem

Freshmen making the transitional move from the middle school into the high school are having increasingly serious problems which affect attendance, truancy, discipline, and academic failure which were, in part, caused by the increased stress of going from a total school population of 250 - 800 to a total school population of approximately 1,400 and going from the protected atmosphere of the middle school to the you're-on-your-own world of high school. The problem is the need to know whether or not the new freshman program helps to alleviate some of these difficulties.

Purpose of the Study

Since there were enough problems with attendance, discipline, truancy, and academic failure to warrant establishing a program to meet transitional needs of the freshman class, it became imperative to study (1) the extent to

which Hale has the above problems as measured by a needs assessment of freshmen attending in the 1988-89 school year as compared to the 1989-90 school year; (2) whether some or all of these needs are being met by the Freshman Program; and (3) what components can be added to or deleted from the program in succeeding years that would help the students of Hale and the present and future citizens of the Tulsa community.

Research Questions

The following research questions were investigated. Does the Freshman Program:

1. Help eliminate some of the stress caused by the transitional move from the middle school to the high school setting?
2. Improve communication between the parents and the school concerning student progress?
3. Help communicate to the parents and students that the teachers, counselor, and administration desire the best results for the students?
4. Help meet the needs of the student?
5. Affect the climate of the larger school structure?
6. Affect the parents' attitudes toward school?
7. Affect the freshman teachers' attitudes toward teaching?
8. Affect the freshman teachers' teaching strategies?
9. Affect the number of truanancies?
10. Affect the number of absences?

11. **Affect the number of suspensions?**
12. **Affect academic performance?**
13. **Affect the number of dropouts?**
14. **Affect the number of retentions?**
15. **Affect standardized test scores?**

Assumptions

For the purposes of this study, the following assumptions were made by the researcher:

1. **The responses of the students, parents, teachers, and administrators reflect a true representation of their perceptions regarding the Freshman Program.**
2. **The students, parents, teachers, and administrators understand the school-within-a-school structure team approach of the Freshman Program.**
3. **All freshman team teachers want to be involved in the Freshman Program and are responding to a need within a segment of the overall school in a professional, dedicated manner.**
4. **The administration has created the semi-contained structure of the school within a school in order to help protect, teach, and meet the needs of freshman more effectively.**
5. **Enrollment figures vary daily; therefore, totals are given a designated cut-off date or presented in mean totals.**

Limitations

The study has the following limitations:

- 1. The school is not the only factor responsible for student behavior and academic performance.**
- 2. The sampling of parents surveyed was limited to those parents who took the time to fill out the questionnaire or answer interview questions.**
- 3. The sampling of teachers and administrators was limited to those educators who took the time to fill out the questionnaire or respond to interview questions.**
- 4. Within the sampling of parents who answered the questionnaire, some parents will have personal predetermined feelings about schools and school personnel.**
- 5. Not all transitional stress can be relieved by the implementation of any one program.**
- 6. Some students cannot perform at expected grade level expectations of a social or academic nature due to age, previous personal experiences, environmental factors, natural abilities, maturity, mental and physical health, previous skills and school experiences, and other factors outside the influence of the school system.**

Definition of Terms

The following definitions are provided to help clarify terms used within the study:

1. **Elementary School.** A school which includes grades in the kindergarten through sixth sequence in its organization. Seventh and eighth grades may be elementary if they are grouped with the lower grades in consecutive sequences (Oklahoma State Department of Education, 1987).
2. **Middle/Junior High.** A school which includes at least two consecutive grades in the sixth through ninth sequence in its organization (Oklahoma State Department of Education, 1987).
3. **High School.** A school which may be a two-, three-, or four-year school that includes at least two consecutive grades between nine and twelve in its organization (Oklahoma State Department of Education 1987).
4. **School Within a School.** The reorganization of large schools into smaller units. In secondary schools these programs might be schools within a school or housed apart from the main building. The creating of smaller environments for learning within the larger school structure (Boyer, 1983).
5. **At-Risk Youth.** Those students at risk of dropping out of school.
6. **Dropouts.** Pupils who leave high school before graduation without transferring to another school (U. S. Office of Education as quoted by Cuban, 1989).

- 7. Retained Students.** Students retained or kept at the same grade level the next school year due to unacceptable academic performance.
- 8. Placed Students.** Students placed or moved on to the next grade level even though predetermined academic credits were not earned.
- 9. Promoted Students.** Students who have earned the required number of credits in order to be passed on to the next grade level.
- 10. Overage Placement.** The placing or moving on to the next grade level of students, even though predetermined academic credits were not earned, due to age. In the Tulsa Public Schools, overage placement is made into the middle schools at 12 years of age by September 1 with a letter from the elementary principal to the middle school principal. At the secondary level, students may be placed at 15 years of age by September 1 with a letter from the middle school principal to the secondary school principal.
- 11. Alternative Education.** Alternative means by which students can receive academic credits toward graduation.
- 12. Team Approach.** A group of teachers working as a small, cohesive group within certain set criteria.
- 13. Hale Freshman Team.** A team of freshman teachers at Tulsa Nathan Hale High School.
- 14. Freshman Program.** A program structured around the school-within-a-school concept with a team approach for all freshman students.
- 15. Peer-tutoring.** Tutoring within own peer group.

Basic Structure of the Freshman Program

The 416 freshmen who were enrolled in the Program initially had their own community housed on the third wing of the Hale complex. Hale is constructed in the shape of an E, and the uppermost or southern wing is predominantly the freshman wing. Freshmen were contained within this wing in most instances only four out of the six hours during the day. Two hours in the students' schedules were left free for electives in physical education or other subjects of interest which were housed in the bigger school structure to help acclimate the new students to the Hale complex more gradually in physical, disciplinary, social, and academic areas.

The Hale Freshman Program was planned and implemented by a core of eleven teachers teaching the four required disciplines. Tracking was eliminated except for specially-designed honors programs in all the major disciplines. All of the eleven teachers had previous experience teaching freshman students. The team had its own administrator, who had worked previously with freshmen students, and its own counselor of human services and academics, also experienced with working with freshmen, who could help communicate with parents and students before disciplinary actions had to be taken or failure in courses occurred.

The freshmen had a closed-campus lunch period of 40 minutes, which was designed to help take care of many of the temptations to outside influences

that could lead to tardies, skipping class, procurement of drugs, etc. The freshman lunch period ended 15 minutes prior to the beginning of the upperclassmen's lunch period. The south gym was open during the lunch period for interested students. Students could also go outside into the Pride Center (Hale's outdoor ecology experiment), to the library, to the freshman wing, to the sports fields, and to the counseling office during the lunch period.

Upperclassmen were not allowed in the freshman wing during their lunch period to eliminate as much as possible lunchtime problems of noise and class disruptions which impede the learning environment.

The team was designated a team leader who had two planning periods and handled all communication with the administration. She also handled all news media coverage, met with parents in Area IV Planning Council meetings, and represented the Freshman Team to the rest of the faculty at Hale. She met with the freshman administrator in conjunction with the Hale principal and together they decided policy for the team.

Team teachers had common planning periods. Every Thursday the team met in a conference room to discuss current problems, share news or ideas, and discuss confidentially within the team any student progress or lack of progress about which they were concerned. This common plan time worked as an early identification system to help catch patterns that deter students from optimal learning.

The Freshman Team tried to keep course content interdisciplinary in order to make more relevant and interconnected the material the students were

studying as well as give the students a more comprehensive view of education in relation to different disciplines. Team teaching was under consideration by several teachers. The team also worked closely with the librarian to encourage good research habits and knowledge skills available in the library.

An aide was made available to the team several hours a day for two days during the week. The team also had a team resource room in which a telephone, books, video tapes, audio-visual equipment, and other information were kept strictly for the team members.

The freshman teachers also kept an internal volunteer rotation detention hall 15 minutes before and after school on Wednesdays and Thursdays for those students who commit minor offenses in order that students will understand they have done something not acceptable to the existing school society and are being given academic as well as punitive time to give restitution for the offense. Each teacher kept detention hall twice a month. Students had to show the detention teacher a pass, written by the originating teacher, who would sign it after detention had been served and which allowed the student back into class the day following detention. This detention hall was assigned a minimum of two times and then the counselor contacted the parent about the nature of the problem. The detention hall and subsequent counselor involvement precluded the sending of the students to the discipline dean after two offenses, which was the policy followed with upperclassmen, and was called a voluntary detention hall because the teachers chose to donate their own time to its maintenance.

Freshman teachers were given the freedom and encouragement to experiment with special teaching ideas or units. Outside and experimental activities in science and special performances in English demonstrating writing and presentation of skills learned in speech, drama, poetry, and specific culture projects were promoted. Field trips within the Hale complex or community as well as the larger Tulsa community were encouraged whenever existing budgets allowed.

Curriculum was constantly monitored, and new units were being written or studied to add to the Freshman Program continually, such as new curricula to enhance study and research skills.

The Freshman Team worked closely with the freshman class sponsor helping to promote activities with which the freshman class was involved either for money-making or school- or community-related projects. Special freshman performances, sports, pep rallies, assemblies, and large group luncheon meetings were scheduled at least once a month.

The Freshman Team was involved with peer tutoring. Students from Hale or its feeder schools who wished special tutoring before school could be involved in this segment of the program which operated through the Future Teachers of America Association at Hale, advanced Spanish classes, and other special disciplines at Hale. A Freshman Program packet was collated to help explain to freshman parents the various benefits and opportunities offered in the program.

An attendance lottery was implemented. Every week all students who had perfect attendance for the week were given a lottery ticket. At the end of three weeks, prizes were given to those students whose names were drawn.

A special Back-to-School Night was held during the first month of the new school year in order to acquaint interested parents more fully with the program and allow them to meet and talk with individual teachers. A letter was mailed to parents of all enrolled freshmen to explain the freshman program and to invite them to the Back-to-School Night meeting.

Local news media (including the Tulsa World, the Eastside Times, and TV Channels 2 and 8) and the Hale PTA were very supportive and helped communicate to the Hale constituency the Freshman Program as well.

Further communication efforts were made through Freshman Coffees, held for the parents of freshmen, to promote parental involvement with the school on informal business occasions. Luncheons were held by the administration for different freshmen throughout the year to communicate the feeling of trust and concern held by administrators for the opinions of freshman students as well as to engender the sense of belonging that must be inherent at all levels of a school system for everyone to have a sense of ownership in the school.

Besides communicating Freshman Program progress in the regular faculty meetings, which all teachers were required to attend, the Freshman Team had its own newsletter, The H(F)-Form, which kept the rest of the faculty informed about team efforts. The newsletter was designed to come out monthly

and reported special freshman news. A special section in Hale's student newspaper, the Lone Ranger, which was mailed to subscribing parents as well as sold to the entire student body, reported news about the freshman program.

Student grades were constantly monitored by the Freshman Team. Every Friday specific parents were called or specially-designed progress reports for the freshman were mailed. These reports detailed some area with which the team needed re-enforcement from the home for the welfare of students who were having trouble or for praising those students who had shown significant progress.

A Freshman Survival Handbook was designed by one of the teachers which helped students orient themselves to basic procedures at Hale to help eliminate the problems many freshmen have by not knowing the unspoken or unwritten rules not found in the school handbook. It also listed special supplies needed in each course and what days make-up tests were preassigned. Make-ups for each discipline were given on different days so that students would not be inundated with too much make-up work on any one day. Teachers also monitored testing days to avoid giving more than two major tests on any one day.

Objectives of the Freshman Program

Recognizing the difficulties that freshmen have in bridging the transition from Middle School to High School, the Freshman Team teachers established these goals and mailed them in an introductory letter to freshman parents:

- (1) to insure the students successfully complete the freshman year.**
- (2) to develop the importance of a positive attitude toward education.**
- (3) to lay the necessary groundwork for the successful completion of the Oklahoma Competency Test required for a high school diploma.**
- (4) to emphasize the importance of regular attendance for academic success.**
- (5) to foster educational involvement with the parents, the school, and the community at large.**
- (6) to promote critical thinking. (See Appendix A.)**

Academic Expectations

The freshman teachers established during a week of curriculum writing certain philosophical goals concerning academics and the program. To meet the needs of the freshmen attending Nathan Hale High School, the Freshman Team designated the following as the academic expectations for that class:

- (1) The student will master basic competency skills in the four academic disciplines: English, math, science, and social studies.**
- (2) The student will be able to demonstrate the freshman learner outcomes as addressed by the State Competency Suggested Learner Outcomes in all four disciplines.**

- (3) The student will demonstrate skills that show the mastering of five subjects in order to pass to the sophomore year.
- (4) The student will show measurable growth on standardized tests.
- (5) The student will utilize study skills necessary to complete high school successfully. (See Appendix A.)

Classroom Management Guide

Because the Freshman Program was to have its own discipline procedures which differed from those established for upperclassmen, discipline guidelines were written for freshman students. Parents were notified of these guidelines in a letter of explanation of the Program to freshman parents.

1. **Tardy Policy:** (per 9 weeks)
 - 1st tardy: warning
 - 2nd tardy: 15 minutes of detention off-school time (before or after school) and parental contact
 - 3rd tardy: referred to counselor
 - 4th tardy: referred to attendance office.
2. **Detention Hall:** For minor offenses. Student must report to detention hall with supplies and texts. Generally 15 minutes before or after school.
3. **Homework Policy:**
 - A. Every effort will be made by the classroom teacher to allow a student to begin homework in class with the assignment being completed at home.

- B. Parents will be notified periodically by mail when homework is not turned in, when the homework is not completed satisfactorily, and when the student fails to bring supplies and texts to class.
4. **Tests:** Efforts will be made to coordinate test days to avoid excessive testing on a particular day.
5. **Passes:**
- A. Emergency only at teacher's discretion.
 - B. Teacher will save passes to recognize request abuse.
 - C. Request abuses will be sent to the counselor.
6. **Student Responsibilities:**
- A. Student must bring supplies, texts, and completed homework to class.
 - B. Student must follow directions the first time.
 - C. Student must copy assignments from board.
 - D. Student must keep all hands, feet, and other objects to himself/herself.
 - E. No eating, drinking, or chewing gum in class.
 - F. All Classroom Management Guide violations will be handled according to the Tardy Policy listed above in Section 1.
7. **Absences:** All unexcused absences will be handled according to the absence policy stated in the Nathan Hale Student Handbook. (See Appendix A.)

8. Make-up Work:

- A. All make-up work will be handled according to the policy stated in the Nathan Hale Student Handbook.**
- B. Student is expected to make up tests for excused absences according to the following make-up schedule at 7:20 a.m.:**
**Tuesday: science; Wednesday: social studies; Thursday: math;
Friday: English.**

Organization of the Study

This report consists of five chapters. Chapter I introduces the study; states the problem to be studied; states the purpose of the study; designates the research questions asked; lists the assumptions of the study; itemizes the limitations of the study; defines the terms used in the study; describes the Freshman Program being studied; lists the program goals of the Freshman Program; enumerates the academic goals of the Freshman Program; states the classroom management guide of the Freshman Program; and describes the organization of the study.

Chapter II includes a review of the related literature focusing on the following: (1) an introduction; (2) an historical perspective of American education; (3) dropouts; (4) a contemporary definition for dropouts; (5) reasons for dropping out; (6) early warning signs of dropouts; (7) statistical tendencies of dropouts; (8) repercussions of dropouts; (9) alternative programs for

dropouts; (10) the school within a school; (11) school-within-a-school programs; and (12) a summary.

Chapter III reports the selections of participants in the study, development of instruments, collection of data, and research design.

Chapter IV includes the preparation of the questionnaires used, questions asked on interviews, and the needs assessments made. It also includes a summary of the descriptive data and analysis of the research questions.

Chapter V has a summary of the study, discussion of the research and literature, statement of the conclusions, and the recommendations for practice and further study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Educational reform has been in the forefront of the minds of citizenry in America since the idea of an educated nation of people was first conceived by the earliest settlers of the New World. The same holds true today with the constant deluge of studies, evaluations, and reform measures recommended in the last decade. The progenitor of this current movement to evaluate and change the public school system was the then Secretary of Education for the United States Department of Education, the Honorable T. H. Bell. The movement was begun with the publishing of his A Nation at Risk: The Imperative for Educational Reform (The National Commission on Excellence in Education, 1983).

In that study Bell reported the findings of the National Commission on Excellence in Education which was set up on August 26, 1981 to report to the nation in 18 months recommendations for educational improvement. The Commission was created as a result of the Secretary's concern about "the widespread public perception that something is seriously remiss in our

educational system" (The National Commission on Excellence in Education, 1983, n.p.).

Since that time the nation has been inundated with proposals that might solve that widespread public perception of something being seriously remiss in the educational system. The contemporary American public was awakened to the idea that perhaps not all of the educational needs of all of the citizens were being met, that perhaps there was a definite discrepancy between the American dream of a free public education for all citizens and the actual outcome of the public educational system.

The early evolutionary processes of education in America created this conceptualized dream that everyone was to be given the opportunity for a good education. It has become the purpose and, therefore, the import of the American school system as it has evolved today. It has also created a network of problems and needs which is more obvious and complex in a country the size of the United States. These problems were even more greatly exacerbated by the belief that education for all the citizenry was vital to its very existence.

Most critics of education, however, and especially educators, realize that the American ideal of a free public education for all has not been realized and that the nation is clearly at risk when large numbers of students leave before taking advantage of the opportunities schools have to offer. When statistics show that three million seniors walk across the stage to receive their diplomas but one million do not, the American ideal of education is not being realized (Grossnickle, 1986).

An Historical Perspective of American Education

In the early decades of the seventeenth century Europeans by the hundreds were setting sail for the New World. Their first steps were toward tending to those problems that settlement in a wilderness demand. Once those problems were stabilized, however, they turned their attention to the education of their children.

For the most part, the colonial educational leaders stressed as their educational goals religious orthodoxy, civility, and practical accomplishment. "No child should be allowed to go through life molested by the devil" (Power, 1982). Therefore, parents, preachers, and teachers tried to insure that the faith of their children was bolstered by sound instruction in religious duty. However, that religious duty, they maintained, could not be understood and followed if literary learning were not an educational auxiliary. They believed it to be a matter of basic economics. For the economy of the colonies to survive everyone needed to be literate; therefore, schools for the general welfare needed to be founded. This basic philosophy became the preamble to education that later gave direction to schools in America.

Moreover, later in the eighteenth century, with the adopting of the Declaration of Independence which embraced a republican form of government and invested the people of the country with conducting their own political

affairs, the need for knowledge to be widely distributed among those people was imperative to sustain that ideal of government.

Two great proponents of education for the masses at that time were Benjamin Franklin and Thomas Jefferson. Franklin worried more about the absence of practical education than its distribution. He promoted the idea that the study of the English language and the teaching of the classics in that language were important to secondary education. Jefferson, on the other hand, believed that education should be made available to everyone. In 1778, he prepared a bill for the Virginia legislature that would have allowed for universal education on an elementary level. He strongly believed that to make policy, the people must be trained to understand the meaning and consequence of that policy. He, as well as Franklin, also promoted lessening the religious aspect of education. Not until the middle of the nineteenth century would their ideas be actualized.

The common school in America was originally developed under guidelines learned from the British policy that believed that citizens should be educated according to their means. The primary model the American people had as an example to follow in setting up an educational system was the one from Britain which stressed an education only for those classes in society whose position, education, and natural ability prepared them for leadership and kept them in leadership, thus making education a private rather than a public responsibility.

This philosophy remained dominant in educational thought until wealthy men in power realized that, to maintain the status quo that protected them

from the rude ranks of the common people beginning to swell into America in the last half of the nineteenth century, those commoners must be educated.

Thus, many historians believe that the common schools were promoted by the aristocracy of wealth and power for the sole intention of controlling the common people (Power, 1982).

This was supported by the fact that although most states had compulsory-attendance legislation by 1890, this legislation was, for the most part, unenforceable. By the turn of the twentieth century, however, the need for compulsory education became vital to the survival of the American way of life, or as one Ku Klux Klansman was quoted as saying: "Somehow these mongrel hordes must be Americanized" (Yudof, Kirp, Geel, and Levin, 1987, p. 11).

By the early 1900's, progressive education, whose philosophy propounded that social institutions have a commitment to the improvement of mankind, became more pragmatic, especially under the auspices of John Dewey. Thereby began a battle between a practical education versus a classical education that continues today (Power, 1982).

Many more influences affected the educational movement after that time, such as the post-Civil War economy, the Northwest Ordinance of 1785, the land grants of 1862 and 1890, industrialization, the Depression, the 1933 Federal Emergency Relief Administration scholarship program for veterans, work-study programs, the 1944 G.I. Bill, and the 1965 National Education Act and subsequent Kennedy-promoted 1963 expansion (Henry, 1975). Also at the foundation of all these movements, whether primary or secondary in purpose,

was the rise of the common man through an education available to the masses. Those forces advocating compulsory attendance, moreover, were so strong that by the 1950's secondary-school attendance had become so customary that those who left school were routinely called "dropouts" (Tyack, 1976).

Dropouts

Dropouts, therefore, are not a new problem. The high school dropout rate in 1900 was 90 percent. In the 1930's, only about one-third of the youth population completed high school. By 1950, the number of students who graduated had increased to 59 percent. In the 1970's, the dropout rate continued to decrease but was still nearly 28 percent nationwide. However, despite the gradual decrease in dropout rates, a problem still exists in the 1980's and cannot be ignored (Grossnickle, 1986).

"There is no worse lie than a problem poorly stated" (Bernanos as stated by Cuban, 1989, p. 780). The at-risk label placed on the problem of urban school reform falls into this category of poorly stated problems. Many concerned citizens and educators for over 200 years have described at-risk students framed in terms of being from families who live in poverty, often long-term poverty, who lack care; to survive they lie, steal, fight, and lead limited lives. Leaders of reform have believed that, without help, these children will continue their destructive behavior as adults. Thus, it was and remains a prevalent belief that if some parents cannot rear their children properly, the public schools must intervene to avert substantial future costs to society and

help each child become socially productive. This argument has been used repeatedly as a formula by reformers to arouse the public to action. Contemporary society still feels much the same way.

This designating of the poor as being the inculcators of most social ills was promoted even further. By 1898, after public schools had been established and compulsory attendance laws had been passed, a staff member of the board of education in Chicago stated in a report to a committee of board members, as expressed in the Forty-Fourth Annual Report of the Board of Education of the Chicago Public Schools, the following concern about truant children:

All good citizens desire to have these children educated, and we certainly should not permit a reckless and indifferent part of our population to rear [its] children in ignorance to become a criminal and lawless class within our community. We should rightfully have the power to arrest all these little beggars, loafers, and vagabonds that infest our city, take them from the streets and place them in schools where they are compelled to receive education and learn moral principles. (As quoted by Cuban, 1989, p. 780)

Evidence of the promotion of this theory is seen as late as 1961 when the former Harvard University President James Conant studied affluent suburban and city schools in which most of the students were poor and concluded:

I am convinced we are allowing social dynamite to accumulate in our large cities. I am not nearly so concerned about the plight of suburban parents whose offspring are having difficulty finding places in prestige colleges as I am about the plight of parents in the slums whose children either drop out or graduate from school without prospects of either further education or employment. In some slum neighborhoods I have no doubt that over half of the boys between sixteen and twenty-one are out of school and

out of work. Leaving aside human tragedies, I submit that a continuation of this situation is a menace to the social and political health of the large cities. (Conant as quoted by Cuban, 1989, p. 780)

Consequently, for almost two centuries, poor, often nonwhite children have been seen to pose a threat to society because neither the parents nor the existing community institutions could control their unacceptable behavior. The pressure of having to spend more for welfare payments and prisons drove public officials to compel attendance in schools as a solution to the problem of children which today are labeled at risk.

This premise, however, is exacerbated by the articulation of the idea that compulsory schooling, because it was proposed as a solution to the social problems of children in poverty, produced yet another problem: growing numbers of children performing poorly in classrooms.

Consequently, educators and public officials have most often defined the problem of low achievement by at-risk children in the following two ways:

(1) students who perform poorly in school are responsible for their performance and lack ability, character or motivation; and (2) families from certain cultural backgrounds fail to prepare their children for school, provide little support for them in school, are poor and lack education themselves, and do not teach their children what is proper and improper in the dominant culture (Cuban, 1989).

By the 1980's, however, society finally had to change its description of at-risk children. Too many statistics showed that at-risk children were not just the poor any longer. Even the definition of what constitutes a dropout varies widely

from school district to school district. A uniform set of descriptors of the drop-out must be formulated because many of the reported dropout statistics, whether local, state, or national, are in error due to the fact that they rely on widely different definitions or divergent databases. More to the point, however, drop-outs are no longer confined to the poorer classes (Barber and McClellan, 1987).

The Dropout: A Contemporary Definition

Definitions of the term dropout are as numerous as the number of school systems in the nation. Some of the more common definitions are: "a student who has dropped out for reasons other than promotion, transfer, graduation, or death" (Spencer, 1977); "a pupil over compulsory school-age who leaves school on his own volition before graduating from high school and without transferring to another school" (Bureau of Attendance as quoted by Cuban, 1989); "pupils leaving . . . high school before graduation without transferring to another school"; or students "reported withdrawn before completing grade 12" (U. S. Office of Education as quoted by Cuban, 1989).

It is becoming increasingly apparent that set standards nationwide need to be established to have a measurable means by which dropouts and the dropout rate can be uniformly evaluated school by school and state by state across the nation to have a means of adequately evaluating whether any bettering or worsening of the situation exists (Spencer, 1977). The means and personnel for gathering and processing the necessary information are available,

but they will be of only marginal benefit until such terms as "dropout," "withdrawn," "removed," and "early leaver" acquire generally accepted meanings that allow comparisons to be made within and across school districts and state lines (Barber and McClellan, 1987).

Reasons for Dropping Out

Many pragmatists believe that children drop out of school because they "are desperately trying to escape failure." Dropouts report they simply give up because they are overwhelmed and have had it. In their minds, it is too late to get help. Their repeated attempts to be successful in school end in failure, and they feel no reason to care, especially when no one else does--parents, friends, or teachers.

More succinctly, however, some of the obvious reasons for dropping out are attendance problems; lack of interest in school; boredom with school; family problems; problems with assigned school; dislike of a particular course; problems with school administrators; dislike of everything; problems with counselors; problems with other students; discipline problems and suspensions; feeling too old for school; financial problems; illness; pregnancy; lack of a desired program or course; conflicts with employment; marriage; family problems; dislike of discipline and rules; transportation problems; change of residence; military service; language difficulties; and gangs and violence (Barber and McClellan, 1987).

Early Warning Signs of Dropouts

More important, however, is identifying the early warning signs of a dropout (Grossnickle, 1986). At-riskness exists for myriad reasons. If a student fails a course in school, is retained in grade, or drops out of school, that student is at risk; or if a child uses drugs, has been physically or sexually abused, or has contemplated or attempted suicide, that child is at risk.

Further early warning signs for identifying dropouts early as well as later in life are truancy; tardiness; consistently low grades; lack of basic skills, especially reading; home problems; poor communication between home and school; poorly developed organizational skills; a history of school transfers and family moves; poor social adjustment; failure to see relevance of education; inability to relate to authority figures; an older sibling or a parent is a dropout; and low self-esteem. Therefore, failure--in school or in life--is evidence that a youngster is at risk (Frymier and Gansneder, 1989).

Statistical Tendencies of Dropouts

In a study done of students who dropped out of school their sophomore year, it was found that males (15 percent) were more likely to drop out than females (13 percent); American Indians and Alaskan Natives (29 percent) had the highest dropout rates; Hispanics (18 percent) and Blacks (17 percent) had higher dropout rates than whites (12 percent); and Asian Americans (3 percent) were least likely to leave school early (Peng, 1983). By 1988, the high school

dropout rate for Hispanic students was almost triple that of whites and more than double that of Blacks, according to a new report by the U. S. Department of Education. The rates quoted for 1988 were: whites, 12.6; Blacks, 14.8; and Hispanics, 35.7. Overall, about 13 percent of the nation's tenth through twelfth graders, over four million teens, dropped out last year (NEA Today, November 1989).

Further findings from Peng's study of sophomore dropouts showed that low socio-economic background, poor academic performance, and non-academic (trade and vocational) programs were related to higher dropout rates (Rumberger as quoted by Peng, 1983). Children from low socio-economic backgrounds constituted 17 percent of the dropouts; middle socio-economic backgrounds 9 percent; and high socio-economic backgrounds 5 percent. Likewise, students whose grades were mostly *D*'s or below had a 43 percent dropout rate as compared to 3 percent of those students whose grades were mostly *A*'s. Vocational-technical (15 percent) and general program students (13 percent) had a higher dropout rate than academic program students (4 percent).

The part of the nation in which students reside also seems to affect their staying in school, according to Peng's study. Students in Western (17 percent) and Southern (15 percent) regions had higher dropout rates than students in the North Central (12 percent) and Northeastern regions (11 percent). Moreover, students in urban areas (19 percent) had a higher rate than students in suburban (12 percent) and rural areas (13 percent).

Accordingly, male dropouts cited poor grades and not doing well in school (36 percent) as the main reason for dropping out, followed by not liking school (35 percent), job opportunities (27 percent), not getting along with teachers (21 percent), and suspension or expulsion (13 percent). Female dropouts, on the other hand, cited marriage or plans of marriage (31 percent) as the main reason for dropping out, school not being for them (31 percent), poor grades (30 percent), pregnancy (23 percent), job opportunities (11 percent), and not getting along with teachers (10 percent). Unfortunately, according to these dropouts' own reports, relatively soon after dropping out, about 50 percent of the males and 55 percent of the females felt that leaving school had not been a good decision (Peng, 1983).

Another study on dropouts added that students tended to drop out in the months of February and March or in the summer following the tenth grade. One district, the same research stated, analyzed the reasons students gave when they dropped out and characterized several types of dropouts. The first type of dropouts was the "classic" dropout (poor attitudes toward school, likely to be failing, behind in academic progress, lower grade-point average, and probably male). The second type of dropout was the "work-oriented" dropout (likely to be male, slightly better than average grade, slightly higher than average number of credits. The third type of dropout was the "homemakers" (the female counterparts of the work-oriented dropouts who want to set up households and raise families). The fourth type of dropout was the "intellectual elite" (see school as irrelevant, are the oldest and closest to completing their academic requirements,

often come from large families of low socio-economic status). The fifth type of dropout was the "family supporters" (unusually responsible and aware of the need for education but parents feel children have an obligation to help the family economically). The sixth type of dropout was the "cultural isolates" (see school as an unpleasant place due to language problems and social distance from other students) (Barber and McClellan, 1987).

Repercussions of Dropouts

The effects of large numbers of dropouts are exacerbated by the fact that anyone today who lacks a college degree is increasingly locked out of most high-paid occupations. At the same time, stable jobs that pay well but do not require advanced training are rapidly disappearing. Between 1979 and 1985, the United States suffered a net loss of 1.7 million jobs in manufacturing. At the same time the rapidly changing economy produced millions of new jobs in the retail and service areas. Wages for these jobs, however, typically stand at only half the level of wages for jobs in manufacturing.

High school dropouts suffer an even greater income decline. In 1986, dropouts between the ages of 20 and 24 earned 42 percent less in constant dollars than a comparable group in 1973. Fields such as transportation, communications, utilities, government, and agriculture once offered steady employment to millions of young adults, but that is no longer true. Also, a highly competitive economy that embraces technology can offer prosperity to those with advanced skills, but those with less education will have to scramble

for jobs that are neither steady nor well paid. In the future, the population of the United States may not be divided by race or geography but by education (William T. Grant Foundation, 1988). Furthermore, in the decades ahead, it is predicted that 50 to 60 percent of new and replacement jobs will require college-level preparation (Grossnickle, 1986).

The pay gap between male high school and college graduates has more than tripled since the early 1970's. In 1973, a 30-year-old college graduate earned 16 percent more than a 30-year-old high school graduate. Today, due to the loss of high-paying manufacturing jobs, the income gap stands now at 50 percent (NEA Today).

Therefore, without adequate training, dropouts face a grim vocational future. Unemployment rates for dropouts far exceed those of high school graduates, and minority youth dropouts are at an even greater disadvantage in the workplace (i.e., Hispanic and Black youth have twice the unemployment rate of white youth). This fact, united with the fact that most dropouts who do find work are in low-skill jobs which are disappearing from the workplace and the future majority population now has the greatest number of unemployed or unemployable members, creates a devastating economic crisis that will soon become too onerous for the nation to maintain (Grossnickle, 1986).

The consequences of dropping out are severe not only for the individual but for society in general. Society requires an educated and trained work force capable of competing in the world marketplace, and education is necessary to ensure a decent quality of life and to develop responsible citizenship. A high

school education should be considered the minimum survival kit for coping with today's world (Grossnickle, 1986).

Across the nation hundreds of American companies, hoping to weed out underqualified job candidates, are now planning to create a new standardized test for high school graduates that will measure an array of basic skills and academic achievement. They are also planning to establish a national computerized data bank that will include academic, occupational, and personal skills information about students. In some cities of the nation this standardized testing for basic skills is already in place and makes for an even greater need for a sound basic education (Tulsa World, November 4, 1989).

Research also confirms the high cost to society of failure in school. Compared peers whose reading and mathematics test scores fall in the top half and young people whose scores fall in the bottom fifth are 8.8 times more likely to leave school without a diploma, 8.6 times more likely to have a child out of wedlock, 5 times more likely to have an income below the poverty line, and 2.2 times more likely to have been arrested during the previous year (William T. Grant Foundation, 1988). In some states 70 to 90 percent of the prison population consist of dropouts, and 75 percent of those involved in juvenile court proceedings are dropouts (Grossnickle, 1986). Seventy-one percent of prison inmates never completed high school. Even more devastating, dropouts become heads of households where the cycles of their own lives are repeated (OERI Urban Superintendents Network, 1987). Therefore, even though it does

not guarantee success, mastery of basic skills clearly correlates with success in later life (William T. Grant Foundation, 1987).

And finally, leaving school takes a devastating personal toll as well. A recent Gallup poll found that 23 percent of the respondents with less than a high school diploma were dissatisfied with their personal lives compared with 14 percent of all respondents and only 6 percent of college graduates. The poll showed that dropouts even tend to have poorer health (OERI Urban Superintendents Network, 1987).

Alternative Programs for Dropouts

Even though schools traditionally study at-riskness by collecting and analyzing information that is most easily obtained in school (attendance records, achievement scores, retention data, and grades), out-of-school factors affect at-riskness as well. To ignore out-of school factors because they are difficult to obtain often puts professionals in the position of dealing with symptoms rather than causes (Frymier and Gansneder, 1989). Societal reform and school reform go hand in hand, and one without the other, especially in the inner cities and rural areas, will only provide the same kinds of Band-Aid solutions that have failed to meet expectations for so long (Ekstrom, Goertz, and Rock, 1988).

However, until that can be done, certain programs have been established to help prevent exacerbation of the problem in the future and also help relieve the stress and meet some of the needs for the students at a younger age level. Head Start and Title 1 can help many of these children receive special help

early (Doyle, 1989). On the middle, junior, and high school levels, alternative schools of education have been established in major cities throughout the United States in order to help students who have dropped out or been suspended from a regular classroom situation and need another means to obtain an education. In Tulsa, Oklahoma, youth-related services such as the Tulsa Literacy Lab, Teach-A-Reader Program, Tulsa Chamber of Commerce Literacy Project, Tulsa World Read-Up Materials, and Private Industry Training Council have been established to teach technology, literacy, and basic skills. Programs such as the Star Center, Tulsa County Ropes Course, Tulsa County Alternative School, Street School, Project 10, Margaret Hudson Program, Tulsa Job Corps, The Learning Center, and Tulsa Boys Home have been in operation for some years to help those students who have been unsuccessful in other learning environments. Also, at least eight programs exist as health, drug, and crisis intervention centers, and seven early childhood and parent training centers are set up as family services (Office of the Tulsa County Superintendent of Schools, 1988).

What is now being experienced, however, in high schools across the nation, especially in the larger urban areas, is that alternative schools are being booked to capacity, and other measures and more funding are going to be necessary for the maintenance of these programs or for public school systems to handle this problem. Unfortunately, steps to restructure the existing school building sites or systems to accommodate for more diverse educational

programs to meet the needs of more children are scarce in Oklahoma and throughout the nation (Tulsa World, October 2, 1989).

Norman Chansky, in writing about the untapped good of dropouts, used the metaphor that even the best seeds must have suitable soil and adequate moisture to sprout and flourish and so too must the school provide a nurturing environment in order for learning to take place. The thought of society giving up on the dropout is reflected in the words of the poet John Greenleaf Whittier when he wrote: "For of all sad words of tongue or pen, The saddest are these: "It might have been!" (Grossnickle, 1986).

The School Within a School

In a conference held by a concerned school board member of a Florida high school in which 25 percent of the freshmen had received three F's and 54 percent of the entire freshman class had received at least one F, a representative sample of these failing freshmen were interviewed. The picture that emerged was one which showed that these students who were not good enough to shine or bad enough to be picked up by the special programs designed for students in serious trouble simply fell between the cracks. The overall message received by the board member from these students was one that emphasized that these students were not able to make the transition from the protected atmosphere of middle schools to the you're-on-your-own world of high school. Even though the students were captivated with the freedom to do their own thing, they were not able to handle this freedom (Glasser, 1988).

The same concern for a better transitional program for the ninth grade was prompted by the fact that one-fourth of all ninth graders fail to finish high school. The rate is almost one-half in some urban areas (Citizens' Scholarship Foundation of America, 1988). This problem is not uncommon in many school systems across the nation, especially those inner-urban high schools with larger total school populations and proportionally larger class sizes, and the feeling of anomie during the first year of high school is common (Glasser, 1988).

The problem of anonymity felt by students, especially freshmen, in the larger urban high schools also began to be recognized on a national scale in the early 1980's. In 1983, the Carnegie Foundation for the Advancement of Teaching published a report on secondary education in America (Boyer, 1983). Researchers in that report described the social advantages of small schools and suggested that small schools appear to provide greater opportunity for student participation and greater emotional support than large ones.

In light of that knowledge, it was recommended that large high schools organize themselves into smaller units--schools within a school--to establish a more cohesive, more supportive social setting for all students. They found it difficult to say when schools are too big, the point where schools within a school should be introduced, but they suggested that schools enrolling 1,500 to 2,000 students are good candidates for reorganization into smaller units of several hundred each. A special warning was added at that time for those people scheduling students to smaller groups to avoid unintentional segregation by race or socio-economic status.

One school was mentioned in the Carnegie report (Boyer, 1983) that had established a functioning and successful school within a school, Rosemont High, a suburban school with 2,000 students. A community of 100 students and 5 teachers was organized within the larger setting and was started over 13 years before the date of publication of the Carnegie book. The program survived the critics and was well-established within the school community. The Carnegie Foundation reported that students became involved in the school within the school for diverse reasons, but the main reason was summed up by one female freshman who talked about feeling lost and faceless in the downstairs school (the term used for the total school) and that within the smaller unit she had gained the self-confidence to thrive in a more competitive setting.

A further comment made in the report observed that there was only one such unit within Rosemont and that they believed the idea could be expanded not only within Rosemont but also to other high schools across the nation. There is a need for the American high school, the report concluded, to be as flexible about size as about time (Boyer, 1983).

Another recommendation concerning the versatility of the school-within-a-school structure came from another source. Goodlad proposed that a re-organization of large secondary schools into smaller "houses," organized vertically so that each house contains all the secondary grades, was needed in the larger high schools. By making this recommendation, the idea was promoted that there needs to be institutional reform within the nation's schools and that mere tinkering with the curriculum, with standards of student

performance, and with the credentialing of teachers is not likely to do very much to change so intractable an institution as the U. S. public school (Goodlad, 1983).

Certain features of successful schools, programs, and classrooms have been studied, especially ones which were created to deal with dropouts. One of these features is size. Successful programs usually serve as few as 50 and basically no more than 200. All adults and students know each other at some level. In secondary schools these successful programs might be schools within a school or housed apart from the main building. The face-to-face contact cultivates enduring, rather than passing, relationships between old and young. Small programs are also more likely to involve students in program activities, and smaller class size permits more personalized instruction (Cuban, 1989).

A second feature of successful schools is staff. Teachers who volunteer for these programs and classes and make a commitment to educating the students, whether they are at risk or not, tend to be more dedicated and more effective and develop camaraderie when sharing a commitment to personal and cultural knowledge about students and a willingness to learn from failure (Cuban, 1989).

Program flexibility was also cited in relation to successful schools. If programs and schools are small and committed to rescuing students from what could be possible failure for almost half of them, they share a willingness to try different approaches. Ability grouping is also uncommon in these settings, and if class size remains small, the benefit of individualized instruction is inherent.

Teaching and timing are flexible as well within the smaller school structure, and students need not be locked into one-hour and one-grade schedules (Cuban, 1989).

Another important feature relating to these schools is the concept of the classroom as a community. The school, program, or classroom becomes a kind of extended family, and achievement and caring for one another are both important. A sense of belonging to a group is created as a means of increasing self-esteem and achievement (Cuban, 1989).

As late as June 1989, the Carnegie Council on Adolescent Development was concluding that "[A] volatile mismatch exists between the organization and curriculum of middle grade schools and the intellectual, emotional and interpersonal needs of young adolescents (as reported in the Tulsa World, June 19, 1989, p. 11)." The target of that report was aimed at the fact that "most young adolescents attend massive, impersonal schools, learn from unconnected and seemingly irrelevant curricula, know well and trust few adults in school, and lack access to health care and counseling" (as reported in the Tulsa World, June 19, 1989, p. 11). The chances that young people will feel lost is enormous.

This later Carnegie report once again promoted the ideas of breaking big schools down into smaller schools within schools and not underestimating teenagers' willingness to respond to creative intellectual stimulation. By creating smaller environments for learning by dividing large schools into smaller units of 200 to 500 students, children can know each other and their environments

better. They also recommended teaching a core academic program and eliminating tracking (as reported in the Tulsa World, June 19, 1989).

The Carnegie group went on to say that by creating small communities of learning tailored to enhance the emotional and intellectual development of all youth, the students would benefit. Schools within schools, small teams, and advisors are components of such a successful community.

One last recommendation the group made related to the staffing of middle schools (and just as necessarily elementary and high schools) with teachers who have had specialized training in handling young adolescents. Arkansas Governor Bill Clinton said, "Anything we can do to establish smaller, more effective [middle] schools is the right thing to do (Education USA, June 26, 1989, p. 313). A smoother transition between the elementary and secondary school is needed, and an agenda needs to be developed that includes closer links between students and adults, an emphasis placed on cooperation and teamwork, the elimination of tracking by achievement level, and a core academic program accessible to all students.

Two basic components promoting smoother transitions were (1) the school-within-a-school smaller community which empowers teachers and administrators to make decisions about the experiences of middle grade students by giving teachers creative control over the instructional program along with greater responsibility for student performance by forming governance committees to assist the principal in leading schoolwide programs and

(2) establishing autonomy and leadership within these "sub-schools" or houses (ASCD Update, September 1989).

School-Within-a-School Programs

The school within a school as an alternative learning experience has been the most frequently used of this type of internally structured program. One study of this organizational restructuring has been done at Longs Peak Junior High in Longmont, Colorado. This school focused on what was called gray students, those ninth grade students who have poor grades, poor attendance, poor self-image, poor attitude, and are not involved with school activities nor many friends. They are unmotivated or underachieving and can create serious discipline problems. As soon as they can, they drop out of school.

Several components were agreed upon as necessary to this alternative program: team teaching, adjoining classrooms, flexible scheduling, group building activities, and counseling. Involvement was voluntary for teachers, supplemental staff and students, and the program conformed to standard ninth grade district curriculum requirements containing two electives.

The unqualified successes of the program in Longmont included affective as well as cognitive areas. The students felt they belonged for the first time. They had adult friends, mentors, guides, and counselors. They had immediate positive reinforcement and eventually better grades. Because of the improved grades, their attitudes toward themselves and school improved. Other statistics showed that grades, district test scores, and school attendance improved.

Follow-up studies indicated that this improvement stayed with the students. And, most of all, the students appreciated the caring attention they received.

The teaching team also found many positive results for themselves as well. The smaller class size enabled them to practice some new teaching strategies, and they were more able to handle discipline problems efficiently because they were able to share observations and ideas, decide on a course of action, and present a solid front for implementation.

By the end of the first year, the benefits to the entire school were beginning to emerge. The first of these benefits was that ninth grade teachers had fewer discipline problems and were able to devote more time and energy to teaching. A second benefit was that seventh and eighth grade teachers were getting informal positive progress reports from their former students and sharing stories of improved grades and activities participated in at the higher grade level.

Four essential ingredients for a successful program were detailed by the staff. The first of these ingredients was staff (must be flexible; care about the students; not be overly sympathetic to or intimidated by the students; each pilot team be composed of an idea person, two organizers and implementers, and a disciplinarian; and the team members be willing to support the consensus). The second ingredient was flexible schedules (teachers free to schedule around objectives and not around the clock; special speakers brought in from the community; and special activities planned). The third ingredient was flexible space (adjacent classrooms; classroom activities alternated with small- and

large-group activities). The fourth ingredient was administrative support (must be willing to provide the necessary resources to support the program, control class size, support disciplinary policies established by the team, and provide funds when needed).

In the first year the team decided to concentrate on developing teaching teams, incorporating an advisory period, and scheduling common planning periods. The benefits of the internal school were felt by everyone, the researching team commented, and the value to the teachers involved in terms of improved skill and the confidence that comes with it for these students was inestimable (Bishopp, 1987).

One program model set up for at-risk high school students incorporates four areas. The first area included administration and organization. Most important in this area is small class size. Face-to-face relationships on a continuing basis are necessary if teachers are to communicate the sense of caring and have a personal touch with the students. Small numbers also permit the teachers to personalize and individualize their instructional efforts and keep track of students' grades. The face-to-face communication among the faculty itself for planning and meeting is important for autonomy, empowers them to deal with difficult students, and gives them the chance for ownership of the program (Wehlage, 1987).

The second area is teacher culture. The teachers and students are involved in a more extended role of the school, and more contact with the home, community, or peer group is interrelated. The observance of drug-related

problems and personal problems, as well as academic monitoring, are more easily handled and identified (Wehlage, 1987).

The third area is the student culture. The students should be in the program on a voluntary basis and not all students accepted. The program is seen as a fresh start, requiring commitment from the students. There is more peer-monitored behavior, and a family atmosphere is created with a group of people interrelating over an extended period of time (Wehlage, 1987).

The last area is the curriculum. Individualization, clear objectives, prompt feedback, and an emphasis in basic skills are predominant. Also involved in this program should be experiential learning. Students need social experiences with adults who exemplify characteristics of responsibility, the work ethic, and the ability to build positive human relationships. Student volunteer involvement in day care centers, nursing homes, elementary schools, centers for the handicapped, internships in hospitals, law enforcement, social service agencies, community newspaper, etc. should also be inherent parts of the curriculum. Later, internships near the end of the program should allow students to consider making a commitment to a particular vocation (Wehlage, 1987).

One of the uses of the school-within-a-school structure which is considered successful in various high schools across the nation is as an anti-dropout program for marginal students. Two schools in Wisconsin have schools within their main school structure. Parker High School in Janesville, Wisconsin uses the school within a school in a school of about 1,400. It is used as a

program for those students who are having serious difficulties in regular school courses. The internal school size is kept at about 60 students, most of them eleventh graders. The goals of the program are divided between academic achievement and social development. Students' absences and tardies are carefully monitored with students having to call the secretary of the program if they are going to be late. Academic work is carefully paced to ensure that homework is given and sufficient time is provided in class to guarantee that students will have their work done for the next class session. Classes are small (8 to 18). Individualized instruction is used when needed, but there is a special emphasis upon group and cooperative efforts to maximize opportunities for students to help each other and learn social skills and group involvement. More advanced students who finish early are urged to help their neighbors (Wehlage, 1983).

Another Wisconsin school, Paper High School in Oconomowoc, Wisconsin, uses the school within a school to serve a full range of students attending this rural comprehensive high school of 1,300. It serves as an alternative program with three separate functions within the main school structure. First, it is used full time for marginal students who have encountered difficulties in the regular school. It is on a volunteer basis with parental consent. Those students who demonstrate skill deficiencies must take an individualized program to work on these deficiencies from a library of individualized courses (Wehlage, 1983).

A second program allows students to develop a specific skill or obtain enrichment in some regular school offering. If a student, for example, is

deficient in science credits and wants to do independent study under the guidance of the local Department of Natural Resources biologist who has expertise in marine biology, the student may do so. Likewise, a gifted student may be interested in reading or a special music program. The school within a school allows such individualized learning to take place (Wehlage, 1983).

A third program at Paper High School is designed to provide the faculty an opportunity to initiate experimental courses which may eventually become part of the school system. One English teacher developed a course on the world's great philosophers for a group of gifted students (Wehlage, 1983).

In Oaklea, Oregon, the Oaklea Middle School, grades 5 - 8, uses the school-within-a-school concept to facilitate an individualized approach. The school is divided into four smaller schools in which teachers and students spend four years together as students proceed through the established goals. The instructional organization of this approach includes assigning interdisciplinary cooperative teaching teams to each of the four smaller schools, called rivers, and students are often cross-graded according to several special programs such as occupational versatility programs supplemental to the basic curriculum. Strong teacher, classified, and support staffs play a particularly dominant role (Northwest Regional Educational Laboratory, 1983).

Other uses of the school within a school are just as diverse. The school within a school does not have to be an alternative dropout-prevention school. Great versatility of the school-within-a-school concept allows for any internal

school program set apart from the main school to be organized. Some of these different programs have already been implemented in schools across the nation.

At State University of New York at Potsdam, the school-within-a-school structure is used as an experimental interdisciplinary general education core program for freshmen (North Country Workshop, 1984). In Cedar House Cleveland Heights, Ohio, the CLEAR alternative school serves a larger student body of 8,300: 4,461 who are African-American; 3,709 Caucasian; 114 Asian; and 49 Hispanic--all of whom are dysfunctional as learners even though their abilities range from average to gifted (Ackerman, 1987).

Other constructs for which the school within a school has been used is as a gifted and talented education (GATE) program for Sacramento City Unified School District (Payne, 1981); a Queens College School-within-a-School Professional Year Program, during which students spend a year in the field while also taking classes at the college (Salz and Schwartzberg, 1980); a Model Secondary School for the Deaf in Washington, D.C. (Roper, 1977); and a magnet school which stresses foreign languages, social sciences, and communications for participation in an international environment in Washington, D.C. (Herron, 1985).

Two other functions of the school-within-a-school structure are utilized in schools in the state of Oklahoma. In Claremore, Oklahoma, the Leeper Middle School uses the team approach with this structure as a seventh-grade transitional program (Howard, 1989). In Jenks, Oklahoma, a school-within-a-

school structure is used as a computer laboratory learning program (Schoenefeld, 1989).

Summary

Children, including those most-at-risk, do not just grow up. They must be raised by a community of adults who will accept as their solemn responsibility the covenant to nurture, care, and educate the coming generations. The greatest resource America has, that any country has, is its children, and the responsibility of preparing them for life depends upon that nurturing of heart, mind, soul, and body. America cannot afford to bend under and succumb to excuses about excessive numbers, excessive tasks, and seeming lack of funds to denigrate that which has been established by the nation's forefathers as the greatest asset and legacy that can be left for all posterity (OERI Urban Superintendents Network, 1987).

Consequently, the changing societal structure and its needs must be met by a better educated citizenry, and education is the most effective vehicle by which this can be accomplished. Changes, in structure as well as curriculum, must be brought about to better meet the demands society is placing on the educational system in relation to its youth. One-third of the nation's youth cannot be allowed to fail in school and in life. One means by which this change has been and can be effected is through the school-within-a-school construct in larger urban schools (Goodlad, 1983).

CHAPTER III

PROCEDURES

Description of the Population

In 1955, to answer the need for more high schools in the city of Tulsa which was created by the baby boom following World War II, 17.5 acres of land were purchased for \$52,000 for the construction of Nathan Hale High School. The original school was built for \$3 million and covered a floor space of 250,000 square feet. It opened its doors in the fall of 1959 to 910 junior high school pupils and 820 senior high school pupils. In 1964, a new wing was added to the south end of Hale, increasing Hale's floor space to 268,157 feet on 19.55 acres of land. By the middle 1970's, Hale housed over 2,500 students. The 1980's showed a student population decrease that continued until, by the 1989-90 school year, Hale became a total school population of approximately 1,260 (as quoted in a Nathan Hale videotape done for North Central Evaluation, 1983).

According to cumulative records, the 1989-90 freshman class of Hale High School had approximately 396 students as of October 13, 1989. Of those 396 students, 56 percent came from Whitney Middle School; 10 percent came from schools outside the Tulsa Public Schools; 4 percent came from states other

than Oklahoma; and 1 percent came from outside the United States. (See Table I.)

Of the entire freshman class, 69 percent were promoted into high school; 26 percent were placed. Of the entire freshman class, 76 percent are first-year freshmen; 19 percent are second-year freshmen; 2 percent are third-year freshmen; and 2 fourth-year freshman students are attending Hale. Of the 396 freshmen, 55 percent of the freshmen have never been placed or retained since the sixth grade; 42 percent have been placed or retained since the sixth grade; 30 percent have been placed or retained more than once since the sixth grade. (See Table II.)

Of the freshmen enrolled at Hale, 9 percent are in honors classes; 8 percent are in special education classes; 2 freshmen are attending Margaret Hudson (an alternative education program for unwed teenagers; 3 students are in Street School (an alternative education program); 2 students are in Homebound (being taught in the home because of illness in conjunction with the Tulsa Public Schools); and 4 students are enrolled in English as a Second Language.

The average age of the Hale freshman is 14.7 years. (See Table III.) Of the freshman class, 53 percent of the freshmen are male; 47 percent are female. Of the 396 freshmen attending Hale, 74 percent are white; 16 percent are Black; 7 percent are Alaskan/American Indian; 1-1/2 percent are Asian/Pacific Island; and 1 percent is Hispanic. (See Table IV.)

Table I

Middle School Last Attended by 1989-90 Hale Freshmen.*

Middle School	No. of Students	Placed	Promoted	Unknown	% of Total
Anderson	1	0	1	0	.2%
Bell	9	1	8	0	2.0%
Carver	2	1	1	0	.4%
Cleveland	12	4	8	0	3.0%
Clinton	2	2	0	0	.4%
Edison	1	0	1	0	.2%
Emerson	1	1	0	0	.2%
Foster	14	6	8	0	3.0%
Gilcrease	4	2	2	0	1.0%
Hamilton	9	2	7	0	2.0%
Lewis and Clark	11	0	10	1	3.0%
Madison	8	4	4	0	2.0%
Monroe	10	3	7	0	2.0%
Nimitz	3	3	0	0	1.0%
Skelly	10	5	5	0	2.0%
Whitney	237	49	186	1	57.0%
Wilson	11	5	6	0	3.0%
Other Oklahoma Schools	43	15	26	2	10.0%
Out of State	17	7	10	0	4.0%
Out of Country	5	1	1	3	1.0%
Unknown	<u>9</u>	-	-	<u>10</u>	2.0%
	419	111	291	17	

*These numbers were taken from the cumulative records in the registrar's office at Nathan Hale High School and contain all students entering Hale as freshmen in the fall of 1989.

Placed designates those students who did not earn enough credits at the middle school level to be promoted into high school.

Unknown refers to those students who had incomplete transcripts or did not have transcripts on file in the Nathan Hale registrar's office.

Table II

Promotion/Placement/Retention of 1989-90 Hale Freshmen.^b

	<u>N</u>	(%)
Promoted to 9th Grade	291	69.0
Placed in 9th Grade	111	26.0
Unknown	<u>17</u>	4.0
Total Entering Freshmen	419 ^c	
1st Year Freshmen	320	76.0
2nd Year Freshmen ^d	78	19.0
3rd Year Freshmen	8	2.0
4th Year Freshmen	2	0.4
Unknown	<u>11</u>	3.0
Total Entering Freshmen	419	
Since Grade 6		
Have Not Been Placed, Adjusted or Retained	231	55.0
Have been Placed, Adjusted or Retained	178	42.0
Unknown	<u>10</u>	2.0
Total Entering Freshmen	419	
Total Placed, Retained More than Once	127	30.0

^bThese totals were taken from the cumulative records in the registrar's office at Nathan Hale High School.

^cThese numbers are based upon the total number of freshmen enrolled at Hale in the fall of 1989 as of October 13, 1989.

^dNot all of the repeat freshmen were placed into the ninth grade.

Table III
1989-90 Hale Freshman Age Range.*

Age	Birth Year	<u>N</u>	(%)
13 years old	1976	1	----
14 years old	1975	160	41
15 years old	1974	163	41
16 years old	1973	57	14
17 years old	1972	11	3
18 years old	1971	<u>3</u>	1
		395	

Table IV
Ethnic Count of 1989-90 Hale Freshmen.[†]

Sex	Black	Alaskan/ Am. Indian	Hispanic	Asian/ Pac. Isl.	White	Total
Male	38	12	3	2	154	209
Female	<u>27</u>	<u>14</u>	<u>2</u>	<u>4</u>	<u>141</u>	<u>188</u>
Total	65	26	5	6	295	397

*These totals were taken from the cumulative records in the registrar's office at Nathan Hale High School and reflect the actual enrollment on October 13, 1989.

[†]This was the total ethnic count sent to the Oklahoma State Department of Education at the end of September, 1989.

According to a school climate survey administered to all freshman students in the fall of 1988 and the spring of 1989, the constituency of Hale is primarily middle socio-economic, and Hale can be described as the average or typical contemporary American urban high school. Of the freshmen, 52 percent live with both their natural parents; 32 percent live with their mothers; 8 percent live with their fathers; and 7 percent live with someone other than their parents. (See Table V.)

The occupation of 32 percent of the fathers of freshmen is skilled or semi-skilled; 27 percent have managerial positions; 19 percent are professionals; and 7 percent are unemployed. (See Table IV.) Of the mothers of freshmen, 23 percent are housewives; 37 percent have clerical jobs; 18 percent are professionals; and 12 percent have managerial positions. (See Table V.)

Of the fathers of freshmen, 42 percent have a high school degree; 31 percent have a bachelor's degree; and 9-1/2 percent do not have a high school diploma. Of the mothers of freshmen, 48 percent have high school degrees; 25 percent have bachelor's degrees; and 13 percent do not have high school diplomas. (See Table V.)

Of the parents of freshmen, 65 percent own their own homes; 24 percent rent. Of the parents of freshmen, 5 percent receive Aid to Families with Dependent Children and/or food stamps. Of the freshman class, 2 percent are self-supporting. (See Table V.)

Table V

Community Survey Results of 1988-89 and 1989-90 Freshmen.^aDeterminants:

Total Enrollment as of September 15, 1989	397*	Registrar's Records
Total Number of Participants	<u>274</u> **	Administered in English classes 9/11/89 ^b

* Special Education Students (46) and English as a Second Language Students (4) included.

** Special Education Students (46) and English as a Second Language Students (4) not included.

STUDENT

1.
 - a. 196 out of 274 Respondents (72%) graduated from Whitney Middle School.¹(36)
 - b. 47 (17%) graduated from a Tulsa middle school other than Whitney.(51)
 - c. 14 (5%) graduated from a middle school outside of Tulsa but in Oklahoma.(5)
 - d. 7 (2.6%) graduated from a middle school outside the state of Oklahoma.(4)
 - e. 2 (3.2%) designated "other" as their Response.(4)
2.
 - a. 31 out of 274 Respondents (11%) give their ethnic group as Black.(12)
 - b. 24 (8.8%) are American Indian.(8)
 - c. 5 (1.8%) are Spanish American.(2)
 - d. 4 (1.5%) are Oriental.(1)
 - e. 210 (77%) are Caucasians.(77)
3.
 - a. 138 out of 274 Respondents (50%) are male.(41)
 - b. 136 (50%) are female.(59)

^aAll of the data on this survey instrument are subject to bias and interpretation on the part of the respondents.

^bNote that the date for administering the test is August 1989. Therefore, these totals will vary from totals given at later dates which were taken from cumulative records.

¹The number in parentheses at the end of each sentence is the percentage derived from the survey given to the freshmen in the spring of 1988-89.

Table V (Continued)

4. a. The age of 0 out of 274 Respondents (0%) by the end of the 1988-89 school year is younger than 13 years.(2)
 b. The age of 11 (4%) is 13 years.(6)
 c. The age of 196 (72%) is 14 years.(71)
 d. The age of 63 (23%) is 15 years.(18)
 e. The age of 5 (2%) is 16 years or older.(4)
5. a. 262 out of 274 Respondents (96%) are first year freshmen at Hale.(97)
 b. 12 (4%) are not first year freshmen.(3)
6. a. 48 out of 274 Respondents (18%) were placed in the 9th grade with fewer credits than necessary to graduate from middle school.(10)
 b. 220 (80%) had the necessary credits to graduate from middle school.(89)
7. a. 137 out of 274 Respondents (50%) have lived in Tulsa all their lives.(51)
 b. 47 (17%) have lived in Tulsa 10-16 years.(16)
 c. 41 (15%) have lived in Tulsa 5-10 years.(18)
 d. 28 (10%) have lived in Tulsa less than 5 years.(14)
 e. 19 (7%) have lived in Tulsa 1 year or less.(-)
8. a. 104 (38%) have or have had brothers and/or sisters who have attended Hale.(-)
 b. 168 (61%) do or did not have brothers and/or sisters who have attended Hale.(-)
9. a. 221 out of 274 Respondents (81%) plan on graduating from Hale.(72)
 b. 50 (18%) do not plan on graduating from Hale.(27)
10. a. 175 out of 274 Respondents (64%) plan on going to a 4-year college or university after high school.(60)
 b. 28 (10%) plan on going to a junior or community college.(12)
 c. 6 (2%) plan on going to a business or technical school.(8)
 d. 26 (9%) plan on going to work.(9)
 e. 40 (15%) plan on going into some branch of the military.(11)

PARENTS

11. a. 143 out of 274 Respondents (52%) are living with both their fathers and mothers.(55)
 b. 21 (8%) are living with their fathers only.(8)
 c. 88 (32%) are living with their mothers only.(30)
 d. 18 (7%) are living with neither their fathers nor their mothers.(8)
12. a. The parents of 126 out of 274 Respondents (46%) are married.(49)
 b. The parents of 114 (42%) are divorced.(38)
 c. The parents of 21 (8%) are separated.(6)
 d. 7 (3%) respond that one of their parents is deceased.(4)
 e. 1 (.004%) respond that both of their parents are deceased.(2)
13. a. The parents of 13 out of 274 Respondents (5%) receive food stamps and/or Aid to Families with Dependent Children.(5)
 b. The parents of 257 (94%) do not receive food stamps and/or Aid to Families with Dependent Children.(95)

Table V (continued)

14. a. The occupation of the fathers of 53 out of 274 Respondents (19%) is professional.(37)
 b. The occupation of the fathers of 73 (27%) is managerial or proprietorial.(22)
 c. The occupation of the fathers of 25 (9%) is clerical and kindred.(2)
 d. The occupation of the fathers of 89 (32%) is skilled or semiskilled worker.(30)
 e. The fathers of 19 (7%) are unemployed.(5)
 f. 15 (6%) did not respond to this question.(1)
15. a. The occupation of the mothers of 49 out of 274 Respondents (18%) is professional.(27)
 b. The occupation of the mothers of 33 (12%) is managerial or proprietorial.(13)
 c. The occupation of the mothers of 101 (37%) is clerical and kindred.(16)
 d. The occupation of the mothers of 19 (7%) is skilled or semiskilled worker.(22)
 e. The mothers of 62 (23%) are housewives.(21)
 f. 10 (3%) did not respond to this question.(-)
16. a. The fathers of 33 out of 274 Respondents (12%) have an advanced degree (M.A., Ph.D., etc.).(19)
 b. The fathers of 84 (31%) have a bachelor's degree.(38)
 c. The fathers of 114 (42%) have a high school degree.(37)
 d. The fathers of 22 (8%) have partial but incomplete high school credits.(4)
 e. The fathers of 4 (1.5%) have an elementary school degree.(1)
 f. 17 (6%) did not respond to this question.(-)
17. a. The mothers of 32 out of 274 Respondents (12%) have an advanced degree (M.A., Ph.D., etc.).(13)
 b. The mothers of 69 (25%) have a bachelor's degree.(29)
 c. The mothers of 132 (48%) have a high school degree.(48)
 d. The mothers of 26 (9%) have partial but incomplete high school credits.(8)
 e. The mothers of 4 (4%) have an elementary school degree.(1)
 f. 11 (5%) did not respond to the question.(1)
18. a. The parents of 66 out of 274 (24%) Respondents rent.(22)
 b. The parents of 179 (65%) own their home.(71)
 c. 20 (7%) designated "other" as their Response.(8)
 d. 9 (4%) did not respond to this question.(-)
19. a. 5 out of 274 Respondents (2%) is on self support.(4)
 b. 94 (34%) have 2 - 3 people living in their home.(32)
 c. 139 (51%) have 4 - 5 people living in their home.(57)
 d. 34 (12%) have 6 - 7 people living in their home.(7)
 e. 6 (2%) have 8 or more people living in their home.(4)
20. a. The average yearly income of the parents of 19 out of 274 Respondents (7%) is less than \$5,000.(3)
 b. The average yearly income of the parents of 66 (24%) is from \$5,000 - \$30,000.(26)
 c. The average yearly income of the parents of 116 (42%) is from \$30,000 - \$65,000.(33)
 d. The average yearly income of the parents of 32 (42%) is from \$65,000 - \$100,000.(20)
 e. The average yearly income of the parents of 15 (12%) is over \$100,000.(7)
 f. 26 (10%) did not respond to this question.(11)

Table V (Continued)

EDUCATIONAL

21. a. 61 out of 274 Respondents (22%) ride the bus to school.(20)
 b. 171 (62%) are driven by car to school.(73)
 c. 30 (11%) walk to school.(7)
 d. 7 (3%) designated "other" as their response to this question.(2)
 e. 5 (2%) did not respond to this question.(-)
22. a. 107 out of 274 Respondents (39%) had an after school or weekend job during their freshman year.(36)
 b. 156 (57%) did not have an after school or weekend job during their freshman year.(63)
 c. 11 (4%) did not respond to this question.(-)
23. a. 62 out of 274 Respondents (23%) withdrew from school during grades K - 8.(23)
 b. 204 (74%) did not withdraw from school during grades K - 8.(74)
 c. 8 (3%) did not respond to this question.(-)
24. a. 14 out of 62 Respondents (23%) withdrew from school during grades K - 8 for discipline reasons.(12)
 b. 9 (15%) withdrew from school during grades K - 8 for reasons of illness.(20)
 c. 57 (92%) withdrew from school during grades K - 8 because of change of residence.(40)
 d. 6 (10%) withdrew from school during grades K - 8 due to lack of interest.(11)
 e. 10 (16%) designated "other" as their reason for withdrawing from school during grades K -8.(16)
25. a. 121 out of 274 Respondents (44%) never made an F semester grade during grades K - 8.(58)
 b. 56 (20%) made only one F semester grade during grades K - 8.(17)
 c. 27 (10%) made an F semester grade less than twice during grades K - 8.(8)
 d. 32 (12%) made an F semester grade less than five times during grades K - 8.(13)
 e. 27 (10%) made an F semester grade more than five times during grades K - 8.(7)
 f. 11 (4%) did not respond to this question.(-)
26. a. 11 out of 274 Respondents (4%) have no experience with computers.(4)
 b. 65 (24%) have very little experience with computers.(34)
 c. 124 (45%) have average experience with computers.(47)
 d. 46 (17%) have above average experience with computers.(15)
 e. 15 (5%) have noneducational (recreational) experience with computers.(-)
 f. 13 (5%) did not respond to this question.(-)
27. a. 143 out of 274 Respondents (52%) have done most of their computer work in school.(59)
 b. 26 (9%) have done most of their computer work at home.(27)
 c. 70 (26%) have not worked with computers.(3)
 d. 11 (4%) designated "other" as their response to this question.(4)
 e. 24 (9%) did not respond to this question.(10)

Table V (Continued)

OTHER

28. a. 154 out of 274 Respondents (56%) have never taken drugs (alcohol, marijuana, cocaine, heroin, etc.).(47)
 b. 53 (19%) have seldom taken drugs.(26)
 c. 22 (19%) have often taken drugs.(17)
 d. 15 (8%) have had a drug problem.(7)
 e. 30 (5%) did not respond to this question.(1)
29. a. 172 out of 274 Respondents (63%) have friends or relatives who take or have taken drugs.(73)
 b. 70 (26%) do not have friends or relatives who take or have taken drugs.(22)
 c. 32 (11%) did not respond to this question.(1)
30. a. 174 out of 274 Respondents (64%) have never been in trouble with the law (theft, drugs, physical harm to others, vandalism, property damage, etc.).(71)
 b. 38 (14%) have been in trouble with the law once.(12)
 c. 27 (10%) have been in trouble with the law more than once.(7)
 d. 3 (1%) have been in trouble with the law often.(5)
 e. 32 (11%) did not respond to this question.(1)
-

Research Design

This study was designed to describe and evaluate the school-within-a-school team approach as it was implemented at Tulsa Nathan Hale High School in the fall of the 1989-90 school year. This evaluation was done within a population of 290 students and parents, 52 teachers of upper classmen, 4 administrators, and 11 Freshman Team members. There are approximately 400 freshman students enrolled at Hale at any given time. Due to normal absences and special classes, including special education and English as a Second

administering of the instruments. Since the Freshman Program as it was organized in its initial stages did not affect those excluded students directly, the population considered was representative of the affected group of students.

In addition, those students who were present during the administering of the surveys and questionnaires were given a take-home instrument for their parents to complete. The children were to return those instruments within a given period of time.

The total student and parent population affected by the Freshman Program was thus given equal opportunity to respond to the evaluation instruments. The students were given the questionnaires and surveys in their English classes, using the rationale that all children must be enrolled in English their freshman year. The bias associated with the actual administering of the instruments would be the attendance of the student.

Likewise, all of the faculty at Nathan Hale were provided the opportunity to give their opinions of the Freshman Program through a questionnaire or private interviews. The instruments were hand-delivered to each teacher. All of the administrators and support administrative staff, which includes two deans and four counselors, were given equal opportunity to respond to the questionnaire or private interview process as well by hand-delivered instruments. All Freshman Team members were included in the evaluation process, having been

administered an instrument designed especially for team members which was distributed by hand.

Community survey instruments were given at the beginning and end of both school years, 1988-89 and 1989-90. School climate questionnaires and questionnaires relating to the Freshman Program were given at the beginning and end of the first year of implementation, 1989-90.

Methodology

Two processes were used for comparative study in the gathering of data. The first process quantitatively gathered data from Tulsa Public School attendance, dropout, discipline, and retention records. Data were also gathered through a needs assessment which utilized, in part, transcript research relating to past promotion and retention records, absences in previous years, and standardized test results. These results were recorded collectively for reasons of confidentiality and maintenance of student anonymity.

Once the enrollment stabilized at the first of the year, a computer data base was established consisting of the students enrolled in the Freshman Program at Hale. The data collected on each student allowed the continual monitoring of the individual student in relation to promotion, placement, and retention (all of which were collected from cumulative records maintained by the registrar); weekly failures (taken from eligibility reports run on all

freshmen); race, middle school last attended, standardized test results, and birth years (all accumulated from registrar records); attendance, suspensions, and withdrawals, (obtained from attendance office computer records and computer records from the Education Service Center); and dropouts (obtained from Orlando Hazley of the Tulsa Public Schools and verified by registrar records). These figures not only helped determine the actual numbers corresponding to the data relating to the students involved in the above assessments but also accelerated the freshman teachers' and administrators' knowledge of certain situations that needed immediate help.

The other means by which comparative studies were done was through the conducting of researcher-made questionnaires, surveys, and private interviews with students, parents, administrators, and teachers to obtain qualitative data. After determining the research questions to be studied concerning the freshman students, surveys and questionnaires were written by the researcher. Permission to implement each instrument was received from the school principal and the Director of the Secondary Schools at the Education Service Center for the Tulsa Public Schools. Both the student community surveys and the school climate questionnaires were researcher-made questionnaires designed to obtain the information needed to help determine where the needs of the freshman students lay. They were both administered in English classes at the beginning of the two school years studied (1988-89 and

1989-90) to all enrolled freshmen. English classes were chosen because all students must be enrolled in English as freshmen. The parental questionnaires were given to each student to be hand-delivered to the parent. The school climate questionnaires administered to administrators, total school teachers, and freshman teachers were researcher-designed and hand-delivered to every teacher. Many teachers preferred to discuss privately the questions asked on the questionnaire to maintain consistency of types of data needed for the study; therefore, private interviews were arranged for those teachers. Further data were gathered through hand-written notes or oral communications with parents and students. A videotape was also done by freshman students interviewing freshman teachers, counselor, administrators, and students which were the same questions asked on the questionnaires. Most of the qualitative data was obtained and assessed in this manner.

This methodology was chosen because it was practical, easily communicated, accessible, and met the needs of the researcher and the members of the Hale staff involved with the program.

The time frame in which the research was conducted was from the beginning of the 1988-89 school year through the 1989-90 school year.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The purpose of this study was to determine the effectiveness of the Freshman Program. The goal of the study was to answer research questions which may advance the effectiveness of the school-within-a-school concept with a team approach as implemented by Tulsa Nathan Hale High School in the fall of the 1989-90 school year. The following research questions were investigated.

Does the Freshman Program:

- 1. Help eliminate some of the stress caused by the transitional move from the middle school to the high school setting?**
- 2. Improve communication between the parents and the school concerning student progress?**
- 3. Help communicate to the parents and students that the teachers, counselor, and administration desire the best results for the students?**
- 4. Help meet the needs of the student?**
- 5. Affect the climate of the larger school structure?**
- 6. Affect the parents' attitudes toward school?**

7. Affect the freshman teachers' attitudes toward teaching?
8. Affect the freshman teachers' teaching strategies?
9. Affect the number of truancies?
10. Affect the number of absences?
11. Affect the number of suspensions?
12. Affect academic performance?
13. Affect the number of dropouts?
14. Affect the number of retentions?
15. Affect standardized test scores?

Analysis of Research Questions

Each of the following 15 questions will be analyzed according to the qualitative or quantitative methodology used.

Does the Freshman Program:

1. Help eliminate some of the stress caused by the transitional move from the middle school to the high school setting?

Data were obtained from researcher-made school climate questionnaires designed to obtain the information needed in the research-study questions. These questionnaires were administered to all freshman students during their English classes at the beginning of the Freshman Program in the fall of 1989 and then again at the end of the first year of the Freshman Program in the spring of 1990. The parents of all freshmen were given a questionnaire that was hand-delivered by the student. Of the parents of 270 students, 101 or 37

percent responded to the questionnaire at the beginning of the school year; the parents of 100 out of 277 students or 36 percent responded at the end of the school year. Of 299 students, 270 or 90 percent responded to the questionnaire at the beginning of the school year; at the end of the school year, 239 students out of 277 or 86 percent responded to the questionnaire. (See Appendix G.)

Of the parents questioned at the beginning of the Program, 74 percent believed that the Freshman Program helped to relieve some of the stress of entering a larger high school setting; 76 percent believed by the end of the first year of the Program that the Freshman Program helped alleviate stress. Of the students tested at the beginning of the year, 41 percent responded that the Program helped eliminate the stress of transition into high school; at the end of the year, 34 percent responded that the stress of entering a larger high school setting was relieved by the Program. (See Tables VI and VII.)

TABLE VI

Results of 1989-90 School Climate Parental Questionnaire of Freshman Program^j

 NATHAN HALE HIGH SCHOOL
 SCHOOL CLIMATE QUESTIONNAIRE

THIS SCHOOL CLIMATE QUESTIONNAIRE IS DESIGNED TO HELP THE SCHOOL DETERMINE PARENTAL ATTITUDES TOWARD THE FRESHMAN PROGRAM IMPLEMENTED INTO NATHAN HALE HIGH SCHOOL AS A BEGINNING EFFORT TO HELP PREPARE OUR CHILDREN FOR THEIR ADULT RESPONSIBILITIES.

THE EFFORTS OF THE ADMINISTRATION AND STAFF INVOLVED IN THE PROGRAM HAVE HAD TWO MAJOR GOALS: (1) HELPING ELIMINATE THE STRESS INVOLVED IN GOING FROM A SCHOOL POPULATION OF APPROXIMATELY 400 - 800 TO A SCHOOL POPULATION OF OVER 1,400 AND (2) OF ACADEMICALLY AND SOCIALLY PREPARING THE STUDENT TO UNDERSTAND WHAT IS EXPECTED OF A STUDENT IN A HIGH SCHOOL SITUATION.

YOUR HELP IN ANSWERING THIS QUESTIONNAIRE IS GREATLY APPRECIATED AND WILL HELP US TO DETERMINE WHAT YOUR ATTITUDE OF OUR EFFORTS TO-DATE IS TOWARD THE SUCCESS OF THIS PROGRAM AND FUTURE DIRECTIONS TOWARD WHICH WE CAN MOVE IN THIS PROGRAM.

DIRECTIONS: Please circle the answer which best gives your opinion of each of the following questions in relation to the overall effectiveness of the Freshman Program. Your choices are:

(A) Agree
 (B) Disagree
 (C) No Opinion

		* * *					
		<u>AGREE</u>		<u>DISAGREE</u>		<u>PERCENT</u>	
		<u>Qt.1</u>	<u>Qt.4</u>	<u>Qt.1</u>	<u>Qt.4</u>	<u>Qt.1</u>	<u>Qt.4</u>
1.	The Freshman Program has helped to relieve some of the stress of entering a larger high school setting.	75	76	21	11	74/21	76/11 ^k
2.	The Freshman Program is providing the opportunity for the student to learn the instructional and social rules expected in a high school setting.	76	78	11	12	75/11	78/12
3.	The attitude of the freshman teachers is professional and helpful toward the student.	67	59	13	23	66/13	59/23

^jThe number in the *Qt. 1* column is the total number of respondents who agreed or disagreed with the corresponding question in the first quarter when the instrument was initially implemented. The number in the *Qt. 4* column is the total number of respondents who agreed or disagreed with the corresponding question when the instrument was implemented in the fourth quarter of the spring semester.

^kIn the *Percent* column in *Qt. 1*, the first number relates the number of parents who agreed with the corresponding question; the second number (after the slash) is the number of parents who disagreed with the corresponding question. The same applies to *Qt. 4*; the first number relates the number of parents who agreed with the question and the number after the slash relates the number of parents who disagreed with the question.

Table VI (Continued)

4.	The instructional quality (classroom instruction and knowledge base) of the freshman teachers is appropriate to the needs of the student.	56	57	15	17	55/15	57/17
5.	The attitude of the freshman teachers focuses as much as possible under current conditions toward the needs of the individual student.	52	49	14	30	51/14	49/30
6.	The freshman administration, counselor, and teachers are trying to communicate with the parents whenever necessary toward the progress of the child.	59	59	22	31	58/22	59/31
7.	The attitudes of the freshman administration, counselor, and teachers toward the education of the students reflect a desire to obtain the best results for the student body as a whole.	59	64	15	16	58/15	64/16
8.	The quality and amount of homework given by the freshman teachers are beneficial in relation to the learning and future knowledge use for the student.	70	62	12	18	69/12	62/18
9.	The grading practices of the freshman teachers are fair and practical.	68	71	10	11	67/10	71/11
10.	The educational expectations for the students shown by the teachers and administrators are reasonable and reflect concern for the student's educational growth.	68	68	5	16	67/ 5	68/16
11.	The teachers and administrators set good examples by which the student can recognize and learn from a professional environment.	56	48	12	26	55/12	48/26
12.	The rules and regulations of the school are fair and reflect current educational rules found in schools throughout the state and nation.	72	72	11	15	71/11	72/15
13.	The administering of discipline to all freshman students reflects equal treatment and a concern for bettering the school climate and the future actions of the student.	64	50	10	23	63/10	50/23
14.	The library facilities are adequate for the needs of the high school student.	43	50	13	14	43/13	50/14
15.	The dress code is fair and in accordance with acceptable public expectations.	78	85	13	5	77/13	85/ 5
16.	The availability of a variety of quality physical education opportunities is provided to the student.	75	69	8	11	74/ 8	69/11
17.	The counseling service provides help for each student.	53	54	11	18	52/11	54/18

Table VI (Continued)

18.	The safety and security system (police, hall monitoring, etc.) provides the student with the best possible protection and feeling of safety and comfort.	59	55	22	22	58/22	55/22
19.	The quality and number of textbooks and laboratory facilities are adequate for the educational instruction of the student.	43	41	38	41	43/38	41/41
20.	The overall "atmosphere" at Hale reflects a high school dedicated to help educate the student academically and socially for the student's role in society.	65	57	12	19	64/12	57/19
21.	The care and maintenance of the school building and grounds are reflected in its outward appearance.	73	62	11	25	72/11	62/25
22.	Overall, the Freshman Program is meeting the needs of the student.	66	59	16	15	65/16	59/15
23.	Overall, the Freshman Program is obtaining the goals as preset by the administration and staff (to help eliminate the stress of transition from middle school to high school and help in preparing the student academically and socially for the future).	74	63	10	12	73/10	63/12
24.	Overall, Nathan Hale High School has a climate that reflects concern for the academic and social growth of the student.	66	59	10	15	65/10	59/15
25.	Overall, the Freshman Program is a beneficial addition to the educational structure of Nathan Hale High School.	67	66	10	10	66/10	66/10

RESEARCHER COMMENTS:

Questionnaires were administered on two dates: October 1989 and May 1990.

October 1989: 101/270 Parents Responded = 37% Response.

May 1990: 100/277 Parents Responded = 36% Response.

Please refer to next page for individual parent comments.

PARENT COMMENTS

POSITIVE PARENTAL COMMENTS:

- . "Amen" to the Freshman Program
- . Absolutely! (Freshman Program is beneficial addition) Could be extended to upper grades
- . Approve of closed campus (2). Continue to sophomore year
- . Overall, I'm very pleased!
- . Doing great job eliminating transition stress

Table VI (Continued)

- . I'm impressed with the freshman program. I feel it is a great benefit in the transition from middle school to high school. We attended Freshman night & we're very pleased. The no opinion items were marked because I didn't feel I had enough information to have an opinion. Thank you for investing in our children.

NEGATIVE PARENTAL COMMENTS:

- . Need study habits course
- . Build library research time into schedule
- . American Indian Youth Organization implementation (she has phone no. to call)
- . Fear "fighting" and "weapons"
- . Need drug dogs
- . More security guards (2); need parking lot security
- . Not have more than 2 tests in one day (2). Same with homework
- . Too much homework--cannot be done in one night!
- . Class size too large
- . Library needs books (2)
- . Need texts for every child (2)
- . Why aren't there enough math books?
- . What physical education?
- . Merely postpones stress
- . You want them to act like adults yet treat them like kids

GENERAL COMMENTS:

- . 9th does not belong in high school (2)
- . Need more taxes for education (textbooks)
- . Stop scaring the kids on the test they will have to take in 11th grade. Do your job and it will work out!

Table VII

Results of 1989-90 School Climate Student Questionnaire of Freshman Program.¹

 NATHAN HALE HIGH SCHOOL
 SCHOOL CLIMATE QUESTIONNAIRE

THIS SCHOOL CLIMATE QUESTIONNAIRE IS DESIGNED TO HELP THE SCHOOL DETERMINE STUDENT ATTITUDES TOWARD THE FRESHMAN PROGRAM IMPLEMENTED INTO NATHAN HALE HIGH SCHOOL AS A BEGINNING EFFORT TO HELP PREPARE THE STUDENT FOR ADULT RESPONSIBILITIES.

THE EFFORTS OF THE ADMINISTRATION AND STAFF INVOLVED IN THE PROGRAM HAVE HAD TWO MAJOR GOALS: (1) HELPING ELIMINATE THE STRESS INVOLVED IN GOING FROM A SCHOOL POPULATION OF APPROXIMATELY 400 - 800 TO A SCHOOL POPULATION OF OVER 1,400 AND (2) OF ACADEMICALLY AND SOCIALLY PREPARING THE STUDENT TO UNDERSTAND WHAT IS EXPECTED OF A STUDENT IN A HIGH SCHOOL SITUATION.

YOUR HELP IN ANSWERING THIS QUESTIONNAIRE IS GREATLY APPRECIATED AND WILL HELP US TO DETERMINE WHAT YOUR ATTITUDE OF OUR EFFORTS TO-DATE IS TOWARD THE SUCCESS OF THIS PROGRAM AND FUTURE DIRECTIONS TOWARD WHICH WE CAN MOVE IN THIS PROGRAM.

DIRECTIONS: Please circle the answer which best gives your opinion of each of the following questions in relation to the overall effectiveness of the Freshman Program. Your choices are:

(A) Agree
 (B) Disagree
 (C) No Opinion

		* * *		AGREE		DISAGREE		PERCENT	
		Q1.1	Q1.4	Q1.1	Q1.4	Q1.1	Q1.4		
1.	The Freshman Program has helped to relieve some of the stress of entering a larger high school setting.	111	81	118	124	41/44	34/52 ^m		
2.	The Freshman Program is providing the opportunity for the student to learn the instructional and social rules expected in a high school setting.	91	82	102	97	34/38	34/41		
3.	The attitude of the freshman teachers is professional and helpful toward the student.	128	82	87	86	47/32	34/36		

¹The number in the *Q1. 1* column is the total number of respondents who agreed or disagreed with the corresponding question in the first quarter when the instrument was initially implemented. The number in the *Q1. 4* column is the total number of respondents who agreed or disagreed with the corresponding question when the instrument was implemented in the fourth quarter of the spring semester.

^mIn the *Percent* column in *Q1. 1*, the first number relates the number of students who agreed with the corresponding question; the second number (after the slash) is the number of students who disagreed with the corresponding question. The same applies to *Q1. 4*; the first number relates the number of students who agreed with the question and the number after the slash relates the number of students who disagreed with the question.

Table VII (Continued)

4.	The instructional quality (classroom instruction and knowledge base) of the freshman teachers is appropriate to the needs of the student.	130	93	68	74	48/25	39/31
5.	The attitude of the freshman teachers focuses as much as possible under current conditions toward the needs of the individual student.	98	79	107	94	36/40	33/39
6.	The freshman administration, counselor, and teachers are trying to communicate with the parents whenever necessary toward the progress of the child.	144	129	66	52	53/24	54/22
7.	The attitudes of the freshman administration, counselor, and teachers toward the education of the students reflect a desire to obtain the best results for the student body as a whole.	136	101	71	56	50/26	54/23
8.	The quality and amount of homework given by the freshman teachers are beneficial in relation to the learning and future knowledge use for the student.	124	103	109	88	46/40	43/37
9.	The grading practices of the freshman teachers are fair and practical.	-	124	-	60	-	52/25
10.	The educational expectations for the students shown by the teachers and administrators are reasonable and reflect concern for the student's educational growth.	131	101	65	60	49/24	42/25
11.	The teachers and administrators set good examples by which the student can recognize and learn from a professional environment.	93	62	109	103	34/40	26/43
12.	The rules and regulations of the school are fair and reflect current educational rules found in schools throughout the state and nation.	99	99	137	103	34/51	41/43
13.	The administering of discipline to all freshman students reflects equal treatment and a concern for bettering the school climate and the future actions of the student.	108	88	105	93	40/39	37/39
14.	The library facilities are adequate for the needs of the high school student.	177	125	43	56	66/16	52/23
15.	The dress code is fair and in accordance with acceptable public expectations.	141	135	104	65	52/39	56/27
16.	The availability of a variety of quality physical education opportunities is provided to the student.	188	130	37	58	70/14	54/24

Table VII (Continued)

17.	The counseling service provides help for each student.	12	105	64	63	45/24	44/26
18.	The safety and security system (police, hall monitoring, etc.) provides the student with the best possible protection and feeling of safety and comfort.	145	87	81	90	54/30	36/38
19.	The quality and number of textbooks and laboratory facilities are adequate for the educational instruction of the student.	99	55	133	143	37/49	23/60
20.	The overall "atmosphere" at Hale reflects a high school dedicated to help educate the student academically and socially for the student's role in society.	132	94	65	74	49/24	39/31
21.	The care and maintenance of the school building and grounds are reflected in its outward appearance.	148	109	80	67	55/30	46/28
22.	Overall, the Freshman Program is meeting the needs of the student.	74	69	143	115	27/53	29/48
23.	Overall, the Freshman Program is obtaining the goals as preset by the administration and staff (to help eliminate the stress of transition from middle school to high school and help in preparing the student academically and socially for the future).	101	77	108	97	37/40	42/41
24.	Overall, Nathan Hale High School has a climate that reflects concern for the academic and social growth of the student.	145	95	62	72	54/23	40/30
25.	Overall, the Freshman Program is a beneficial addition to the educational structure of Nathan Hale High School.	90	74	104	91	33/39	31/38

RESEARCHER COMMENTS:

Questionnaires were administered on two dates: October 1989 and May 1990.

October 1989: 270/299 Students Responded = 90% Response.

May 1990: 239/277 Students Responded = 86% Response.

2. Improve communication between the parents and the school concerning student progress?

Of the parents who responded to the school climate questionnaire at the beginning of the first year of the Program, 58 percent believed that the administration, counselor, and teachers in the Freshman Program were trying to communicate with the parents whenever necessary toward the progress of the students; of the parents who responded to the questionnaire at the end of the first year of the Program, 76 percent believed that communication between the freshman teachers, administration, and counselor were communicating effectively and adequately with the parents whenever necessary.

Of the students who responded to the school climate questionnaire at the beginning of the school year 1989-90, 53 percent believed that the communication between those involved in the Freshman Program and the parents was effective; by the end of the first year, 54 percent of the students believed that the communication was adequate and effective. (See Tables VI and VII.)

3. Help communicate to the parents and students that the teachers, counselor, and administration desire the best results for the students?

Of the parents who responded to the school climate questionnaire at the beginning of the school year, 58 percent said that the attitudes of the freshman administration, counselor, and teachers toward the education of the students reflected a desire to obtain the best results for the students. Of the parents who responded at the end of the school year, 64 percent believed the attitude of

those involved in the Freshman Program reflected a desire to obtain the best results for the students.

Of the students who responded to the questionnaire at the beginning of the school year, 50 percent believed the attitude of those involved in the Freshman Program reflected the desire to obtain the best results for the students. Of the students who responded to the questionnaire at the end of the school year, 54 percent believed the attitude of those involved in the Freshman Program reflected the desire to obtain the best results for the students. (See Tables VI and VII.)

4. Help meet the needs of the student?

At the beginning of the school year, 55 percent of the parents said the instructional quality of the freshman teachers was appropriate to the needs of the student; 57 percent held the same belief at the end of the first year. Of the responding parents, 51 percent said the attitude of the freshman teachers focused on the needs of the individual student; 49 percent held the same belief at the end of the school year. (See Tables VI and VII.)

At the beginning of the school year, 48 percent of the students surveyed responded that the instructional quality of the freshman teachers was appropriate to the needs of the student; 39 percent held the same belief at the end of the school year. Of the responding students, 36 percent said the attitude of the freshman teachers focused on the needs of the individual student; 33 percent held the same belief at the end of the year. (See Tables VI and VII.)

5. Affect the climate of the larger school structure?

Of 57 involved faculty members and 4 administrators, 100 percent of the administrators responded and 17 out of 57 faculty members or 30 percent responded. Some teachers preferred to respond personally to the same questions asked in the questionnaire; therefore, private interviews were held with 17 more of the faculty members not on the freshman team and not previous participants in the questionnaire. Since the Freshman Program as it was organized in its initial stages did not affect special students directly, the teachers of special students were not respondents of the teacher questionnaire.

All the teachers and administrators believed that the Freshman Program, which put the freshmen on their own wing for four of six hours a day, helped relieve confusion and disruptions in the hallways throughout the Hale complex. All the faculty members and administrators who responded to the survey recognized that something needed to be done to help the freshmen acclimate themselves to the high school setting and were impressed with the quiet and organized yet active learning environment created by the freshman team on the freshman wing. Many teachers who had not initially responded to the survey and four substitute teachers later wrote comments or made a point to stop by the principal's office or freshman teachers' rooms to convey orally their surprise at the responsible and responsive demeanor of the freshman students as a whole in the freshman wing hallways and in the classroom setting.

Another point repeatedly mentioned by the responding staff members and administrators was the actions of the freshman students toward all of the

freshman teachers. If there were a problem in the hall or a student needed help, the freshman students did not hesitate to ask any of the freshman teachers for help; they seemed to accept that all freshman teachers were their teachers. For example, after a boy-girl fight arose in a classroom in the freshman wing during lunch, a freshman student ran to another teacher down the hall and asked that teacher to notify security. She also volunteered to be a witness to the fight. It was also not unusual for teachers and administrators to refer to *your* freshmen when talking to a freshman teacher.

Likewise, all the freshman teachers seemed to know most of the freshman class which helped with the overall climate of the school, not just the freshman wing. Information derived during freshman team teachers' meetings helped all of the freshman teachers learn about students not in their own classes. Therefore, as in the case of the boy-girl fight which occurred in another classroom, the teacher not directly involved until the student came for help was able to disperse the students, help break up the fight, and quiet the other students' fears.

In a videotaped set of interviews made by freshmen for freshmen about the Freshman Program in May of 1990, students commented they felt safer in the freshman wing because of the protectiveness of the freshman teachers. One freshmen student said, "We know each other better" and another student related "we were more protected from upper classmen." They also commented that they had not had to endure "trash-canning" (an initiation ritual endured by many freshmen in previous years in which the freshman would be dropped and often

stuffed down into a huge trash container by upper classmen) and other demeaning freshman rites because of the freshman teachers and the security of the freshman wing. One freshman interviewed said he felt safer, but he wished he could talk with upper classmen about sports at school more often. In his words, "It helped being close together because we can ask anybody about homework or anything." He also stated, however, when asked about weaknesses in the program, "We didn't get to meet the upper classmen. A lot of us will be playing sports with them next year and we won't know them as well."

6. Affect the parents' attitudes toward school?

Two special meetings were scheduled with parents of freshmen during the school year. Approximately 133 parents were present at the first meeting. At the second of these two meetings, approximately 35 parents were present. No negative comments were made at either meeting.

Freshman team meetings with parents of students having difficulties, whether of an academic or a personal nature, were held every day of the week during the second hour plan period except for Thursdays when the freshman teachers met as a team to discuss policies and problems.

Two direct complaints were made during the school year. One was taken to the press by a father whose son was not athletically eligible because of his failing too many courses. The son was subsequently withdrawn from Hale during the third nine weeks. The other student whose parent had a direct complaint regarding the Program remained at Hale. Her complaint also dealt with low scores in classwork and the lack of help from the counselor.

Of the parents who responded to the questionnaire at the beginning and again at the end of the school year, 66 percent said the Freshman Program was a beneficial addition to the educational structure of Nathan Hale High School. Of the students who responded to the questionnaire at the beginning of the school year, 54 percent said the Freshman Program was beneficial to Nathan Hale High School; at the end of the school year, 42 percent believed it to be beneficial.

In oral communication with individual teachers and administrators, parents made positive comments about the efforts of the freshman teachers and the efforts of the school in trying to help their children. Several parents made the comment they had had older children who had attended Hale and had experienced difficulty at the freshman level. The same parents had other children attend Hale several years later during the first year of the Freshman Program, and they stated their latter children had enjoyed school and their teachers more and had performed better. They attributed it to the Freshman Program.

One of the most positive comments concerning the effect of the Program on his academic performance was from a student who had been retained at the freshman level the previous year (1988-89) and had had academic and discipline problems in middle school as well. He directly contributed his not only passing the freshman year but making nothing lower than a *C* grade and making mostly *A* and *B* grades, plus enjoying school, to the Freshman Program.

Of the negative comments made on the school climate questionnaire, most of them dealt with issues relating to finance and student safety: lack of texts for each student, weak library resources, and the need for more security guards. Of these issues, 43 percent of the parents at the beginning of the Program responded that textbook and laboratory facilities were adequate; 41 percent responded at the end of the school year that the textbook situation was adequate. At the beginning of the school year, 43 percent of the parents said the library facilities were adequate for the needs of the high school student; at the end of the school year, 50 percent believed them to be adequate. At the beginning of the school year, 58 percent of the parents who responded to the questionnaire said the safety and security system provided the student with the best possible protection and feeling of safety and comfort; by the end of the year, 55 percent believed the safety and security system at Hale was adequate.

Of the negative comments made by students concerning classroom textbooks, library resources, and safety and security, the following results were obtained from the questionnaire: 37 percent of the students believed the quality and number of textbooks were adequate for their needs at the beginning of the year and by the end of the school year 23 percent believed them to be adequate; at the beginning of the year 66 percent of the students believed the library facilities to be adequate for their needs and by the end of the year 52 percent believed them to be adequate; and at the beginning of the year 54 percent believed that the safety and security system provided adequate protection to

students and by the end of the year 36 percent of the students responded that the safety and security system was adequate. (See Tables VI and VII.)

7. Affect the freshman teachers' attitudes toward teaching?

Of the freshman teachers, 50 percent responded to a questionnaire concerning their participation on the Freshman Team. Of the five responding teachers, four of the teachers enjoyed the team teaching approach, especially the support the other team members gave them. All of the responding teachers said they believed that the counselor should have more involvement in the team teaching process and supported the work of the freshman counselor involved in the Program. Of the responding teachers, four teachers said the school-within-a-school concept was an effective and beneficial structural approach for teachers and students, and all five believed the central location was an effective contribution to the Program for teachers and students.

All five of the responding teachers liked the common plan period to help coordinate the Program. Three negative comments concerning the common plan period noted an excessive lack of informative academic direction to many of the meetings; an excessive floating of the second plan period for unnecessary special assemblies during the school year; and a lack of planning time during specially designated planning periods due to parental conferences.

Five major strengths of the Program were listed by the freshman teachers on the freshman team questionnaire. (See Appendix F.) The first of these strengths dealt with the common plan period for planning strategies to help the teachers and the students. Another strength mentioned about the Program

concerned the cohesiveness of the team members and their efforts. A third strength involved administrative support of team decisions. The constant monitoring of the students to help develop strategies was the fourth strength of the Program as stated by the teachers. The team cohesiveness in carrying out team decisions was the fifth major strength of the Program as ascertained by the freshmen teachers.

Comments made concerning the weaknesses of the Program dealt with the isolation of the freshman students and teachers; excessive paperwork for teachers and the counselor; lack of reading and remedial classes; lack of adequate communication between the high school and the feeder schools; and excessive class size. Of the responding teachers and two more interviewed, 30 percent believed there was no need for the freshman team leader to have two plan periods for four reasons: it was one more plan period than any other department head in the building was given; the work load did not call for that much plan time; the district's money was being wasted; and the class load was more excessive in the English classes because of this second plan period (the team leader taught English).

Recommendations made by team teachers concerned keeping on-campus lunch for freshmen; more communication and feedback with the other teachers in the building; and the need to be more responsive to the needs of that age group of students and yet maintain firm but fair academic and social goals preset by the teachers for the students. Study skills and their application in the

classroom were constant topics of discussion and a concern to all of the freshman teachers.

Further recommendations made by the freshman team on the questionnaire were the moving of some of the freshman teachers to the sophomore level with the students; additional funds needed for study skills and remedial reading materials; and a continuation of the Program into a Sophomore Program to re-enforce the academic and social standards established at the freshman level.

All of the teachers responded that they had worked longer and harder than they had ever worked before, and four out of five responded that they knew their students better during the Freshman Program than they had previously experienced due to the team approach and the communication among freshman faculty members. Also, a majority of the teachers commented that even though all of the freshman team members were independent thinkers and liked doing things their own ways, they also felt a bond form among team members even during and after altercations where differences of opinion were vociferously expressed.

8. Affect the freshman teachers' teaching strategies?

Of the five freshman teachers who responded to the questionnaire administered, four teachers said they experienced the feeling of more freedom to try new things and experiment with projects in the classroom as a freshman team member. Of the five responding teachers, three said the structure of the Freshman Program allowed them the opportunity to be more involved with their students than with the traditional approach to teaching.

9. Affect the number of truancies?

In a needs assessment derived from the monitoring of suspensions at Hale in the 1988-89 school year, 42 or 20 percent of the suspensions on the freshman level were due to excessive truancies. In the 1989-90 school year, 56 or 26 percent of the suspensions were due to excessive truancies. (See Tables VIII and IX.)

10. Affect the number of absences?

In the 1988-89 school year, freshmen were absent a total of 5,882 whole days, which is 28.1 percent of all absences reported at Hale High School for all grade levels for the school year. (See Table X.)

Table VIII

Comparison of End-of-year Freshman Suspensions.*

Year	Suspensions	
	<u>N</u>	(%)
1988-89	206	40
1989-90	214	47

*These figures are the numbers reported by Nathan Hale High School to the Education Service Center for the Tulsa Public Schools.

Table IX

Comparison of End-of-year Freshman Suspensions, Reasons.*

Reason	1988-89		1989-90	
	<u>N</u>	(%)	<u>N</u>	(%)
In-house Offense	80	39.0	54	25.2
Truant	42	20.0	56	26.2
Fighting	36	17.0	22	10.3
Language	24	12.0	22	10.3
Drugs	7	3.0	7	3.3
Tobacco	5	2.0	18	8.4
Assault	5	2.0	10	4.7
Disruptive	5	2.0	14	6.5
Alcohol	1	0.5	6	2.8
Dangerous Weapon	<u>1</u>	0.5	<u>5</u>	2.3
Total	206		214	

In the 1989-90 school year, freshmen were absent a total of 5,505 whole days, which is 29.6 percent of all absences reported at Hale High School for all grade levels for the school year. (See Table X.)

11. Affect the number of suspensions?

In the 1988-89 school year, 206 or 40 percent of all suspensions were of freshman students. In the 1989-90 school year, 214 or 47 percent of all suspensions were of freshman students. (See Table VIII.)

*(See Table 8).

Table X

Comparison of Total Days Absent by Quarter of Freshmen.¹

Year	Days Absent							
	Qt. 1		Qt. 2		Qt. 3		Qt. 4	
	<u>N</u>	(%)	<u>N</u>	(%)	<u>N</u>	(%)	<u>N</u>	(%)
88-89	1,295.5	28	1,461.0	29	1,680.0	28	1,445.5	28.1
89-90	1,234.0	34	1,693.5	35	1,424.0	30	1,154.0	29.6

Of the entire student body at Hale, the average of the freshman student enrollment was 366.5 or 30.7 percent of the entire student body in the 1989-90 school year.

12. Affect academic performance?

Of the 350 freshmen who were enrolled at Hale High School at the end of the 1988-89 year, 56 or 16 percent were honor roll students. Of the 352 freshmen who were enrolled at Hale High School at the end of the 1989-90 year, 59 or 16.8 percent were honor roll students. (See Table XI.)

¹These numbers were given by Nathan Hale High School to the Education Service Center for the Tulsa Public Schools. These figures do not reflect special education and part-time students.

Table XI

Comparison of 1988-89 and 1989-90 Honor Roll Students.*

Year	<u>N</u>	(%)
1988-89	56	16.0
1989-90	59	16.8

Of the 1988-89 freshman class, 90 students or 24.9 percent had been retained. Of the 1989-90 freshman class, 105 students or 29.8 percent were retained. (See Table XII.)

Of the 1989-90 freshman class, 88 students or 21.4 percent were not first-year freshmen. (See Table II.)

In the 1988-89 school year, 18 percent had been placed into the ninth grade. Of the 1989-90 freshman class, 111 students or 26.0 percent had been placed into the ninth grade. (See Table II.)

Consequently, 16.8 percent of the 1989-90 freshman were honor roll students, 29.8 percent were retained at the end of the 1989-90 school year, and 46.6 percent functioned below a 3.0 grade point average and above the failure range.

*350 freshmen were enrolled at the end of the 1988-89 school year; 352 freshmen were enrolled at the end of the 1989-90 school year.

Table XII
Comparison of Retained Freshmen.*

Year	Total School Enrollment	Total Freshman Enrollment	Retained N (%)	
1988-89	1,267	350	90	25.7
1989-90	1,157	352	105	29.8

Tulsa also requires that students test out of their mathematics classes with citywide tests. In the 1988-89 school year, of 109 Hale students who failed their mathematics tests, 47 students or 43.1 percent were freshmen. In the 1989-90 school year, of 129 Hale students who failed their mathematics tests, 65 students or 50.4 percent were freshmen.

The results of the mathematics section of the standardized tests (The Riverside Tests of Achievement & Proficiency) given to Tulsa Public School students stated:

Hale HS has about the same percent of average achieving pupils as do other schools. Hale HS has more low achieving pupils and fewer high achieving pupils than do other schools.

*These figures are reported by Nathan Hale High School to the Education Service Center for the Tulsa Public Schools.

13. Affect the number of dropouts?

In the 1988-89 school year, 43 freshmen or 12.3 percent of the freshman class dropped out of Hale High School. This is 32.3 percent of all Hale dropouts.

In 1989-90, 35 freshmen or 9.9 percent of the freshman class dropped out of Hale. This is 37.6 percent of all Hale dropouts. (See Table XIII.)

Table XIII
Comparison of Freshman Dropouts.*

Year	<u>N</u>	Dropouts	(%)
1988-89	43		32.3
1989-90	35		37.6

Of the freshmen who dropped out, the highest number of dropouts, 22 students or 62.9 percent, were white; the second highest number were Black. Of the Black freshman population, 11 students or 31.4 percent were dropouts. (See Table XIV.)

*These totals are derived for the Tulsa Public Schools by Orlando Hazley. The dropout percentage is based on individual school population.

Table XIV

**1989-90 Freshman Dropouts, the Number and Percentage of Dropouts
According to Race, the Number and Percentage of Dropouts
Placed or Multiply Retained', and the Number and
Percentage of Dropouts Reading Below Grade Level 9.**

Race	Retained		Placed/multiple Retainee		Reading Below Grade 9	
	<u>N</u>	(%)	<u>N</u>	(%)	<u>N</u>	(%)
Black	11	31.4	10	90.9	8	72.7
White	22	62.9	21	95.5	19	86.4
Indian	1	100.0	1	100.0	1	100.0
Spanish	1	100.0	1	100.0	1	100.0
Oriental	<u>0</u>	0.0	<u>0</u>	0.0	<u>0</u>	0.0
Total	35		33		29	

Of the freshmen who dropped out, 33 or 94 percent had either been placed into high school or been retained at least once as a freshman. (See Table XIV.)

Of the 352 freshmen who were enrolled at Hale at the end of the 1989-90 school year, 101 or 28.7 percent read below the ninth grade reading level as ascertained by standardized test results. Of the freshmen who dropped out, 29

'Multiply retained freshmen are those freshmen who have failed more than one grade level since eighth grade.

or 82.9 percent read at a reading grade level below ninth grade. These dropouts constitute 8.2 percent of the freshman class who read below a ninth grade reading level.

According to standardized test results in reading comprehension given in the 1989-90 school year, the Riverside Tests of Achievement & Proficiency stated:

Hale HS has more high and average achieving pupils and fewer low achieving pupils than do other schools.

14. Affect the number of retentions?

In the 1988-89 school year, of a total of 350 freshmen who finished the school year at Hale High School, 90 students or 25.7 percent were retained. In the 1989-90 school year, of a total of 352 freshmen who finished the school year at Hale High School, 105 students or 29.8 percent were retained.

Of those students retained at the end of the 1988-89 school year, 18 percent had been placed into the ninth grade. Of those students retained at the end of the 1989-90 school year, 26.5 percent had been placed into the ninth grade. (See Table XV.)

Consequently, if the students who had been placed were factored into the failure rate, thus subtracting the students placed into the ninth grade from the total number and then the previously placed/retained were subtracted from the end-of-the-year totals, the total percentage of those who failed would change from 29.8 percent to 21.5 percent.

$$\frac{(352 - 49) = 56}{(352 - 92) = 260} = 21.5$$

Table XV

1989-90 Retained Freshmen, the Number and Percentage of Retainees According to Race, the Number and Percentage of Retainees Placed or Multiply Retained,* and the Number and Percentage of Retainees Reading Below Grade Level 9.†

Race	Retained		Placed/Multiple Retainee		Reading Below Grade Level 9	
	<u>N</u>	(%)	<u>N</u>	(%)	<u>N</u>	(%)
Black	30	28.0	13	43.3	23	76.7
White	68	64.8	31	45.6	34	50.0
Indian	4	3.7	3	75.0	3	75.0
Spanish	2	1.9	1	50.0	0	0.0
Oriental	<u>1</u>	0.9	<u>1</u>	100.0	<u>1</u>	100.0
Total	105		49		61	

Another factor that must be considered in the retention of these freshmen must be their mobility rate. Of the 419 students enrolled at Hale by October 13, 1989, 166 students or 39.6 percent of the students were placed or had previously been retained at the freshman level. Of those 166 students, 102 students or 24.4 percent did not finish the 1989-90 school year (withdrew or dropped out). Of those 102 students who did not finish the school year, 74 students or 72.5 percent had been placed into the ninth grade at Hale or were previously retained as freshmen.

**Multiply retained freshmen* are those freshmen who have failed more than one grade level since eighth grade.

†The total freshman population at the end of quarter 1 in the school year beginning 1989-90 was 387; quarter 2 was 364; quarter 3 was 363; and quarter 4 was 352.

Consequently, of the 419 students enrolled at Hale at the beginning of the year, 75.6 were enrolled throughout the entire 1989-90 school year at Hale.

The number of freshman students who withdrew from Hale, as determined by the number of students enrolled by October 13, 1989, was 24.4 percent. Of that 24.4 percent mobility rate (those students who withdrew from Hale), 17.7 percent were students who had been placed into the ninth grade or had been previously retained at least once at the freshman level. (See Table XVI.)

Of the 419 students enrolled at Hale by October 1989, 111 known placements of students had been made. Another 55 students were not first-year freshmen. Some were second-, third-, and fourth-year freshmen. Of the 166 placed or previously retained freshmen, 36 students or 40.4 percent were retained again as freshmen for the 1990-91 school year. Therefore, of the 419 students who were enrolled as freshmen at Hale at the beginning of the 1989-90 school year, 89 students or 21.2 percent were retained for the 1990-91 school year. (See Table XVI.)

Of the 419 students who were enrolled as freshmen at Hale High School by October 13, 1989, 27 students or 15.1 percent of the students retained at the freshman level for the 1990-91 school year (6.4 percent of the total freshman population) were counted as dropouts. Of the 166 placed or previously retained freshmen, 25 students or 92.6 were counted as dropouts. Of the 27 students who were enrolled at the beginning of the 1989-90 school year but who had subsequently dropped out at the freshman level by the end of the 1989-90 school

Table XVI

**Placed/Previously Retained Freshmen Entering the Freshman Program
by October 13, 1989, Their End-of-the-year Withdrawal Rate,
Retention Rate, and Dropout Rate.***

	Total Enrollment		Withdrew		Retained 6/90		Dropouts	
	<u>N</u>	(%)	<u>N</u>	(%)	<u>N</u>	(%)	<u>N</u>	(%)
Promoted	253	60.4	28	27.5	53	59.6	2	7.4
Placed/ Previously Retained	<u>166</u>	39.6	<u>74</u>	72.5	<u>36</u>	40.4	<u>25</u>	92.6
Total	419		102		89		27	

year, only 2 students or 7.4 percent had been promoted into high school or had not been retained at the freshman level previously. (See Table XVI.)

15. Affect standardized test scores?

It is, at best, difficult to compare two different achievement tests and their scores; therefore, with the Tulsa Public School System changing from the SRA achievement tests in the 1988-89 school year to the Riverside achievement tests in the 1989-90 school year, it is difficult to compare student scores.

*The 166 placed/previously retained figure reflects, of the 419 freshman students enrolled in Hale by October 13, 1989, that 166 were either placed into the ninth grade in the 1989-90 school year or were not first-year freshmen.

However, the results of student scores as shown on the Riverside test and the comments made in the different disciplines are revealing.

As has been previously stated in the analysis to question 12, Hale High School has more high and average achieving students and fewer low achieving students than do other schools in reading comprehension. The average reading comprehension standard score for Hale High School at the ninth grade level was 180.3. Compared with the national distribution of student scores, the typical freshman at Hale High School scored as well as or better than 60 percent of the ninth grade students in the nation.

These scores take into account those 166 students who were placed into the ninth grade or were not first-year freshman students. Of the 305 students who took the Riverside test in March 1990, 101 students or 33.1 percent read below the ninth grade reading level or their scores were unknown due to absence (18 students). Of the 305 students who took the test, 82 students or 26.9 percent read at reading levels at the hypothetical post-high school level. Of the 305 students who took the test, 122 students or 40 percent read at the ninth, tenth, eleventh, or twelfth grade reading level. (See Table XVII.)

Concurrently, when looking at the reading scores of those 105 ninth grade students who were retained as freshmen for the 1990-91 school year, 61 students or 17.3 percent of the entire freshman class (58.1 percent of the retained students) read below the ninth grade reading level. (See Table XII.)

In the mathematics section of the Riverside test, it was concluded that the Hale High School ninth grade had about the same percentage of average

Table XVII

**Comparison of 1989-90 Freshmen SRA Reading Scores Administered
in the Eighth Grade^r and 1989-90 Freshmen Riverside Reading
Scores Administered in the Ninth Grade^r.**

Reading Grade Level	1988-89		1989-90	
	<u>N</u>	(%)	<u>N</u>	(%)
18			7	2.2
17			6	2.0
16			12	3.9
15			17	5.6
14			18	5.9
13			22	7.2
12	53	12.5	29	9.5
11	24	5.7	43	14.0
10	35	8.3	26	8.5
9	47	11.1	24	7.8
8	25	5.9	32	10.5
7	37	8.7	30	9.8
6	37	8.7	10	3.2
5	37	8.7	6	2.0
4	11	2.6	1	0.3
3	0	0.0	3	1.0
2	2	0.5	1	0.3
Unknown	<u>115</u>	27.2	<u>18</u>	5.9
Total	423		305	

^rThe 423 total is reflective of those students enrolled at Hale by October 13, 1989, including withdrawals, and subsequent new enrollees by November 22, 1989.

The SRA test tops out at 12.9 grade equivalency.

^rThe 305 total is reflective of those students who were enrolled at Hale and present in March 1990 when the tests were administered.

The Riverside test tops out at grade equivalency 20.1. Any post-high school score is theoretical and non-existent.

achieving students as did other schools. They also had more low achieving students and fewer high achieving students than did other schools. The average mathematics standard score for Hale High School at the ninth grade level was 169.2. Compared with the national distribution of ninth grade student scores, the typical student at Hale scored as well as or better than 45 percent of the ninth grade students in the country.

Also, as previously stated in question 12, 47 freshman students failed to pass the mathematics test required of each course in the 1988-89 school year. In the 1989-90 school year, 65 freshman students did not pass their tests. Consequently, 13.4 percent of the freshmen did not pass the required Tulsa Public School's mathematics test per course in the 1988-89 school year and 18.5 percent of the freshmen did not pass the required Tulsa mathematics test per course in the 1989-90 school year. Of the 65 freshman students who did not pass the Tulsa mathematics test in the 1989-90 school year, 26 students or 40 percent had been placed or were not first-year freshmen.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

This study was designed to describe and evaluate the school-within-a-school team approach as it was implemented at Tulsa Nathan Hale High School in the fall of the 1989-90 school year. This evaluation was done within a population of 290 students and parents, 65 teachers, 4 administrators, and the Freshman Team members themselves. There are approximately 400 freshman students enrolled at Hale at any given time. Due to normal absences and special classes, including special education classes and English as a Second Language classes, approximately 290 students were available for the administering of the instruments. Since the Freshman Program as it is organized in its initial stages does not affect special students directly, the population tested is representative of the affected group of students.

Likewise, those students who were present during the administering of the surveys and questionnaires were given a take-home instrument for their parents to complete. The children were to return these instruments within a given period of time.

The total student and parent population affected by the Freshman Program was thus given equal opportunity to respond to the evaluation instruments. The students were given the questionnaires and surveys in their English classes, using the rationale that all children must be enrolled in English their freshman year. The bias associated with the actual administering of the instruments would be the attendance of the student.

Likewise, all the faculty at Nathan Hale were provided the opportunity to give their opinions of the Freshman Program through a questionnaire and private interviews. The instruments were hand-delivered to each teacher.

All of the four administrators and support administrative staff, which includes two deans and four counselors, were given equal opportunity to respond to the questionnaire or private interview process as well as by hand-delivered instruments.

All Freshman Team members were included in the evaluation process, having an instrument designed especially for team members. This instrument was also hand-delivered.

Two processes were used to collect the necessary data to answer the research questions. The first was through the construction and administering of questionnaires, surveys, and private interviews. The second was through needs assessment surveys in which information was gathered from transcripts and computer statistical spreadsheets compiled by the Tulsa Public School System.

Two questionnaire/survey techniques were used in the collection of most of the above data. These methods were the face-to-face interview and the self-

response instrument through English classes and through hand distribution. The instruments were reliable in that the responses were consistent and stable. They were also valid in that the information elicited through the response was the information that was intended. The instruments were distributed twice during each school year, at the beginning of the year and at the end of the year. The years tested were the 1988-89 school year, in which the program was not in operation, and the 1989-90 school year, in which the Program was initially implemented.

The questions in the students' questionnaires and surveys were closed-ended so that a ballot/survey scanner could tally the results. The questions in the parents' questionnaire were closed-ended to insure more response, with a section included for comments or response. The questionnaires for the administration, faculty, and team members were open-ended to provide for more feedback since the source was more readily available for further comment and the professional expertise of the population involved should generate more meaningful information within lengthier responses.

The following factors were examined in the study:

Does the Freshman Program:

1. Help eliminate some of the stress caused by the transitional move from the middle school to the high school setting?
2. Improve communication between the parents and the school concerning student progress?

3. **Help communicate to the parents and students that the teachers, counselor, and administration desire the best results for the students?**
4. **Help meet the needs of the student?**
5. **Affect the climate of the larger school structure?**
6. **Affect the parents' attitudes toward school?**
7. **Affect the freshman teachers' attitudes toward teaching?**
8. **Affect the freshman teachers' teaching strategies?**
9. **Affect the number of truancies?**
10. **Affect the number of absences?**
11. **Affect the number of suspensions?**
12. **Affect academic performance?**
13. **Affect the number of dropouts?**
14. **Affect the number of retentions?**
15. **Affect standardized test scores?**

Summaries, discussions, conclusions, and recommendations will be given for each of these questions. Comprehensive conclusions and comprehensive recommendations will then be given in separate sections which will be conclusive statements concerning the overall Program.

Summary of the Findings

Does the Freshman Program:

Finding 1.

1. Help eliminate some of the stress caused by the transitional move from the middle school to the high school setting?

Summary

The school climate questionnaire administered at the beginning and then again at the end of the first year of implementation showed that the parents' belief that the Freshman Program had helped relieve some of the stress of transition into high school. The parents kept faith in the Program with a slight increase of participants in the questionnaire as well as in the percentage who believed it was achieving one of its purposes.

The response from the students, on the other hand, showed a slight decrease. Since the figures presented were in the 30 - 40 percentile range, it could be assumed that the students felt great stress even during the Freshman Program.

Discussion

The parental findings in the school climate questionnaire, supported by comments made by parents during conferences and other meetings, probably have a greater degree of reliability in assessment of stress factor. Many of the parents of the freshman students had had older siblings who attended Hale or other high schools and recognized that change causes stress, especially a change

from a middle school environment to the environment found in any high school with more responsibilities and decisions of individuality and maturation.

Parents have more of a basis for comparison.

The students, conversely, had no background experiences to make a comparison of stress level. They obviously felt the stress that naturally occurs during any change and growth period and reacted to that stress in their own individual ways even during the Freshman Program.

Conclusions

Even though a high percentage of the parents of freshmen answered that some of the stress was relieved because of the Freshman Program as initially implemented, the high percentage of the students who still felt the stress also intimates that further actions could be taken to make their transition easier. Thus, even though the Program was partially successful in helping with relieving the stress of the transitional process, additional steps could be taken to promote teacher-student relationships, administration-student relationships, and student-student relationships.

Recommendations

One area that could be strengthened to aid the teacher-student relationship to a greater extent is a more extensive role of the homeroom period at the beginning of the school day. In the 1989-90 school year, homeroom met very rarely and dealt primarily with business concerning upper classmen rather

than freshmen. If this homeroom time were extended to every day or even several days a week and if it were utilized by meaningful projects which allowed freshman homerooms to interact as separate homerooms as well as collectively, the time could be well spent in developing stronger teacher-student identification.

Other areas could be strengthened to help the administration-student relationship. The visibility of the administration on the freshman wing during class time and in the hallways during passing time would help the students identify the administration and would help them receive the impression that the administration is involved and concerned with daily procedures which includes the freshmen. Special assemblies in which students and administration could interact in presentations would also help with the administration-student relationship, whether as a whole or in smaller groups (400 students gathering in the auditorium is sometimes necessary but impersonal). Also, a greater inclusion of the freshmen with the administration and upper classmen, perhaps through the student assembly and through the various organizations and class boards, would help improve this relationship.

The students at Hale, especially the freshmen, are in awe of adult leaders and upper classmen leaders. If this youthful respect were developed more at the freshman level in high school, these future leaders would have an opportunity to be more responsive and responsible sooner, could buy into a system which teaches community responsibilities, and could also have a say in the dispensation of student input into the total school structure. With proper adult

leaders who listened as well as guided, this could be a very effective tool by which not only to include freshmen more in the Hale community and aid in their social growth and self-concept but to train them for their assumption of more social responsibilities as upper classmen.

And, thirdly, the student-student relationships could be strengthened by the inclusion of the freshmen in more projects earlier in the year with the leaders of the school. More interaction with the older students would be very beneficial for these students, starting at the beginning of the year. If the homeroom met more consistently and its objectives were more responsive to the needs of the freshman level, time could be made for the student leaders to talk with these younger students. Even sessions that allowed the freshmen to ask questions and just talk with upper classmen might allay some of their fears and help them to focus upon what their primary goals and responsibilities are and how those goals were achieved by different representatives from the upper classes. Having this type of means of communication with adult guidance *and* participation, done in a positive manner, could help in the overall communication process of a school as large and as physically spread out as Hale and could help eliminate some of the rumors that teachers and students create or spread due to the omnipresent grapevine. It would also allow the older students to act as big brothers and sisters, which is often the case anyway, with the younger students and would teach them the responsibilities and actions necessary in a larger community of people.

Finding 2.

2. Improve communications between the parents and the school concerning student progress?

Summary

An increase from 58 percent at the beginning of the first year of the Freshman Program to 76 percent at the end of the first year was shown in parental satisfaction with the efforts of the freshman team to communicate student progress.

Students showed a slight increase, from 53 to 54 percent, in believing that the freshman team's efforts in communicating student progress to parents were satisfactory.

Discussion

One of the more time-consuming and expensive components of the Freshman Program dealt with the contacting of parents, either in writing or by telephone, regarding student progress by teachers and the counselor. This progress was not only scholastic in nature but also dealt with any situations with which the parents should be made aware as soon as possible. The school was responsive in helping with this endeavor by supplying the expense of postage in mailing to the parents progress reports concerning behavior and scholarship.

The freshman counselor, often responsible for over 400 students, was notified of any recurring problems with the students, did most of the mailings herself, and was involved with the preponderance of the individual parent-teacher conferences. Most of her time was involved with these duties, which allowed less time for actual counseling with the individual students.

Teachers were also inundated with paperwork. They made it their goal to monitor each student every Friday through the use of the computer system in the attendance office which was already set up to do eligibility reports weekly. This exercise was commendable since the freshman teachers' duties were excessive beyond the usual duties of all teachers in course preparation and paperwork required by the main office.

The freshman teachers kept a running total of individual student classwork progress and reported to the student his individual grades and his total grade to-date and sent progress reports to parents immediately upon a grade drop by a student. Many of the teachers also counseled individually with each student several times a nine weeks' period in order to help the student understand what his strengths and weaknesses at that point in the nine weeks were and suggested ways in which to make better progress. These teachers experienced fewer failures in their classes at the end of each semester than those freshman teachers who did not do special counseling with students.

Therefore, the constant monitoring and academic counseling, notification to parents, and close proximity of students on the freshman wing allowed for better coordination, extra help, and better communication. However, the

indication that this process had affected those students who had been placed into the ninth grade or had been previously retained prior to the Program was less apparent.

Conclusions

The Freshman Program was only partially successful in this endeavor. The Program was successful in communicating any problems or successes to the parents, but it needed further help in communicating to those parents whose students were experiencing academic problems, especially those students who had experienced academic problems (low grades and failure of classes) previously.

This is not an unknown problem nationwide with respect to communication to parents; however, the efforts of the Program, in all those areas addressed by this study, showed the great effect the 26.5 percent placement rate of freshmen into the ninth grade plus the 47.2 percent of the freshman class that had been placed or retained in ninth grade previously had on this group of freshman and to this study.

The parent of one student exemplified this problem. The student had been placed repeatedly in middle school and then had trouble academically as well as socially in high school, having been suspended on-campus and off-campus consistently throughout the 1989-90 school year. The parent finally told the school that they were no longer to contact her concerning her son. The student's having to face academic and social problems so late in his life caused

greater exacerbation of the problem, and efforts at communication came to a standstill.

Recommendations

Even though the process of continual monitoring of freshman students is time-consuming and costly in mailings, the response of the parents who prefer to know the progress of their children strongly indicates that this aspect of the Program was successful enough to continue. The total number of parent conferences concerning grades and behavior are the strongest indicator of this parental desire to know student progress, especially on the freshman level when the parents are still more involved with the lives of their children.

More support, especially in the area of aides to help with the teachers' and counselor's paperwork, therefore, is needed. The parent volunteer group organized by the PTA of Hale is a good place to begin asking for this aid. Greater representation from the freshman teachers on the PTA and area planning councils could help transmit their needs to parents rather than having administrative representatives doing all the recruiting and assigning of parent volunteers.

The freshman teachers had a parent aide two hours twice a week, which was insufficient for the amount of paperwork done by this group of teachers and their counselor. According to freshman teachers' statements, the excessive work load became debilitating to their work performance in that the end-of-the-year fatigue and stress was greater than they had experienced when teaching on other

grade levels in previous years. The monitoring and constant communication with parents of the students in this program were effective in enough cases to encourage their continuation. However, help needs to be given to the teachers and the counselor in the process. The teachers and counselor should meet and decide in which areas aid could be given to make their workload less strenuous, and that information should be communicated to the parent volunteer program coordinator. It may be even more possible that the teachers would prefer utilizing a computer in such areas as grades or the progress reports to be sent to parents, which would help free them for more personal contact with the students during the day and before and after school.

Another source of help could come from the Adopt-a-School Program implemented by the Tulsa Public Schools. Hale's adopted business, originally called Facet Enterprises, Inc., has tried to remain active in helping wherever they saw a need. However, their experiencing a change of ownership and management within the last year has left a question concerning the future role they will be playing at their adopted school. Once their position is more stable, the school could select school representatives (with a representative from the Freshman Program) to work with them in assessing those ways in which they can benefit the school and, in particular, the freshmen at Hale High School.

The problem of excessive placements into the ninth grade and previously retained freshmen is of a larger scope and would have to be handled at the district's higher levels as well as the individual school level to be effective. The structure of the Tulsa Public Schools was reorganized into three major areas

(sub-districts) beginning in the 1990-91 school year by the present superintendent of schools, Dr. D. Bruce Howell, and this reorganizing could provide the structure necessary in monitoring all children in the Tulsa Public Schools per area. Help should be provided at a younger age for those children who need it more continuously both academically and socially, and placement into the next grade level as well as failure year after year is not the answer, as is being shown by research done recently in those areas. However, the problem needs to be addressed. A 45.7 percent failure rate is not an insignificant problem, and it is not rational to believe that children lacking certain academic skills are going to succeed at a higher level.

Therefore, further research concerning at-risk children in the Tulsa Public Schools by school area is definitely needed, and a closer monitoring of their progress or lack of progress at a lower grade level than the ninth grade is imperative. The reorganization of the Tulsa school district into three areas could allow for the study of this problem and communication problems which result from it.

One effect that the reorganization can bring about is a better communication between feeder schools and the high school, especially in the area of curriculum. Department chairpersons need a more active involvement in the Freshman Program to insure that curriculum is in proper sequence with material introduced at the middle school level and that superfluous repetition of subject matter does not occur.

Finding 3.

3. Help communicate to the parents and students that the teachers, counselor, and administration desire the best results for the students?

Summary

The parents' belief that the administration, counselor, and teachers involved in the Freshman Program were doing their best to bring about desirable results for the students grew from 58 percent at the beginning of the year to 64 percent at the end of the school year.

The students' belief in those involved in the Freshman Program in regard to their efforts in bringing about the best results for students rose from 50 percent at the beginning of the year to 54 percent by the end of the year.

Discussion

The Hale community has, for the most part, supported the school even though parental involvement usually lessens as the student becomes older. The parents of freshmen at Hale remained supportive of Hale High School, and they deemed the Freshman Program to be a part of the overall striving of the school to help the freshman students at Hale. Therefore, even though the eligibility reports often showed that as many as 58 percent of the freshman class was at one time failing two or more subjects, the majority of parents continued to communicate with the teachers and counselors either by telephone or teacher-

parent conferences to check on the progress of the student and learn how the student could do better in certain classes.

The questionnaire, as well as comments made during conferences and other outside contact with parents, corroborated the support the parents gave to the school and to the education of the students. Thank you notes and compliments were often given by parents about teachers who were working beyond the expectations to make their children's educational experiences more positive and rewarding and their social adjustment to a more adult world less stressful.

Conclusions

The parents of freshmen in the Hale community continually supported the endeavors of the freshman teachers and counselor in helping the student. The questionnaire showed that more parents believed in the freshman team at the end of the year than at the beginning of the year. The students showed the same growth in this belief, which is an even stronger indicator that the parents and students had confidence in the Freshman Program and those people responsible for the education of the students.

Recommendations

Communication with the parents concerning social behavior as well as academic progress through mailings, especially of progress reports, by telephone contact, or by parent-teacher conferences should be continued. The Freshman

Back-To-School Night held as soon after the beginning of school in the fall as possible was also well attended by freshman parents, was well received, and should be continued.

Moreover, any attempt made by the school and those involved in the Freshman Program to include the parent in the educational process should be continued and encouraged. A more active involvement in area planning councils should be promoted between parents and school personnel, making certain that freshman parents are part of that process. Also, projects including parents, school personnel, and students could greatly benefit the union of school and community. Special projects such as breakfasts, barbecues, contests, even painting the school with parent, student, and school personnel volunteers could be organized to promote good public relations. Even a special day set aside for parental or community visits to schools, much like the day set aside in the elementary and middle schools, might be attempted to invite the community and the parents into the school to talk with teachers, counselors, and administrators.

The one area that could be strengthened is the communication of the good news concerning the Freshman Program. A special section in the school newspaper for just the students in the Freshman Program could be used more effectively in reporting good things happening in the Hale Freshman Program. Students whose attendance is perfect per semester, students who are on the honor roll per semester, and students who have achieved some recognition for

work done well in the outside community should be reported by the team leader to the school newspaper as soon as the honor earned.

The Hale freshmen were recognized for outstanding work in the areas of ecology and creative writing contests, but only certain successes in sports were reported in the school paper. One person was assigned the job of collecting positive data for the newspaper, but the assignment was neither encouraged nor carried out; therefore, often the good freshmen were not complimented by their teachers to the parents nor to the Hale community by means of the school newspaper due to lack of organization and time. One person handling public relations for the Freshman Program in a committee of teachers collecting and reporting data to a central person for public relations purposes to the outside community, therefore, is recommended.

Another means by which this good news could be shared is through the PTA bulletin. Often the bulletin is used for purposes of communicating important dates parents need to know concerning school events. In past years, however, the bulletin had been used for purposes of reporting positive news, student progress, and any research done concerning the Hale community. If there is not the interest or the money to re-establish this practice in the PTA bulletin, perhaps other arrangements could be made through a public relations' representative from the Freshman Program to help promote the dispersement of positive information to the Hale community through local and city coverage or a special freshman newspaper or newsletter put together by freshman journalism or English students as a special unit of study.

The Freshman Program was covered by all three television channels in the Tulsa area as well as by the two major newspapers and a local area paper. The programs were brief and positive, but the full utilization of the benefits of the Program were never professionally promoted to the extent that someone who was more knowledgeable of public relations and who knew more about curriculum and the overall concepts of the type of program which was being implemented at Hale could have done. Therefore, the Program could be promoted more positively through more planned and better organized methods of public relations.

Finding 4.

4. Help meet the needs of the student?

Summary

The parents' belief that the quality of instruction of the freshman teachers and its appropriateness to the needs of the students grew from 55 to 57 percent by the end of the school year. Their belief that the attitude of the freshman teachers focused on the individual needs of the student declined, however, from 51 to 49 percent.

The students' belief that the quality of instruction of the freshman teachers was appropriate to the needs of the students declined from 48 to 39 percent. Their belief that the attitude of the freshman teachers focused on the individual needs of the student declined from 36 to 33 percent.

Discussion

Fifty percent of the parents having faith in the instructional quality of the teachers is a positive aspect of the quality of the Program. It is also understandable that students who have difficulty raising their grades to a passing level before the end of a semester in order to become sophomores creates a strain as well as the human need to blame someone else for their lack of study. More revealing, however, is the fact that since 29.8 percent of the 1989-90 freshmen were retained and 35 or 37.6 percent dropped out, it is surprising that the percent of belief in the teachers was as high as it was. Added to those students the fact that 47.2 percent of the freshmen had had previous failures in school made the 49 and 33 percent figures more understandable.

Conclusions

The fact that there was an actual decrease in belief in the teachers' meeting the individual needs of the students by students and parents leads to the conclusion that more work needs to be done, especially in the study skills and reading skills areas. This is not just reflective of the Freshman Program as was implemented at Hale. This is a problem that affects the middle schools that are feeder schools of Hale as well. The Program made strides to maintain belief in the Program, in Hale, and in the Tulsa Public School System, but

more work needs to be done to help prepare the students for high school, and it cannot be done totally on the high school level.

Better communication and articulation of curriculum goals and objectives must be developed and maintained to be able to discern the success of these students. Definitely, time spent on curriculum and community involvement in program implementation is needed to reduce the dropout and retention rates.

More importantly, however, work needs to be done on implementing a facet to the Freshman Program that will help those 166 students at the freshman level who were placed into the ninth grade or who had been retained previously at the ninth grade level. With such high numbers of students having already experienced failure in school and with obvious gaps in educational knowledge, the fact that as many freshmen passed and remained in school as did must be attributed to something besides happenstance.

Recommendations

It is important, now that the first year of the Program is completed and totals concerning dropouts, suspensions, retention, ninth grade placements and previous retentions have been tabulated, that further study of this group of students as well as those freshmen who are coming into the high school be studied throughout their four years in high school to see whether the Program had any effect on their performance and later performance and attitudes. It is also vital for the future academic success of those students now in middle school to begin a closer monitoring of their educational and social performance

at an earlier grade level and try to develop those areas in which the greatest weakness is ascertained to lie.

As the needs assessments during the 1988-89 and 1989-90 school years tended to show, many of the students experiencing difficulties in high school began their lack of significant academic progress at the fourth grade level. Many of the reading levels stopped there, and skills required to perform even basic mathematics computations are taught at that level. The lack of those skills obviously will affect their performance in later courses. These students are working with a deficit, and their self-esteem is affected after too many repeated failures. It would be unrealistic to make the assumption that any program could succeed which had no remedial aid somewhere before or during the ninth grade. Therefore, to that extent, the Freshman Program could not provide the individual needs to many of its students due to its inherent lack of sufficient remedial help. It is also natural to assume that much-needed help was given to those students who needed it most, thus taking time away from other students in the Program who also needed help to progress. Even the Program's containing peer tutoring and teachers working overtime with the students could not overcome the deficit of knowledge many of these children had failed to acquire, for whatever reason, from lower grades.

Definitely a further study of repeatedly placed or retained students should be made throughout the Tulsa Public Schools, beginning no later than the fourth grade level. With the passage of recent reform measures by the Oklahoma legislature, perhaps the lower class sizes required will allow for the

opportunity to reach more of those young students at a level when they learn most basic concepts and need the most help. Early childhood classes will also help this problem. Dr. Howell's hiring of five new curriculum coordinators to streamline Tulsa's curriculum, making it more consistent from school to school, should aid this process further.

But many students already at the ninth grade level need more reading and study skills and remedial pull-out programs or academic study halls to promote greater success in the Freshman Program -- or any program.

Finding 5.

5. Affect the climate of the larger school structure?

Summary

All the educators who responded to the questionnaires at Hale recognized a need for some kind of transitional program for the ninth grade students. The usual problems of early adolescence as much as the difference of structure between the middle school setting and the high school setting made for excessive problems at that grade level. Even though some of the teachers did not totally agree with the seemingly isolated environment of the freshman wing, they all recognized a difference in the overall atmosphere of Hale with the wing's inclusion.

Discussion

The deans of discipline and attendance and teachers who were in the hallways commented upon how much quieter the hallways were on the freshman wing, except during passing and lunch periods, and the upper classmen hallways were noticeably more organized and quieter during passing with the freshmen being predominantly in another wing.

Most educators also noticed a more disciplined atmosphere in classrooms, and many freshman teachers were surprised to learn from substitute teachers how organized, quiet, and well behaved the freshman classes were. Substitutes would often comment upon the freshman students' knowing proper social behavior in the classroom. Many freshman teachers believed their surprise to be the result of having to work so closely with the students on a daily basis they did not realize how much progress was actually being made.

Another substantially successful aspect of the Program was the bonding that developed among not only the freshman teachers as a team but the bonding that developed between the students and the teachers. Since the teachers were a team, all students accepted that fact and reacted accordingly. If they needed help or were manifesting behavior in the hallways or the classrooms that were not acceptable, the students recognized all the freshman teachers and responded to all teachers' authority, whether academically or socially, as if they were their own teachers. Likewise, most of the freshman students were recognized by the freshman teachers, and knowing a student's name and background created a

continuity of discipline and instilled a feeling of acceptance of the teachers by the students. Because of the close proximity of the freshman students and teachers on one wing plus the close monitoring and confidential discussions about students during the team meetings, the freshman teachers knew most of the students, which allowed teachers and students to work more closely as a team. Many of the freshmen also mentioned that the freshman team and wing gave them a sense of belonging and a place to go where they knew they were wanted. If one teacher's room was not open while the students waited for class to begin, they felt no hesitancy in waiting in the halls or in another teacher's classroom before class actually began.

The same feeling existed academically as well. It was very handy for the students to be able to run across the hall in cases of academic emergency to ask a question, get a book, or turn in a paper.

Conclusions

This is one aspect of the Program that was more obviously successful, especially as the year drew to a close. Many students also commented upon the fact that some of the 1990-91 sophomore teachers were advanced freshman teachers, which seemed to give them a sense of continuity in the program with relation to academics as well as socially. They would not be going into the great unknown totally alone. A few complained that they might be too babied, but most of them did not express displeasure with the selections made. Any time a group of students and teachers can accept each other as individuals,

choose their own courses, and still act as a team, thus creating a home-like atmosphere, is beneficial to the growth of those students, especially in a large high school setting where isolation and the feeling of not belonging can be very debilitating and easy to recognize by adults and students.

Recommendations

If the continuation of the Program relied solely upon this one aspect, then it should be continued until its effectiveness were no longer apparent. A further observation of the overall effects of a Sophomore Program with some of the teachers from the freshman team will be more revealing by the end of the 1990-91 school year.

Even though the freshman wing does create some isolation of freshman students and teachers from the other students and teachers, more social activities, faculty meetings, departmental meetings and gatherings (which were relatively few in the 1989-90 school year), and other means can be created to fill the social deficit for teachers, and many of the suggestions given in the recommendations section to Finding 1. will help the students be more socially integrated into the total school structure.

Another aspect of this Program which should be continued (in the opinion of everyone except the incoming freshman students) is the freshman on-campus lunch period. The lessening of excessive tardies after lunch was overtly noticeable, and problems that arose from open-campus lunch periods for freshman students together with older students was diminished. The major

problem which arose among the freshman students was suspension due to smoking. This, however, was not just a lunch period problem. The problem of smoking was exacerbated by the elimination of an unofficial designated smoking area outside the school building by school board officials. Unfortunately, instead of curtailing the smoking at the Hale site, students merely moved into the restrooms. Because of the size of the building, the size of the problem, and the posting of look-outs by smokers, the number of smokers did not decrease and the number of suspensions due to smoking increased even though it was small in comparison to what it could have been. Since the freshmen were not allowed off campus for lunch, the smokers saw no recourse but taking the situation into their own hands and making a place to smoke. The administration, if desirous of pursuing this problem, should meet with the School Effectiveness Committee, which involves teachers, administrators, and parents, and come to a consensus of opinion concerning Hale High School's stand on this situation. Students should not be afraid of or inundated by smoke when going into student restrooms at Hale; at the same time, the students who smoke think their rights are being violated and should have a designated area to smoke. They will either make an area or continue to choose suspension over loss of what they consider an individual right.

And lastly, the greatest complaint and therefore the greatest recommendation for this aspect of the Program is that the selection and quality of food be upgraded if the students are to be captive patrons of the cafeteria. As one parent explained it, she was totally in favor of the on-campus lunch, but the

variety of food left her daughter either hungry or eating pizza every school day of her freshman year.

Finding 6.

6. Affect the parents' attitudes toward school?

Summary

Three main means were used to communicate the Freshman Program with the parents. At the beginning of the school year, over 133 parents attended the Freshman Back-to-School Night held at Hale High School. In February of the same school year, about 35 parents attended a Freshman Coffee held at the school.

The third means of communication consisted of the parent-teacher conferences, which were initiated by teachers, the counselor, and parents. Usually three teacher-parent conferences were held a week during the second hour plan period. One serious complaint was made by a father whose son was ineligible during the entirety of his stay at Hale. The student was subsequently withdrawn from Hale and enrolled into a private school the third nine weeks. The father alleged the freshman teachers gave too many *F* grades, and it must be the teachers who were failing and not the students. The controversy reached the media, due to the father's efforts and accusations, and the controversy died down when the student himself admitted on television that his failure was due to his lack of study and not taking school work seriously.

One other direct allegation made by a parent to the editorial section of the newspaper dealt with a daughter not being given enough time or help by the freshman counselor. No further action was taken by the school or the parent after the publishing of the letter. The student remained at Hale the remainder of the school year.

Of the parents who responded to the school climate questionnaire, a constant 66 percent said the Freshman Program was a beneficial addition to the educational structure of Hale High School. The students' opinion of the benefit of the Program lowered from 54 percent to 42 percent by the end of the school year.

Most of the negative comments made on the questionnaire by parents and students dealt with financial issues and student safety. A mean of the two response times, Qt. 1 (quarter 1) and Qt. 4 (quarter 4), showed that 42 percent of the responding parents believed textbooks and laboratory facilities to be adequate; 46.5 percent of the parents believed the library resources were adequate; and 56.5 percent of the parents believed the safety and security system of Hale was adequate.

A mean of the two response times (quarters 1 and 4) showed that 30 percent of the students believed the textbook and laboratory facilities were adequate; 59 percent believed the library facilities to be adequate; and 45 percent believed the safety and security system to be adequate. All three areas showed a percentage decrease by the end of the school year.

A negative comment made by students about one aspect of the Freshman Program was consistent throughout the school year -- the on-campus freshman lunch. Most students railed against this decision until the end of the school year; whereas, most parents not only remained in favor of it but asked that it be continued into the sophomore year.

Discussion

The first of the two meetings for freshman parents was the Freshman Back-to-School Night held at the first of the year. Letters were sent out to all parents of freshman students explaining the basic constructs of the Program and the date and time of the meeting. The 133-parent attendance was a good turn out for any school meeting at the high school level, although it is not unusual for this age group of students. Upper classmen tend to become more independent, and parent attendance at school meetings reflects this attitude.

The second meeting was a Freshman Coffee which was held after the end of the first semester in February. Approximately 35 parents were in attendance. The lower attendance is mainly attributable to the time of year and the lack of reenforced explanation for the reason for the meeting. A letter of invitation was mailed to the parents, but its import seemed more social than business and was scheduled at a rather busy time of year.

Most of the parents responded positively toward meeting with teachers and the counselor during the school day. They seemed to realize that the

teachers were giving up their work time to try to help the student progress and involve the parents as much as possible.

The father who complained to the news media about the Program was disgruntled by the time all the television stations finished taping, especially after the student himself admitted that failure was his fault due to lack of effort. The newspapers would not pick up the story, supporting the school and its actions in this situation by their lack of carry through on the story. The father withdrew the son during the third nine weeks.

The incident was unfortunate and to a certain extent justified in that a concerned father is better than an indifferent one. Unfortunately, because of the way the problem was handled (by the father's talking to the press before consulting the school administration or the superintendent of schools) tended to make it a fiasco for school and student rather than constructive or helpful. The student himself never entered into the foray; indeed, he supported the teachers in front of the cameras.

However, too many failures were being experienced throughout the school year on the freshman level. This was due in large part, as has been stated previously, to the group of students who had been placed into the ninth grade or were previously retained freshmen, and this group had a noteworthy effect upon the Program. Too many students who needed some form of remedial help before entering the ninth grade exacerbated any problems that already existed at that age level.

The second parent who had a complaint about the Program said that the counselor was not meeting what the parent felt to be her daughter's needs. The parent was less interested in learning ways for her child to perform better in the classroom than in ways the school could change so that her child could pass. This complaint came in the wake of the first complaint, and the television stations and newspapers did not send reporters to cover the story. Surprisingly, other letters or calls did not inundate the administration at the high school concerning the Program, and the situation, even though it produced pressure upon those people involved in the Program, did not destroy the functioning or produce an overall backlash of lack of support from other parents.

Again, though, it must be stated that something of a preventative or remedial nature needs to be done long before the ninth grade level to decrease the number of placements into the ninth grade.

A positive comment concerning whether the Program contained elements which contributed to the success of a student who had previously known failure and suspension was made by a student interviewed on videotape who attributed his enjoying school and success in his work at school in great part to the Freshman Program. Even though he had a high ability level as evidenced by achievement test scores, he failed academically in school until he was enrolled in the Freshman Program.

As is often the case when change is being endeavored, especially one involving individual academic growth, success must sometimes be measured in degrees. For example, of the 166 students who were placed or previously

retained into the ninth grade, 36 were retained at the freshman level for the 1990-91 school year and 25 became dropouts. Therefore, a total of 61 of the 166 students did not achieve academic success. Stated conversely, however, 105 placed or previously retained freshman students did stay in school and become sophomores. Perhaps the 105 who succeeded are more revealing than the 61 who did not.

Of those parents and students who responded to the school climate questionnaire concerning lack of textbooks and laboratory facilities, a mean of 58 percent of the parents and 70 percent of the students believed that the textbook situation was inadequate. Many of those parents helped picket for a school reform measure in April of 1990. Moreover, Hale High School received \$16.75 per child for state-adopted texts in the 1989-90 school year as did all Tulsa students. Site budgeting also allocated monies for textbooks according to student enrollment per school in Tulsa, and that allocation is consistent throughout the district. Thereby, at the school level, money for textbooks is rather a moot point until more monies can be allocated toward greater expenditure on textbooks. Legislative issues such as equity of funding and per pupil expenditure should be addressed in Oklahoma.

Those parents and students who responded that the library resources were inadequate, a mean of 53.5 percent of the parents and a mean of 41 percent of the students, must also face the same situation as with textbook monies. Hale's Site Budgeting Committee allocated the library \$484.00 in the 1989-90 school year, and that total plus the money allocated by the district

remain consistent throughout the Tulsa Public School system, thus rendering this point moot with respect to the study as well. Again, legislative action needs to be taken in Oklahoma concerning per pupil expenditure and equity of funding. More to the point for Hale High School, however, is the \$484.00 allocated by the Site Budgeting Committee at Hale. If that sum is inadequate for the funding of adequate library resources, the matter should be brought before the administration and the Hale Site Budgeting Committee to determine whether or not further funds could be made available for the library.

A mean of 43.5 percent of the parents of freshmen and a mean of 55 percent of the students responding to the questionnaire believed that the safety and security at Hale was inadequate. This, again, is a financial situation in which the district hires one full-time security guard a day per high school in the Tulsa Public Schools. Custodians and an administrator are in charge of the building before school hours; the Dean of Attendance, Dean of Discipline, and a security guard are in charge of security during the freshman lunch period; and the coaches and a dean or administrator are in charge until approximately 4:30 p.m. Safety is a primary concern for most adults in charge of younger children. Therefore, even though incidents of overt violent behavior are less evident at Hale than most other Tulsa high schools or middle schools, the show of concern by parents is not uncharacteristic.

However, of those freshmen suspended during the 1989-90 school year, 22 incidents or 10.3 percent of the suspensions were due to fighting, a drop from 36 or 17.0 percent from the previous year; suspensions due to assaults rose

from 5 (2 percent) to 10 (4.7 percent); and suspensions due to dangerous weapons rose from 1 (0.5 percent) to 5 (2.3 percent). Consequently, even though incidents of violent behavior or potential violence are not overwhelmingly high in relation to national statistics, the number is significantly high to frighten the average person and is on the increase.

Conclusions

Communication, as has already been discussed in Finding 3., is relatively successful with respect to the size of the population of the school and the district. The Freshman Back-to-School Night was well attended and should be continued. The Freshman Coffee would have been more effective if done in closer proximity to the time of the next year's enrollment. The idea of a Coffee is a good one but needs to be better advertised with more communication to parents and students concerning its purpose.

Overall, few incidents of a negative nature were exhibited toward the Freshman Program and its personnel. The two negative situations that reached the media were overtly supported only by the two parents involved. The negative comments mentioned in the school climate questionnaire covering textbooks, library resources, and security were areas which would be most effectively handled by legislative measures. Since expenditure concerning textbooks, library facilities, and security guards are predetermined by the district, the conclusion is that more money is needed for overall operating expenses for education. At the school level, proposals should be submitted to

the Hale Site Budgeting Committee in each of those areas to determine whether or not an increase in expenditure of individual school monies should be allocated in the areas of textbooks, library resources, and security.

On-campus lunch for freshmen was at the fore in the minds of freshmen the first year of Program implementation. In succeeding years it will probably be more accepted and not such a major issue. According to George Fowler, principal of Hale High School, most freshmen do not have licenses to drive and often problems arising from off-campus lunch, plus the fact that most parents were in favor of off-campus lunch for freshman students, outweighed the students' displeasure at this restriction on the freshman grade level.

Recommendations

Suspensions that involve violence or violence-related circumstances should continued to be monitored. If a greater need should arise for more security, the administration and teaching staff at Hale High School can bring it to the fore at the school and then district levels.

An obvious action that can be taken in the freshman wing to make it safer is a greater emphasis put upon the teachers by administration and the counselor to be in the halls as much as possible between classes, during lunch, and after school. Also, since the freshman wing is at the farthest end of the building, the administration could emphasize the use of the security button whenever necessary in each of the classrooms plus the accessibility of the telephone in the Freshman Resource Room.

Again, the freshman teachers' knowing most of the freshman students and then checking the hallways when a disturbance is heard or whenever there is a second of free time during classtime helps keep the number of upper classmen in the freshman wing, who should rarely be there, to a minimum. It would also help reduce the number of people from outside the building gaining access and creating problems.

More easily attainable is a recommendation to explain the security measures at Hale more thoroughly to the parents during the Freshman Back-to-School Night, which might allay some of their fears. Emphasis could be put upon the explanation of the security measures taken at Hale High School during the Freshman Back-to-School Night, and parental ideas upon the subject could be ascertained at that time.

One other area which would greatly help the safety factor at Hale but would instill too great an expense for the district when other needs are greater would be renovated lockers which could not be broken into so easily. There are not enough lockers per child either, which creates more problems, especially for freshmen.

The freshman on-campus lunch would be easier to sell if measures were taken to make available food more consistent with the desires of the students while maintaining the quality and variety afforded by the public school system. Also, a place where the freshmen can gather and socialize after lunch would make the on-campus situation more bearable. If the cafeteria were air-conditioned and had a different atmosphere, more students would very likely

stay there. Even though the expense factor would be great, the overall effect of the success of the on-campus lunch might show a greater concern for student welfare and might promote good public relations. Perhaps outside agencies or even businesses that have adopted schools could be approached with this idea. The procurement of school-earned funds through class projects could also be another means by which the money could be raised as well as school spirit. Perhaps the value of good public relations with the students would be worth the cost.

Finding 7.

7. Affect the freshman teachers' attitudes toward teaching?

Summary

Most of the freshman teachers liked the team approach to teaching and the support given by the team teachers. Two of the teachers did not like the school-with-a-school approach or the confines of the team approach primarily because of the lack of progress of those students who had been placed into the ninth grade, some of whom were not functioning academically at all but were taking teacher time and energy away from those students who really needed and wanted it. Another complaint was the lack of direction at many of the team meetings. Even though an agenda was always distributed prior to the meetings, quite often the time was not utilized efficiently enough to warrant a meeting lasting the entire plan period.

The majority of the freshman teachers liked the freshman counselor being more involved with the freshman teachers and students in a team approach. They believed it to be a most beneficial part of the program, one which helped them to maintain some kind of continuity in their decisions and discussions.

All of the teachers liked the common plan period and found it beneficial for communication among the team members. There were complaints concerning the second plan period as being one too inundated with meaningless assemblies, which added to an already great burden of excessive plan periods being missed due to parent-teacher conferences, which were often scheduled three days a week, especially during the second, third, and fourth nine weeks.

The constant monitoring of the Program was beneficial in helping the teachers develop strategies and areas of greatest need. It also helped provide a background of reasoning for actions taken or decisions made.

Discussion

The comments freshman team members made on the school climate questionnaires and in private interviews indicated that most of the team members enjoyed the team approach and felt a bonding that would normally not have existed among this particular group of people. They were united in a common cause and a sharing of common problems, the key word being *sharing*. They were not alone in their decisions or their actions, which makes any job easier to face.

However, even though the team members were committed to making the Program work, most of the teachers did not enjoy the extra energy, time, and stress-related problems that came with teaching this younger group of people. It is also considered a promotion to teach the advanced classes in a high school. Since little communication was apparent with the administration in the formation of the team and team members were not asked individually if they would help by being a part of the program, a lower than necessary morale existed. Many of the teachers initially considered being on the freshman team as a demotion rather than what was originally intended, which was the collection of a group of excellent teachers who had previously worked with this age group and who were dedicated to doing any job well. Better communication would have provided the means for better morale within the teachers involved in the Program by giving the teachers more control of their environments and working assignments.

This lack of communication tended to lead to the teachers' desire to move up with the students. Since the integrity of the Program had to remain intact, only some of the teachers could go with the students to become the Sophomore Team. Again, no communication on the part of the administration was made with those teachers not chosen, and morale was once again affected. This lack of communication seemed to pit teacher against teacher, which did not affect the attitudes of the teachers toward each other as much as against the Program.

Conclusions

Better communication between the administration and the teachers should be advocated. The effects better communication could have had on the teaching staff would have helped in the general ambiance of the Program.

More administrative involvement in decisions and in areas of expertise concerning curricular issues would have given more direction to the team meetings as well. Teachers can talk and plan extensively, but without oral backing by an administration involved and knowledgeable about the Program and its many ramifications and facets, local as well as nationwide, the perceived neglect is going to affect the Program and its overall outcome.

A common plan with someone monitoring students from a time even before their entrance into Hale is also essential to the overall scope of the Program. Goals cannot be attained if there are no goals; goals cannot be defined if there is no background material with which to work.

Excessive paperwork and excessive plan period time for parent-teacher conferences were strong contributing factors to the Program; however, the teachers felt excessive stress and exhaustion, which can eventually affect momentum and performance.

Recommendations

The team approach should be maintained as was originally initiated. Monitoring of the Program should also be maintained to help form strategy and

calculate progress. However, some means to ease the workload of these teachers must be developed.

The monitoring of the Program was initially designed as the job of the team leader (or a lead teacher). Monitoring over 400 students and logging that information into a computer is time-consuming and demanding of energy as well as curricular experience. The job of team leader was also originally designed for someone educated in research strategies, especially at the middle school/high school level and knowledgeable in studies and programs of similar characteristics already implemented and studied across the nation. That the team leader would have computer experience, especially in the implementation of a computerized system which would help the teachers with their paperwork and which would also benefit the students' academic progress, was a third skill to be desired from a team leader.

Therefore, with the lack of administrative communication and the lack of curricular direction, the team meetings often seemed like problem raisers and not problem solvers. Many of the concepts originally to be implemented into the Program were not implemented due to lack of communication and knowledge background, which led to the emphasis on the negative rather than the positive aspects of the Program and students. Thus, the team meetings often seemed long and lacking direction.

The freshman counselor being involved in one group of students was highly successful. However, once again, the inundation of paperwork and the time-consuming communication with parents, which the freshman teachers also

experienced, were exhausting and time-consuming. A full-time aide definitely needs to be allocated to the freshman counselor and team if the same efforts at communication remain in the Freshman Program in succeeding years.

One recommendation would be that the team leader, since there are no monitoring duties or research requirements placed upon the position as was implemented in the 1989-90 school year, could aid the counselor in many of her duties. A second plan period for the team leader does not seem economically feasible; however, if the extra assignment pay and/or the second plan period are kept in the job description of the freshman team leader, then that extra time could be utilized more effectively by helping the counselor. There is no reason to have two plan periods for writing an agenda nor any reason for giving extra pay for a job that should be done by department chairpersons in coalition with the freshman team members in their respective departments.

Finding 8.

8. Affect the freshman teachers' teaching strategies?

Summary

The majority of the freshman teachers said they felt more freedom in trying new or different strategies in their teaching during the 1989-90 school year.

The team of teachers also said they felt part of a bigger whole within the structure of the Freshman Program. They knew more about the students at this one grade level than in previous years.

Discussion

Even though the freshman teachers said they felt more freedom in trying new or different strategies in their teaching during the 1989-90 school year, they did not know if this were due to the construct of the Program or if it were due to other factors.

Also, working as a team on primarily one grade level allowed them to learn to know more students on that grade level, whether the student was enrolled in their class or not, but the teachers were not sure whether their strategies in teaching were any different than the strategies used as a team in their respective departments.

The bonding of the team was the one factor that set it apart from the uncertainties regarding reasons for attitude or performance change.

Conclusions

Whether or not the team approach and the school-within-a-school concept were the reasons for the freshman team teachers' teaching strategies in the 1989-90 school year, the teaching strategies were different than in previous years.

Recommendations

The Freshman Program originally encompassed plans to incorporate more flexible scheduling so that students could be more involved in more activities that were civic or job-related. In the 1980-90 school year, freshmen worked with the ecology movement through a science teacher and entered creative writing contests through an English teacher. They also were given the opportunity to attend a pre-opera performance.

Before the actual implementation of the Freshman Program, plans had been in the idea stage that would allow the students a view of behind-the-scenes kinds of projects that could be done in any or all of the freshman classes. These projects could be effective learning tools, especially with the age group studied, and would give the students a better idea of the newsroom, police work, backstage at the opera and live theater, meteorology, etc. The implementation of those types of activities within the Tulsa community should be continued and implemented more extensively. Eventually programs that would give course credit for community service while learning could be studied further for future implementation.

Also, the flexible scheduling would allow more time to experiment with team teaching and pull-out programs for those students placed into the ninth grade and who were experiencing academic problems. The flexible scheduling would make it possible as well for teachers in the same disciplines and courses to work up units of study which would allow for more grading time, greater individual student help time within classes, and special learning units.

Finding 9.**9. Affect the number of truancies?****Summary**

The number of suspensions rose from 20 to 26 percent from the 1988-89 school year to the 1989-90 school year.

Discussion

Suspensions due to truancy were not reduced by any aspect of the Freshman Program, the greater effort of which was the closer monitoring of the problem and the contacting of parents to have them involved with the problem at an earlier stage.

One external threat that could not be foreseen before Program implementation but must be discussed regarding the suspension rate is the number of placed and previously retained freshmen who were part of the Program at the beginning of the school year. The number of students (166) who had experienced prior academic and social behavior failure was so much higher in the 1989-90 school year than the previous year that any total number derived from just a yearly comparison is going to be skewed and will thus affect the outcome of any data gathered.

Conclusions

At first perusal it looked as though the Program had had no significant effect upon the number of truancies found at the freshman level. However, because of the rise from 18 percent placement rates in 1988-89 to 26 percent placements rates in 1989-90, a true appraisal at this stage of the Program is not readily available.

Recommendations

A closer monitoring of truancy in the 1990-91 school year at the freshman level would help provide better data with which to help with this problem. The numbers are not significant enough at this stage to warrant it as a top priority problem, but a continuation of parent notification of all truancies and what actions the school will take is highly recommended.

It would also be helpful if the District Attorney and the County Superintendent of Schools made excessive truancies a part of their campaign against dropouts. Too many rules are often of greater harm than good, especially with the young, but truancy is so closely related to attendance and dropping out that it at least warrants closer study and consideration.

Finding 10.

10. Affect the number of absences?

Summary

The number of freshman absences decreased from a total of 5,882 whole days in 1988-89 to a total of 5,505 whole days in the 1989-90. This is an increase from 28.1 percent to 29.6 of all absences reported at Hale.

By the end of both years there was a difference of only 2 freshmen (350 in 1989 and 352 in 1990). The number of absences of the freshmen in the 1989-90 school year was less every quarter than in the year previous except during the second quarter. However, the percentage rate of freshman absences in relation to total school absences was greater in the 1989-90 school year.

Discussion

Even though there was an overall decrease of number of absences in the first year of the Program, there was a 1.5 percent increase of freshman absences in relation to total school absences. Whether this decrease was evidenced because of the Program is undeterminable.

Every nine weeks in the first year of the Program showed a decline in number of absences except the second nine weeks. It would be difficult from this study, however, to ascertain whether or not this second nine weeks' increase was due to some aspect of the Freshman Program.

Three actions taken as part of the Program related to attendance. A Freshman Attendance Lottery was established which the students seemed to enjoy. Once a week fourth hour students who had not been absent or tardy

during that week filled out a raffle ticket. At the end of the month, approximately ten tickets were drawn, and winners attended an all-you-can-eat-and-drink pizza party held in the Conference Room at Hale during lunch. They could each bring a friend. The teachers and administrators as well as the winning students and their friends could attend. It not only served as a reward for perfect weekly attendance but also as a means for the adults involved in the Program to interact with a different group of students each month in a social capacity.

Secondly, the freshman teachers closely observed attendance and reported students with excessive absences to the attendance office as soon as possible. They also reported the absences on their progress reports to the parents and in the teacher-parent conferences. Many parents were surprised that the students were not making it to class or school. Others admitted they had no control over the situation. However, the parents were involved in the issue as soon as a problem was discernable and had the opportunity to do something about it.

Thirdly, the teachers tried to remain constant in their classroom expectations. By monitoring grades closely, they could determine and then talk to the student about how poor attendance affects grades, and the child could rectify the problem if he so desired. The teachers worked under the assumption that a student at that age, more so than at later stages of development, often needs re-enforcement of information that is important to his well being.

One further point that must be discussed in relation to absences is the number of students who were retained, had dropped out, or had experienced

difficulty in school in previous years. Students who dropped out, were suspended, or were retained would affect this absence count. Also, those students who had experienced prior problems with the school system would affect the absentee rate, especially since this number was excessively higher than in previous years. Paradoxically, however, there was an increase in all those areas and a decrease in total absences.

Conclusions

It is difficult to distinguish whether or not the Freshman Program was responsible for the decline in overall absences at the freshman level in the 1989-90 school year. The entire school experienced fewer absences; therefore, there may have been other factors responsible for the decline.

Recommendations

Because a decrease in absences was evidenced at the freshman level, the counseling of teachers with the individual students should be maintained. Furthermore, informing parents of the attendance of the student is important for communication reasons. The Freshman Lottery, since on-campus lunch is mandatory and the students seemed to enjoy the food and socializing, should also be continued. Not much class time is sacrificed; however, the cost of the tickets and the lunches makes it important for the teachers and students to decide if it should be continued. Eventually, if it is determined that the 1990-91 freshmen enjoy participating in the lottery, it would be a good community-

involvement gesture to go to surrounding businesses and ask for more diverse prizes.

Finally, the effect on the absentee count with relation to dropouts, placed and previously retained students, truancies, suspensions, and transfers would be an area of future research that might help determine some patterns or causes for absenteeism as well as truancy, dropouts, placements, retentions, suspensions, etc.

Finding 11.

11. Affect the number of suspensions?

Summary

An increase of 8 freshman suspensions was evidenced between the 1988-89 and the 1989-90 school year. The percentage of freshman suspensions in relation to total school suspensions, however, increased from 40 to 47 percent.

Of the suspensions experienced at the freshman level, the highest number was attributed to in-house offenses (80) in school year 1988-89. In 1989-90, the greatest number of suspensions was attributed to truancies (56), followed by in-house offenses (54).

In reasons for suspension, an increase in number of suspensions was seen in the areas of truancy, tobacco, assault, disruptive behavior, alcohol, and dangerous weapons. A decrease was seen in the areas of in-house offenses, fighting, and language. Suspensions attributed to drugs remained the same (7).

Discussion

The total number of suspensions increased from 206 in 1988-89 to 214 in 1989-90. Therefore, the freshman class experienced only 8 more suspensions in 1989-90 than in the previous year. Once again, there was no significant difference in number of suspensions between the year prior to the implementation of the Freshman Program and the 1989-90 school year when the Freshman Program was in its first year.

However, when the dropout, retainee, placement, previously retained freshmen, and mobility rate of those students are observed with respect to a population rise of only 2 students, it is surprising the number of suspensions was not quite a bit higher.

Also important are the reasons for the suspensions. In-house offenses and truancies were leading reasons for suspensions in both years. However, the number of suspensions due to more overt violent behavior, such as assault, disruptive behavior, alcohol, tobacco, and dangerous weapons, was on the rise in the 1989-90 school year.

In an effort to diminish the number of suspensions at the freshman level, the Freshman Program incorporated a freshman detention hall held before and after school two days per week. Freshman teachers each served as monitors in detention hall twice a month. If a student were sent to the detention hall more than twice per semester per teacher, his parents were notified by the teacher and counselor. If there were excessive detention hall referrals, the student was

subsequently sent to the dean of discipline and the parents notified of the offense and the action taken.

Of the 1,111 discipline referrals sent to the dean of discipline in the 1989-90 school year, 40.3 percent were sent by freshman teachers; 59.7 percent were sent by the teachers of students in grades 10 - 12. Moreover, of the ten teachers involved in the Freshman Program, 55.3 percent of all ninth grade discipline referrals were sent to the dean by only 2 teachers. One of these teachers taught lower level math courses; the other teacher taught lower level science courses.

Conclusions

The small rise of suspensions is not significant enough to evaluate whether or not the Freshman Program and its detention hall had any effect on suspensions.

Suspensions due to in-house offenses and truancy are the leading reasons for suspensions at the ninth grade level and remained so for the two years studied.

There was an increase in the types of suspensions attributable to more abusive or violent reasons: tobacco, assault, disruptive behavior, alcohol, and dangerous weapons.

Although the number of suspensions has decreased from the 1988-89 school year, it was not discernable if any aspects of the Freshman Program had

any correlation with the decrease or if the number of suspensions were affected by the increase in placed or previously retained freshman.

Recommendations

A continuation of the monitoring of suspensions and the reasons for those suspensions is recommended. A further study of the placement rate into high school and its effect on dropout, mobility, retention, and suspension rates should also be undergone. If a special-help class is created for the high number of placed and retained freshmen, that study should also include the above areas in greater detail.

If the freshman detention hall is continued as part of the Freshman Program, which is justifiable if only for further testing of its significant worth to the Program, a closer monitoring of the students, the actions taken, and the outcome of those students should be made. The placement/previously retained area should definitely be a factor of the study as well its effect on the dropout, mobility, retention, and suspension rates.

Another area of study could deal with ascertaining why two teachers had over half of the discipline problems at the freshman level. Factors to be included besides the above-stated areas could deal with scheduling, class size, teacher assertiveness discipline practices, and subject matter.

A future consideration for this area which has been tried in other states is the formation of not just a detention hall before and after school but an actual rotating study hall for specific subject areas which helps with homework

as well as remediation. A few teachers could be put on staggered teaching schedules so that at least one teacher in each discipline can operate the study hall once a week before or after class in lieu of teaching one class period during the regular school day. Parents, retired teachers, and local businesses with an interest in the community could also be called upon to donate tutor time during this period. An activity bus arrives an hour earlier and departs an hour later than the regular buses; therefore, cost of transportation for school or student may not be a significant problem. If the placement problem persists, extensive further study is recommended.

Finding 12.

12. Affect academic performance?

Summary

An increase from 16.0 percent to 16.8 percent (3 students) was seen in the number of honor roll students at the freshman level. An increase from 24.9 (90 students) to 29.8 (105 students) was seen in the number of retained students. This leaves 46.6 percent of the students who functioned within a range below a 3.0 grade point average and above failure.

The number of freshman students who failed the citywide mathematics tests required by the Tulsa Public Schools increased from 43.1 percent (109 students) to 50.4 percent (129 students).

Discussion

In comparison with national averages, a 16 percent freshman honor roll figure is above average. Similarly, a 24.9 percent retention rate is slightly lower compared with national averages. That does not mean, however, that further action need not be taken to better these percentages.

One disturbing factor that has already been discussed which affected these totals is the placement/previously failed freshmen (166 students) who were in the Program with no means of remediation or special help offered, even after the large number of placements were brought to the attention of the administration. The Program initially had a special help pull-out program which could have provided more help for previous underachievers if the plans for more flexible scheduling had been implemented. The Program originally provided for special help, but the class was dropped before implementation even though a teacher had volunteered to take it. After the numbers concerning those students placed or previously failed at the freshman level were determined, plans for special help were discussed but were again not implemented.

Conclusions

Even though a slight increase in the number of honor roll students was evidenced during the Freshman Program, there is no evidence that it is attributable to the Program itself. High standards were set for the honors classes in all the disciplines and special projects were undertaken with this

group of students, but no special goals of major change as part of the Program were preset for these students.

The number of retained students increased at the end of first year of implementation of the Program. However, in comparison with the high number of placed and previously retained freshmen who entered the Program, the number of students who were retained was much lower than the number of placed students within the Program at the first of the year. That number was also much lower than the national average.

The number of students who failed the citywide mathematics tests also increased at the freshman level. The number of students who failed the tests corresponded closely to the lower scoring of students on the mathematics section of the achievement tests.

According to standardized test scores in mathematics, the Hale ninth grade scored as well as or better than 45 percent of the ninth grade students in the country. Using the total class enrollment at the end of the nine weeks, the number of freshman students who failed the mathematics tests was 36.7 percent. If that perspective were used to evaluate freshman mathematics tests results, students actually performed better than the achievement tests indicated they should.

Recommendations

Even though the number of freshman students on the honor roll have increased, a more concentrated effort by the counselor and administrator in

charge of scheduling should be made to determine who should be enrolled in honors classes, establish some practical guidelines to be followed in scheduling for honors classes, and then make an extensive attempt to encourage those students to enroll in honors classes. The laxity with which the ninth grade were allowed into the honors classes during enrollment at the eighth grade level in the 1988-89 school year was too great to be of benefit to the students or the Program. Also, too many students who were eligible for honors classes were not placed into them during enrollment at the eighth grade level.

More efforts in the area of curriculum and scheduling could be made for the benefit of the gifted children in order to have not only honors classes but advanced honors classes that would prepare the students for advanced placement classes later in high school.

Also, as has been discussed previously, special transitional classes or study halls to help those students who have been placed into high school, if the number remains as significantly high as it was in the 1989-90 school year, should be implemented. Most of the students who have failed the freshman level previously or have been placed into high school are put on academic probation; however, if no steps in curriculum are taken to help them, the probation has little hope of accomplishing anything except being a negative influence to frighten them and eventually giving the school recourse to transfer or move them out of Hale if they become overt problems. This process does have its benefits, but it has little potential for helping those students most at risk and most in need of help.

Another recommendation concerns having better contact with the middle schools that are feeder schools to Hale. Program evaluation and curriculum advantages with respect to this recommendation are necessary for content continuity as well as an aid to those students and schools with high mobility rates. Moreover, a closer contact with the feeder schools will increase communication among the schools and can only work for the educational and social benefit of the students in all the disciplines. A written per grade level sequence of established goals and objectives in the disciplines is greatly needed for this endeavor and for accountability purposes as well.

A reading teacher at Whitney Middle School and Hale would also be of great benefit to the students. Of the 305 students who took the Riverside achievement tests in March of 1990 and should have been reading at approximately the tenth grade reading level, 33.1 percent (101 students) read below the ninth grade reading level. Of the 105 ninth grade students who were retained as freshmen for the 1990-91 school year, 58.1 percent (61 students) of the retained students read below the ninth grade reading level. Further study in this area is highly recommended.

Further research of new studies in teaching mathematics would also be beneficial for the students to determine future applicability within Hale High School and within the Freshman Program. Achievement tests as well as actual student performance indicate a need for help in this area and definitely warrant further research and study.

Also, further study could deal with ascertaining why two teachers had over half of the discipline problems at the freshman level. One of these teachers taught lower level mathematics courses; the other teacher taught lower level science courses. Factors to be included besides the above-stated areas could deal with scheduling, class size, teacher assertive discipline practices, middle school goals and objectives, and subject matter.

Finding 13.

13. Affect the number of dropouts?

Summary

The number of freshman dropouts at Hale High School decreased from 43 freshmen (12.3 percent) to 35 freshmen (9.9 percent).

Discussion

Even though the total number of freshman dropouts was lower by 2.4 percent in 1989-90, the number of total school dropouts also decreased. Therefore, the percent of freshmen who dropped out in relation to total school dropouts increased from 32.3 percent to 37.6 percent.

Of the freshman dropouts, 62.9 percent were white; 31.4 percent were Black.

Of the freshman dropouts, 33 (94 percent) had either been placed into high school or been retained at least once as freshmen.

Of the freshmen who dropped out, 29 (82.9 percent) read at a grade level below ninth grade.

Conclusions

The total number of dropouts decreased during the first year of implementation of the Freshman Program. Because of increased efforts to decrease the number of dropouts by the County Superintendent of Schools in conjunction with the District Attorney, it is not discernible whether or not the Freshman Program helped affect this decrease.

The Freshman Program emphasized academics and study skills, but only one factor intimates that the Program might have influenced this decrease. The placement/previously retained freshman rate was significantly high enough to have assured that the dropout rate should have been much higher in the 1989-90 school year than in the previous year when the placement rate was 18 percent.

One factor that brings doubt to that supposition, however, is that 72.5 percent of the freshmen who dropped out in the 1989-90 school year had been placed into the ninth grade or were previously retained freshmen. There is little evidence that the Program helped 27.5 percent of those students.

Of the freshman students who dropped out of Hale, 62.9 percent were white and 31.4 percent were Black. Of the total freshman population, 12.7 percent were Black; therefore, 24.4 percent of the total Black freshman

population dropped out of school. Consequently, dropping out does not appear to be a racial issue for the freshmen at Hale at this time.

Recommendations

Further research of dropouts is recommended. Among the areas that can be monitored in relation to dropouts are retention, placement, suspensions, absenteeism, race, and reading level.

A transitional class or study hall for placed and previously retained freshmen according to academic weakness(es) and its subsequent effect on the Program and on dropouts is highly recommended.

Finding 14.

14. Affect the number of retentions?

Summary

The number of freshman retentions increased from 90 (25.7 percent) in the 1988-89 school year to 105 (29.8 percent) in the 1989-90 school year.

Of the 90 retained students in the 1988-89 school year, 18 percent had been placed into the ninth grade. Of the 105 students retained in the 1989-90 school year, 26.5 percent had been placed into the ninth grade.

Discussion

Since the number of students who were enrolled in the ninth grade showed an increase of only 2 students from 1988-89 to 1989-90, total population did not unduly affect retention. However, several other factors did affect the results of the study.

The retention rate was affected, first of all, by the significantly high number of placed and previously retained freshmen who entered the Program. Of the 419 students enrolled at Hale by October 13, 1989, after the enrollment had stabilized, 166 students (39.6 percent) had been placed into the ninth grade or previously retained at the freshman level. Of the retained students in the 1989-90 school year, 36 students (40.4 percent) had been placed into the ninth grade or previously retained at the freshman level.

Another factor affecting the retention rate to a much lesser extent was the mobility of the freshmen. Of the 419 students enrolled at Hale at the beginning of the year, 75.6 were enrolled through the entire 1989-90 school year at Hale. The mobility rate of freshman students enrolled at Hale as determined by those students enrolled by October 13, 1989, was 24.4 percent. Of that 24.4 percent mobility rate, 17.7 percent were students who had been placed into the ninth grade or had been previously retained at least once at the freshman level.

Conclusions

Even though there was a rise in the number of freshman retentions, 73.5 percent of the students who were highly at risk of failing the freshman level did successfully complete their freshman year. The total freshman population increase and the mobility rate of the 1989-90 freshmen did not seem to significantly affect the number of retentions. Consequently, even though the number of freshman retentions is high, the Freshman Program seems to have had some affect on the retention rate in relation to the most at risk freshmen.

Recommendations

Continuation of the Program and its academic expectations seems warranted by this study. However, a transitional class or study hall is once again recommended to ascertain whether or not extra help could affect the overall freshman retention rate.

Finding 15.

15. Affect standardized test scores?

Summary

The Tulsa Public Schools changed from the SRA achievement tests to the Riverside Tests of Achievement & Proficiency in the 1989-90 school year.

Of the 305 freshman students who took the Riverside test in March 1990, 82 students (26.9 percent) read at the hypothetical post-high school reading levels; 122 students (40 percent) read at the ninth, tenth, eleventh, or twelfth grade reading level; 101 students (33.1 percent) read below the ninth grade reading level; and 18 students' scores were unknown.

Of the 105 students retained as freshmen at the end of the 1990-91 school year, 61 students (17.3 percent of the total freshman class) read below the ninth grade reading level, which subsequently means that 58.1 percent of the 1989-90 retained freshman students read below the ninth grade reading level.

The Riverside test results concluded that Hale High School has more high and average achieving freshman students and fewer low achieving students than do other schools in reading comprehension. The average reading comprehension standard score for Hale freshmen was 180.3. Compared with the national distribution of student scores, the typical freshman at Hale scored as well as or better than 60 percent of the ninth grade students in the nation.

In the mathematics section of the Riverside test, it was determined that Hale ninth graders had about the same percentage of average achieving students as do other schools. They had more low achieving students and fewer high achieving students than do other schools. The average mathematics standard score for Hale at the ninth grade level was 169.2. Compared with the national distribution of ninth grade students' scores, the typical student at Hale scored as well as or better than 45 percent of the ninth grade students in the country.

Of the 1988-89 Hale freshmen who failed the citywide mathematics tests required by the Tulsa Public Schools, 47 students (13.4 percent) did not pass; whereas, of the 1989-90 Hale freshmen who failed the citywide mathematics tests, 65 students (18.5 percent) did not pass. Of the 65 freshman students who did not pass the Tulsa mathematics tests in the 1989-90 school year, 26 students (40 percent) had been placed or were not first-year freshmen.

Discussion

The changing of standardized tests made any comparison of achievement for the freshmen of the 1988-89 school year and the freshmen of the 1989-90 school year invalid. It should also be noted that standardized achievement scores are usually the last system of measurement to change.

The high number of 1989-90 freshmen reading at post-high school reading levels and the high number of students reading at tenth, eleventh, and twelfth grade levels, indicates that 180 students (58.8 percent) read at an average or above average level. This is compared to 61 freshmen (34.9 percent) who read at the ninth grade level and below. (It should be noticed that the Riverside test tops out at grade equivalency 20.1.)

Of the 1988-89 freshman students who took the SRA test in the eighth grade and were enrolled by October 13, 1989 at Hale High School, 159 of the 423 freshmen (37.6 percent) read at an average or above-average reading level for eighth graders; 264 (29.2 percent) read at the seventh grade level or below.

The other students' scores were unknown. (It should be noticed that SRA tests top out at grade equivalency 12.9.)

Conclusions

No comparison of test scores between the 1988-89 school year and the 1989-90 school year can be made. However, some summaries of data gathered can yield insight to situational conditions.

On standardized test reading scores, Hale scored better than 60 percent of the nation and had more high and average achieving freshmen and fewer low achieving students than do other schools. Consequently, help should be focused on the 17.3 percent of the total freshman class who read below the ninth grade level and the 58.1 percent of the students who had been placed into the ninth grade or had previously failed ninth grade and read below ninth grade level.

Mathematics standardized test scores for Hale freshmen indicate that Hale has the same percentage of average achieving students, more low achieving, and fewer high achieving students than other schools in the nation. Hale freshmen scored as well as or better than 45 percent of the ninth grade students in the country.

The citywide mathematics test results comes to about the same conclusions. A rise in mathematics test failures at the freshman level indicate that more students are performing with less efficiency in mathematics than in the previous year. However, one influencing factor is that 40 percent of the

failures on the mathematics test were students who had been placed or were not first-year freshmen.

Recommendations

It is strongly recommended that reading and mathematics scores as well as other standardized test scores continue to be monitored for incoming freshmen in the 1990-91 school year as well as the sophomore students in the same school year.

It is also recommended for district purposes to monitor mathematics and reading scores of students beginning with the fourth grade and to continue this monitoring throughout the high school years, not only for reasons of accountability and individual student achievement but for reasons of trying to determine at what level performance begins breaking down, the reasons behind that breakdown, and actions of further study or research that may reduce the problem.

There was nothing implemented into the Freshman Program which would have helped this situation at Hale. The high number of placements and previous retentions was an unexpected threat to the study and to the education of those children involved in the Program. Therefore, further study into a remedial or academic study hall or class and the subsequent study of its effects is highly recommended as well as a reduction in class size of the lower level mathematics courses at the freshman level.

A reading specialist at Hale's main feeder school, Whitney, and at Hale is also recommended and a subsequent study made of the results.

Comprehensive Conclusions

The conclusions of each of the 15 research questions in the Findings section of this study can be used by those educators in the Freshman Program for the 1990-91 school year, by the district for evaluative purposes, and by anyone who might wish to implement such a program into their school system.

The Freshman Program implemented at Tulsa Nathan Hale High School in the 1989-90 school year in many respects was a beneficial contribution to the education of the freshman class. Other areas need to be studied further, and curriculum development and implementation needs to be done to better help the freshman students. Because a high number of students who had been placed or previously retained as freshmen were enrolled in the Program without any faculty foreknowledge of this phenomenon, the complete accuracy of any conclusion made in this study is threatened. However, if this influx of underachievers at the middle school level had not been in the Freshman Program, which offered constant grade monitoring, overtime help from teachers, and containment in a freshman wing, the number of retainees, suspensions, and dropouts at the end of the year had the potential of being much higher, with the total school climate negatively affected.

One area which was originally to be monitored was tardies; however, even though the Tulsa school district effectively accumulates data with respect to

dropouts, suspensions, attendance, and standardized test scores, the lack of a means by which tardies can be monitored blocked informational data-gathering in that area.

Comprehensive Recommendations

A continuation of the Freshman Program and a further study made of the incoming 1990-91 freshmen as well as the 1990-91 sophomores is recommended . Definitely a continuation of the monitoring of the Freshman Program is necessary. Special help in the form of a study hall or transitional class should be implemented to meet more effectively the needs of low achieving students or students who lack the skills necessary to succeed at the high school level. A reading class would also be beneficial at the middle school and high school levels. A study of any outcome from these additions in relation to the 15 questions included in this research is advised.

Furthermore, a study of the middle schools acting as feeder schools to Hale should be conducted, and a monitoring of those students and their placement rate should be part of this study. A re-evaluation of district policy concerning placements into high school would be one objective of this study.

The parents, students, teachers, counselors, and administrators involved in the Freshman Program should continue to be administered a Likert-type of school climate questionnaire as well as a community survey resembling the questionnaires and surveys conducted in the 1988-1990 school years for

comparative studies. The personal interview is another valuable data-gathering tool for qualitative assessment.

Certain aspects of the Program should be continued. Many of them proved successful, as determined in the Findings section of this study. Further study of other aspects of the Program is warranted to determine their effectiveness and necessity to the Program.

The study itself was invaluable in one unquestionable area. The breadth of information concerning the ninth grade students was comprehensive enough to lead to a better understanding of the makeup of the Hale freshman, offers information that can lead to greater insight into what is needed to help him, and helps determine what areas should be researched further.

REFERENCES

- Ackerman, Patricia A. The CLEAR Alternative: Possibilities for a NABSE Demonstration School Project. Paper presented at the Annual Conference of the American Association of School Administrators, New Orleans, LA, February 22, 1987, Cleveland Heights, OH: Cleveland Heights High School, 1987.
- ASCD Update. "New Initiatives Seek Middle School Reform." Alexandria, VA: Association for Supervision and Curriculum Development, XXXI (September, 1989), 1-3.
- Barber, Larry W. and McClellan, Mary C. "Looking at America's Dropouts: Who Are They?" Phi Delta Kappan. (December 1987), 264-7.
- Better Schools. "Getting dropouts back in class." Jan. 1989, p. 4.
- Better Schools. Mar. 1989, p. 3.
- Bishopp, Thelma. "An Alternative Learning Experience for a Special Kind of Student." NASSP Bulletin. (March, 1987), 116-8.
- Boyer, Ernest L. High School: A Report on Secondary Education in America. NY: Harper & Row, Publishers, 1983.
- Citizens' Scholarship Foundation of America. "Confronting the Crisis in Education." Forbes. (November 28, 1988), Special Advertising Supplement.
- County Line. Tulsa, OK: Office of Tulsa County Superintendent of Schools. February 1989, 5.
- County Line. Tulsa, OK: Office of Tulsa County Superintendent of Schools. April-May 1989, 4.
- Cuban, Larry. "The 'At-Risk' Label and the Problem of Urban School Reform." Phi Delta Kappan. (June, 1989), 780-4 and 800-1.

- Doyle, Roy P. "The Resistance of Conventional Wisdom to Research Evidence: The Case of Retention in Grade." Phi Delta Kappan. November, 1989, 215-20.
- Education USA. "Middle Level Schools in Jeopardy." (June 26, 1989), Vol. 31, No. 43, 313-6.
- Ekstrom, Ruth B.; Goertz, Margaret E.; and Rock, Donald A. Education and American Youth: The Impact of the High School Experience. 242 Cherry St., Philadelphia, PA 19106: Falmer Press, 1988.
- Frymier, Jack and Gansneder, Bruce. "The Phi Delta Kappa Study of Students at Risk." Phi Delta Kappan. October 1989, 142-6.
- Glasser, Kay E. "When students fail, board members can probe the problem one kid at a time." The American School Board Journal. (March, 1988), 31-3.
- Goodlad, John I. A Place Called School: Prospects for the Future. NY: McGraw-Hill, 1983.
- Grossnickle, Donald R. High School Dropouts: Causes, Consequences, and Cure. Bloomington, IN: Phi Delta Kappan Educational Foundation, 1986.
- Hartman, Danene. Dropout Statistics for the State of Oklahoma. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education, 1989.
- Hazley, Orlando. Communique to Principals. Tulsa, OK: Tulsa Public Schools, August 27, 1987.
- Hazley, Orlando. Tulsa Public Schools Dropout Report 1988-89. Report Prepared for the Tulsa Public Schools, Tulsa, OK: Tulsa Public Schools: 1989.
- Henry, David D. Challenges Past, Challenges Present. San Francisco, CA: Jossey-Bass Publishers, 1975.
- Herron, Carol A. Foreign Language and International Studies High Schools. Report Prepared for ERIC National Institute of Education. Washington, D.C.: ERIC Clearinghouse on Languages and Linguistics, 1985. (ED276307)

Howard, Larry. Interview held at Claremore Leeper Middle School, Claremore, OK, October 23, 1989.

The NASSP Council on Middle Level Education. How Fares the Ninth Grade?: A Day in the Life of a 9th Grader. Reston, VA: National Association of Secondary School Principals, 1985.

The National Commission on Excellence in Education. A Nation at Risk: The Imperative for Educational Reform. United States Department of Education: April 1983.

NEA Today. "News Beat." Nov. 1989, p. 3.

North Country Workshop. Proceedings on Science, Technology and the Undergraduate Curriculum. State U. of New York, Potsdam, Potsdam, NY, November 9-10, 1984. (ED 26696)

Northwest Regional Educational Laboratory. Staff Goal-Setting Supports Innovative Programs at Oaklea Middle School. Portland, OR: Northwest Regional Educational Laboratory, October 1983. (ED242017)

OERI Urban Superintendents Network. Dealing with Dropouts: The Urban Superintendent's Call to Action, Washington, D.C.: U.S. Department of Education, 1987.

Office of the Tulsa County Superintendent of Schools. Tulsa County Public Education: The Best in Oklahoma! Brochure printed by the Office of the Tulsa County Superintendent of Schools, 500 South Denver, Room 228, Tulsa, OK: Office of the County Superintendent of Schools, 1988.

Oklahoma State Department of Education. Administrator's Handbook for Elementary, Middle, Junior High and High Schools. Bulletin No. 113-Y. Oklahoma City, OK: State Department of Education, 1987).

Payne, Holland I. An Evaluation of the GATE Program in Operation during the 1980-81 School Year. Report to the Sacramento City Unified School District, Sacramento, CA, June 30, 1981.

Peng, Samuel S. High School Dropouts: Descriptive Information from High School and Beyond. Report of the National Center for Education Statistics, Washington, D.C.: U.S. Department of Education: November 1983.

Power, Edward J. Philosophy of Education. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982.

- Roper, Eileen, Ed. Minischool Report of a Two-Year Experiment in Interdisciplinary Learning. Project description published as a Model for Secondary School for the Deaf, Washington, D.C.: Secondary School for the Deaf, 1977. (ED203618)
- Salz, Arthur E. and Schwartzberg, Herbert. "The Professional Year Program at Queens College." Phi Delta Kappan (October 1980), 142-3. (EJ232121)
- Schonefeld, Sarah O. Private interview held at Nathan Hale High School, Tulsa, OK, March, 1989.
- Spencer, Edwin, C. An Analysis of the Dropout Problem in Norfolk Secondary Schools. Report to the Norfolk Public Schools, Norfolk, VA: Norfolk Public Schools, September 1977.
- Student/Pupil Accounting: Standard Terminology and Guide for Managing Student Data in Elementary and Secondary School, Community/Junior Colleges, and Adult Education, Handbook V. Washington, D.C.: U.S. Office of Education, 1974, p. 117.
- Tulsa World. "Cooperation Urged to Curb Dropout Rate." Mar. 11, 1989, p. 13.
- Tulsa World. "Middle Schools Draw Negative Rating." June 19, 1989, p. 11.
- Tulsa World. "Dropouts Rise in Tulsa County." July 7, 1989, p. 9.
- Tulsa World. "No More Room To Drop In." Oct. 2, 1989, p. 11.
- Tulsa World. "Firms Plan to Test High School Grads." Nov. 4, 1989, p. 1.
- Tulsa World. "104 Charged in Tulsa County Truancy Cases." Nov. 8, 1989, p. 1.
- Tyack, David. "Ways of Seeing: An Essay on the History of Compulsory Schooling." Harvard Educational Review, 46, 1976.
- Wehlage, Gary G. Effective Programs for the Marginal High School Student. Bloomington, IL: Phi Delta Kappa Educational Foundation, 1983.
- Wehlage, Gary G. "A Program Model for At-Risk High School Students." Educational Leadership. (March 1987), 70-3.
- The William T. Grant Foundation. "The Forgotten Half: Non-College-Bound Youth in America." Phi Delta Kappan. (February 1988), 409-14.

Yudof, Mark G.; Kirp, David L.; van Geel, Tyll; and Levin, Betsy. Educational Policy and the Law, 2nd. ed. Berkeley, CA: McCutchan Publishing Corporation, 1987.

APPENDIXES

APPENDIX A

**LETTER OF INTRODUCTION OF PROGRAM
TO PARENTS**

NATHAN HALE HIGH SCHOOL

Special Bulletin No. F2**CLASSROOM MANAGEMENT GUIDE**

1. **Tardy Policy:** (per 9 weeks)
1st tardy: warning
2nd tardy: 15 minutes of detention off-school time (before or after school) and parental contact
3rd tardy: referred to counselor
4th tardy: referred to attendance office.
2. **Detention Hall:** For minor offenses. Student must report to detention hall with supplies and texts. Generally 15 minutes before or after school.
3. **Homework Policy:**
 - A. Every effort will be made by the classroom teacher to allow student to begin homework in class with the assignment being completed at home.
 - B. Parents will be notified periodically by mail when homework is not turned in, when the homework is not completed satisfactorily, and when the student fails to bring supplies and texts to class.
4. **Tests:** Efforts will be made to coordinate test days to avoid excessive testing on a particular day.
5. **Passes:**
 - A. Emergency only at teacher's discretion.
 - B. Teacher will save passes to recognize request abuse.
 - C. Request abuses will be sent to the counselor.
6. **Student Responsibilities:**
 - A. Student must bring supplies, texts, and completed homework to class.
 - B. Student must follow directions the first time.
 - C. Student must copy assignments from board.
 - D. Student must keep all hands, feet, and other objects to himself/herself.
 - E. No eating, drinking, or chewing in class.
 - F. All Classroom Management Guide violations will be handled according to the Tardy Policy listed above.
7. **Absences:** All unexcused absences will be handled according to the absence policy stated in the Nathan Hale Student Handbook.

APPENDIX B

**1988-89 FRESHMAN
COMMUNITY SURVEY**

Nathan Hale High School

Community Survey

TEACHERS, PLEASE READ TO STUDENTS: This survey is CONFIDENTIAL and will be used only to help make your educational and other experiences at Hale more beneficial. Please answer all questions as truthfully as possible as your answers may affect our ability to provide you with meaningful services. The results will be evaluated on a group basis only, not on an individual basis. Thank you for your cooperation.

Directions: Use only a No. 2 lead pencil and "bubble in" thoroughly the most appropriate answer available for each question. "Bubble in" only one answer per question. Leave blank a question that is not applicable to you.

STUDENT

1. I am a 9th grade student at Hale in the:
 - a. 1988-89 school year
 - b. 1989-90 school year

2. I am a graduate of:
 - a. Whitney Middle School
 - b. a Tulsa middle school other than Whitney
 - c. a middle school outside Tulsa but in Oklahoma
 - d. a middle school outside the state of Oklahoma
 - e. other

3. My ethnic group is:
 - a. Black
 - b. American Indian
 - c. Spanish American
 - d. Oriental
 - e. White

4. I am:
 - a. male
 - b. female

5. My age when I first started school at Hale was:
 - a. younger than 13 years
 - b. 13
 - c. 14
 - d. 15
 - e. 16 or older

6. I am a first year freshman at Hale:
 - a. yes
 - b. no

7. I was placed in the 9th grade with fewer credits than necessary to graduate from middle school:
 - a. yes
 - b. no

8. I have lived in Tulsa:
 - a. all my life
 - b. 10-16 years
 - c. 5-10 years
 - d. less than 5 years

9. I plan on graduating from Hale:
a. yes
b. no
10. My plans after high school:
a. 4-year college or university
b. junior or community college
c. business or technical school
d. work
e. military

PARENT

11. I am living with:
a. both my father and my mother
b. with my father only
c. with my mother only
d. living with neither my mother nor my father
12. My parents are:
a. married
b. divorced
c. separated
d. one parent deceased
e. both parents deceased
13. My parents receive food stamps and/ or Aid to Families with Dependent Children:
a. yes
b. no
14. The occupation of my father is:
a. professional
b. manager, proprietor
c. clerical and kindred
d. skilled or semiskilled worker
e. unemployed
15. The occupation of my mother is:
a. professional
b. manager, proprietor
c. clerical and kindred
d. skilled or semiskilled worker
e. housewife
16. My father's highest level of education is:
a. an advanced degree (M.A., Ph.D., etc.)
b. a bachelor's degree
c. high school
d. partial but incomplete high school
e. elementary school
17. My mother's highest level of education is:
a. an advanced degree (M.A., Ph.D., etc.)
b. a bachelor's degree
c. high school
d. partial but incomplete high school
e. elementary school

FINANCIAL

18. My parents/guardians:
a. rent
b. own
c. other

19. The total number of people living at my house (including student):
- 1 (self support)
 - 2-3
 - 4-5
 - 6-7
 - 8 or more
20. The average yearly income of our household (total if more than one member works):
- less than \$5,000
 - \$5,000 - \$30,000
 - \$30,000 - \$65,000
 - \$65,000 - \$100,000
 - over \$100,000

EDUCATIONAL

21. My transportation to school is:
- bus
 - car
 - walk
 - other
22. I have or will have an after school or weekend job during my freshman year:
- yes
 - no
23. I have, at some time, withdrawn from school during grades K-8:
- yes
 - no
24. (If the answer to Question 23 is "yes," please answer). The reason for withdrawing from school:
- discipline
 - illness
 - change of residence
 - lack of interest
 - other
25. I have made an F semester grade during grades K-8:
- never
 - once
 - less than twice
 - less than five times
 - more than five times
26. My experience with computers is:
- none
 - very little
 - average
 - above average
27. My computer work has been done primarily:
- in school
 - at home
 - have not worked with computers
 - other

OTHER

28. I take or have taken drugs (alcohol, marijuana, cocaine, heroin, etc.):
- never
 - seldom
 - often
 - have or have had a drug problem

29. I have friends or relatives who take or have taken drugs:
- a. yes
 - b. no
30. I have been in trouble with the law (theft, drugs, physical harm to others, vandalism, property damage, etc.):
- a. never
 - b. once
 - c. more than once
 - d. often

APPENDIX C

**1989-90 FRESHMAN
COMMUNITY SURVEY**

Nathan Hale High School
Community Survey
1989-90

TEACHERS, PLEASE READ TO STUDENTS: This survey is **CONFIDENTIAL** and will be used only to help make your educational and other experiences at Hale more beneficial. Please answer all questions as truthfully as possible as your answers may affect our ability to provide you with meaningful services. The results will be evaluated on a group basis only, not on an individual basis. Thank you for your cooperation.

Directions: Use only a **No. 2 lead pencil** and "bubble in" thoroughly the most appropriate answer for each question. "Bubble in" only **ONE ANSWER PER QUESTION**. Leave blank a question that does not apply to you.

STUDENT

1. I am a graduate of:
 - a. Whitney Middle School
 - b. a Tulsa middle school other than Whitney _____ (Please specify in "Comments" section.)
 - c. a middle school outside Tulsa but in Oklahoma
 - d. a middle school outside the state of Oklahoma
 - e. other

2. My ethnic group is:
 - a. Black
 - b. American Indian
 - c. Spanish American
 - d. Oriental
 - e. White

3. I am:
 - a. male
 - b. female

4. My age when I first started school at Hale was:
 - a. younger than 13 years
 - b. 13
 - c. 14
 - d. 15
 - e. 16 or older

5. I am a first year freshman at Hale:
 - a. yes
 - b. no

6. I was placed in the 9th grade with fewer credits than necessary to graduate from middle school:
 - a. yes
 - b. no

7. I have lived in Tulsa:
 - a. all my life
 - b. 10-16 years
 - c. 5-10 years
 - d. less than 5 years
 - e. 1 year or less

8. I have or have had brothers and/or sisters who have attended Hale:
- Yes
 - No
9. I plan on graduating from Hale:
- yes
 - no
10. My plans after high school:
- 4-year college or university
 - junior or community college
 - business or technical school
 - work
 - military

PARENT

11. I am living with:
- both my father and my mother
 - with my father only
 - with my mother only
 - living with neither my father nor my mother
12. My parents are:
- still married to each other
 - divorced
 - separated
 - one parent deceased
 - both parents deceased
13. My parents receive food stamps and/ or Aid to Families with Dependent Children:
- yes
 - no
14. The occupation of my father is:
- professional (teacher, doctor, lawyer, etc.)
 - manager, proprietor (owns or manages a business)
 - clerical and kindred (secretary, accountant, clerk, etc.)
 - skilled or semiskilled worker (repairman, mechanic, factory worker, etc.)
 - unemployed
15. The occupation of my mother is:
- professional (teacher, doctor, lawyer, etc.)
 - manager, proprietor (owns or manages a business)
 - clerical and kindred (secretary, accountant, clerk, etc.)
 - skilled or semiskilled worker (repairman, mechanic, factory worker, etc.)
 - housewife
16. My father's highest level of education is:
- an advanced degree (M.A., Ph.D., etc.)
 - a bachelor's degree (a degree from a 4-year college or university)
 - high school (has a high school diploma)
 - partial but incomplete high school (does not have a high school diploma)
 - elementary school
17. My mother's highest level of education is:
- an advanced degree (M.A., Ph.D., etc.)
 - a bachelor's degree (a degree from a 4-year college or university)
 - high school (has a high school diploma)
 - partial but incomplete high school (does not have a high school diploma)
 - elementary school

FINANCIAL

18. My parents/guardians:
- rent
 - own
 - other
19. The total number of people living at my house (including student):
- 1 (self support)
 - 2-3
 - 4-5
 - 6-7
 - 8 or more
20. The average yearly income of our household (total if more than one member works): (Please estimate, if unknown)
- less than \$5,000
 - \$5,000 - \$30,000
 - \$30,000 - \$65,000
 - \$65,000 - \$100,000
 - over \$100,000

EDUCATIONAL

21. My main means of transportation to school is:
- bus
 - car
 - walk
 - other
22. I have or will have an after school or weekend job during my freshman year:
- yes
 - no
23. I have, at some time, withdrawn from school during grades K-8: ("Withdrawn" means parents or school officials have filled out the paperwork necessary for withdrawal from school.)
- yes
 - no
24. (Only if the answer to Question 23 is "yes," please answer. Otherwise, leave blank.) The reason for withdrawing from school:
- discipline
 - illness
 - change of residence
 - lack of interest
 - other _____ (Please specify in "Comments" section.)
25. I have made an F semester grade during grades K-8:
- never
 - once
 - twice
 - 3-5 times
 - more than 5 times
26. My experience with computers is:
- none
 - very little
 - average
 - above average
 - recreational (noneducational)
27. My computer work has been done primarily:
- in school
 - at home
 - in school and at home
 - have not worked with computers

OTHER

28. I take or have taken drugs (alcohol, marijuana, cocaine, heroin, etc.):
- a. never
 - b. seldom
 - c. often
 - d. have or have had a drug problem
29. I have friends or relatives who take or have taken drugs:
- a. yes
 - b. no
30. I have been in trouble with the law (theft, drugs, physical harm to others, vandalism, property damage, etc.):
- a. never
 - b. once
 - c. more than once
 - d. often
 - e. noneducational

APPENDIX D

ADMINISTRATIVE QUESTIONNAIRE

ADMINISTRATIVE QUESTIONNAIRE

The Freshman Team is making periodic evaluations of the Freshman Program. It is so important to include the opinions of the administration of Hale in the evaluation process. Your personal and professional opinions mean a great deal to us and to the success of any program.

Therefore, if you would take the time to fill out as much of the following questionnaire as you can (with any additions you would like to make), and return it to **Linda Bilderback** **ASAP** and **no later than Friday, 2:45 p.m.**, we would be very grateful.

Thank you for your time and help.

* * *

DIRECTIONS: Please state or list your opinion(s) of:

1. The usefulness or value of the Freshmen Program:
2. The effect of the Program on overall school environment:
3. The effectiveness of the communication of the Program goals, purposes, and updated information to the entire school faculty:
4. Strengths of the Program:
5. Weaknesses of the Program:
6. Recommendations for future consideration:
7. Outcomes from the Program:
8. Your overall opinion of the Program is:

APPENDIX E

FACULTY QUESTIONNAIRE

FACULTY QUESTIONNAIRE

The Freshman Team is going to be making periodic evaluations of the Freshman Program.

The opinions of teachers of upperclassmen are important in this evaluation process. Your opinions mean a great deal to us and to the success of any program.

Therefore, if you would take the time to fill out as much of the following questionnaire as you can (with any additions you would like to make), and return it to Linda Bilderback ASAP and no later than Friday, 2:45 p.m., we would be very grateful.

Thank you for your time and help.

* * *

DIRECTIONS: Please state or list your opinion(s) of:

1. The usefulness or value of the Freshmen Program:
2. The effect of the Program on overall school environment:
3. The effectiveness of the communication of the Program goals, purposes, and updated information to the entire school faculty:
4. Strengths of the Program:
5. Weaknesses of the Program:
6. Recommendations for future consideration:
7. Outcomes from the Program:
8. Your overall opinion of the Program is:

APPENDIX F

FRESHMAN TEAM QUESTIONNAIRE

FRESHMAN TEAM QUESTIONNAIRE

Members of the Freshman Team will be making periodic evaluations of the Freshman Program and would appreciate your help in evaluating the Freshman Program to-date. Further data concerning accountability needs to be gathered. Your input and dedication is invaluable to any evaluation done and to the success of the program.

Please fill out as much of the following questionnaire as you can and return it to Linda Bilderback Room 127, ASAP and no later than this Friday, 2:45 p.m.

Thank you so much for your help and time.

* * *

I. DIRECTIONS: Please check Yes or No to the following questions.

	<u>YES</u>	<u>NO</u>
1. I enjoy the team approach to teaching.	___	___
2. I am given support by the other team members.	___	___
3. Sharing the burdens and joys of teaching Freshmen with other Freshmen teachers is a rewarding and comfortable feeling.	___	___
4. I feel I have more control over and have more knowledge of the students within a team approach structure.	___	___
5. The increased counselor involvement in academics and discipline is more effective and helps ease the burden of the job.	___	___
6. The school-within-a-school concept is an effective and beneficial structural approach to teaching for the teachers as well as the students.	___	___
7. I feel more involved with my students with the school-within-a-school team approach than with the traditional approach used last year.	___	___
8. Much time and energy is saved by having the team members in a central location.	___	___
9. The common planning period for team members and the team meetings during that time are beneficial to the Program and my effectiveness as a teacher.	___	___
10. I feel more freedom to try new things and experiment with projects in my class as a Freshman Team member.	___	___
11. The involvement, cooperation, and help from the administration is an important part of the effectiveness of the Program.	___	___
12. The communication within the team is comfortable, effective, and helpful.	___	___
13. I believe that what I am doing in the Freshman Program is beneficial and valuable to the students.	___	___
14. I enjoy working on the Freshman Team.	___	___

II. DIRECTIONS: Please complete the following questions.

1. Strengths of the Program are:

2. Weaknesses of the Program are:

3. Some recommendations I would like to make are:

4. Further comments:

APPENDIX G

SCHOOL CLIMATE QUESTIONNAIRE

(PARENTAL)

**NATHAN HALE HIGH SCHOOL
SCHOOL CLIMATE QUESTIONNAIRE**

THIS SCHOOL CLIMATE QUESTIONNAIRE IS DESIGNED TO HELP THE SCHOOL DETERMINE PARENTAL ATTITUDES TOWARD THE FRESHMAN PROGRAM IMPLEMENTED INTO NATHAN HALE HIGH SCHOOL AS A BEGINNING EFFORT TO HELP PREPARE OUR CHILDREN FOR THEIR ADULT RESPONSIBILITIES.

THE EFFORTS OF THE ADMINISTRATION AND STAFF INVOLVED IN THE PROGRAM HAVE HAD TWO MAJOR GOALS: (1) HELPING ELIMINATE THE STRESS INVOLVED IN GOING FROM A SCHOOL POPULATION OF APPROXIMATELY 400 - 800 TO A SCHOOL POPULATION OF OVER 1,200 AND (2) OF ACADEMICALLY AND SOCIALLY PREPARING THE STUDENT TO UNDERSTAND WHAT IS EXPECTED OF A STUDENT IN A HIGH SCHOOL SITUATION.

YOUR HELP IN ANSWERING THIS QUESTIONNAIRE IS GREATLY APPRECIATED AND WILL HELP US TO DETERMINE WHAT YOUR ATTITUDE OF OUR EFFORTS TO-DATE IS TOWARD THE SUCCESS OF THIS PROGRAM AND FUTURE DIRECTIONS TOWARD WHICH WE CAN MOVE IN THIS PROGRAM.

DIRECTIONS: Please circle the answer which best gives your opinion of each of the following questions in relation to the overall effectiveness of the Freshman Program. Your choices are:

- (A) Agree
(B) Disagree
(C) No Opinion

* * *

		<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
1.	The Freshman Program has helped to relieve some of the stress of entering a larger high school setting.	(a)	(b)	(c)
2.	The Freshman Program is providing the opportunity for my son/daughter to learn the instructional and social rules expected in a high school setting.	(a)	(b)	(c)
3.	The attitude of the freshman teachers is professional and helpful toward the student.	(a)	(b)	(c)
4.	The instructional quality (classroom instruction and knowledge base) of the freshman teachers is appropriate to the needs of the student.	(a)	(b)	(c)
5.	The attitude of the freshman teachers focuses as much as possible under current conditions toward the needs of the individual student.	(a)	(b)	(c)
6.	The freshman administration, counselor, and teachers are trying to communicate with the parents whenever necessary toward the progress of the child.	(a)	(b)	(c)
7.	The attitude of the freshman administration, counselor, and teachers toward the education of the students reflects a desire to obtain the best results for the student body as a whole.	(a)	(b)	(c)
8.	The quality and amount of homework given by the freshman teachers are beneficial in relation to the learning and future knowledge use for the student.	(a)	(b)	(c)

- | | | | | |
|-----|---|-----|-----|-----|
| 9. | The grading practices of the freshman teachers are fair and practical. | (a) | (b) | (c) |
| 10. | The educational expectations for the students shown by the teachers and administrators are reasonable and reflect concern for the student's educational growth. | (a) | (b) | (c) |
| 11. | The teachers and administrators set good examples by which the student can recognize and learn from a professional environment. | (a) | (b) | (c) |
| 12. | The rules and regulations of the school are fair and reflect current educational rules found in schools throughout the state and nation. | (a) | (b) | (c) |
| 13. | The administering of discipline to all freshman students reflects equal treatment and a concern for bettering the school climate and the future actions of the student. | (a) | (b) | (c) |
| 14. | The library facilities are adequate for the needs of the high school student. | (a) | (b) | (c) |
| 15. | The dress code is fair and in accordance with acceptable public expectations. | (a) | (b) | (c) |
| 16. | The availability of a variety of quality physical education opportunities is provided to the student. | (a) | (b) | (c) |
| 17. | The counseling service provides help for each student. | (a) | (b) | (c) |
| 18. | The safety and security system (police, hall monitoring, etc.) provides the student with the best possible protection and feeling of safety and comfort. | (a) | (b) | (c) |
| 19. | The quality and number of textbooks and laboratory facilities are adequate for the educational instruction of the student. | (a) | (b) | (c) |
| 20. | The overall "atmosphere" at Hale reflects a high school dedicated to help educate the student academically and socially for the student's role in society. | (a) | (b) | (c) |
| 21. | The care and maintenance of the school building and grounds are reflected in its outward appearance. | (a) | (b) | (c) |
| 22. | Overall, the Freshman Program is meeting the needs of the student. | (a) | (b) | (c) |
| 23. | Overall, the Freshman Program is obtaining the goals as preset by the administration and staff (to help eliminate the stress of transition from middle school to high school and help in preparing the student academically and socially for the future). | (a) | (b) | (c) |
| 24. | Overall, Nathan Hale High School has a climate that reflects concern for the academic and social growth of the student. | (a) | (b) | (c) |
| 25. | Overall, the Freshman Program is a beneficial addition to the educational structure of Nathan Hale High School. | (a) | (b) | (c) |

COMMENTS:

APPENDIX H

SCHOOL CLIMATE QUESTIONNAIRE

(STUDENT)

**NATHAN HALE HIGH SCHOOL
SCHOOL CLIMATE QUESTIONNAIRE**

THIS SCHOOL CLIMATE QUESTIONNAIRE IS DESIGNED TO HELP THE SCHOOL DETERMINE STUDENT ATTITUDES TOWARD THE FRESHMAN PROGRAM IMPLEMENTED INTO NATHAN HALE HIGH SCHOOL AS A BEGINNING EFFORT TO HELP PREPARE THE STUDENT FOR ADULT RESPONSIBILITIES.

THE EFFORTS OF THE ADMINISTRATION AND STAFF INVOLVED IN THE PROGRAM HAVE HAD TWO MAJOR GOALS: (1) HELPING ELIMINATE THE STRESS INVOLVED IN GOING FROM A SCHOOL POPULATION OF APPROXIMATELY 400 - 800 TO A SCHOOL POPULATION OF OVER 1,200 AND (2) OF ACADEMICALLY AND SOCIALLY PREPARING THE STUDENT TO UNDERSTAND WHAT IS EXPECTED OF A STUDENT IN A HIGH SCHOOL SITUATION.

YOUR HELP IN ANSWERING THIS QUESTIONNAIRE IS GREATLY APPRECIATED AND WILL HELP US TO DETERMINE WHAT YOUR ATTITUDE OF OUR EFFORTS TO-DATE IS TOWARD THE SUCCESS OF THIS PROGRAM AND FUTURE DIRECTIONS TOWARD WHICH WE CAN MOVE IN THIS PROGRAM.

DIRECTIONS: Please circle the answer which best gives your opinion of each of the following questions in relation to the **overall** effectiveness of the Freshman Program. Your choices are:

- (A) Agree
(B) Disagree
(C) No Opinion

* * *

	<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
1. The Freshman Program has helped to relieve some of the stress of entering a larger high school setting.	(a)	(b)	(c)
2. The Freshman Program is providing the opportunity for my son/daughter to learn the instructional and social rules expected in a high school setting.	(a)	(b)	(c)
3. The attitude of the freshman teachers is professional and helpful toward the student.	(a)	(b)	(c)
4. The instructional quality (classroom instruction and knowledge base) of the freshman teachers is appropriate to the needs of the student.	(a)	(b)	(c)
5. The attitude of the freshman teachers focuses as much as possible under current conditions toward the needs of the individual student.	(a)	(b)	(c)
6. The freshman administration, counselor, and teachers are trying to communicate with the parents whenever necessary toward the progress of the child.	(a)	(b)	(c)
7. The attitude of the freshman administration, counselor, and teachers toward the education of the students reflects a desire to obtain the best results for the student body as a whole.	(a)	(b)	(c)
8. The quality and amount of homework given by the freshman teachers are beneficial in relation to the learning and future knowledge use for the student.	(a)	(b)	(c)

- | | | | | |
|-----|--|-----|-----|-----|
| 9. | The grading practices of the freshman teachers are fair and practical. | (a) | (b) | (c) |
| 10. | The educational expectations for the students shown by the teachers and administrators are reasonable and reflect concern for the student's educational growth. | (a) | (b) | (c) |
| 11. | The teachers and administrators set good examples by which the student can recognize and learn from a professional environment. | (a) | (b) | (c) |
| 12. | The rules and regulations of the school are fair and reflect current educational rules found in schools throughout the state and nation. | (a) | (b) | (c) |
| 13. | The administering of discipline to all freshman students reflects equal treatment and a concern for bettering the school climate and the future actions of the student. | (a) | (b) | (c) |
| 14. | The library facilities are adequate for the needs of the high school student. | (a) | (b) | (c) |
| 15. | The dress code is fair and in accordance with acceptable public expectations. | (a) | (b) | (c) |
| 16. | The availability of a variety of quality physical education opportunities is provided to the student. | (a) | (b) | (c) |
| 17. | The counseling service provides help for each student. | (a) | (b) | (c) |
| 18. | The safety and security system (police, hall monitoring, etc.) provides the student with the best possible protection and feeling of safety and comfort. | (a) | (b) | (c) |
| 19. | The quality and number of textbooks and laboratory facilities are adequate for the educational instruction of the student. | (a) | (b) | (c) |
| 20. | The overall "atmosphere" at Hale reflects a high school dedicated to help educate the student academically and socially for the student's role in society. | (a) | (b) | (c) |
| 21. | The care and maintenance of the school building and grounds are reflected in its outward appearance. | (a) | (b) | (c) |
| 22. | Overall, the Freshman Program is meeting the needs of the student. | (a) | (b) | (c) |
| 23. | Overall, the Freshman Program is obtaining the goals as preset by the administration and staff (to help eliminate the stress of transition from middle school to high school and help in preparing the student academically and socially for the future). | (a) | (b) | (c) |
| 24. | Overall, Nathan Hale High School has a climate that reflects concern for the academic and social growth of the student. | (a) | (b) | (c) |
| 25. | Overall, the Freshman Program is a beneficial addition to the educational structure of Nathan Hale High School. | (a) | (b) | (c) |

COMMENTS:

VITA

Linda M. Bilderback

Candidate for the Degree of

Doctor of Education

Thesis: THE SCHOOL-WITHIN-A-SCHOOL TEAM APPROACH: A FIRST-YEAR STUDY OF THE TULSA HALE FRESHMAN PROGRAM

Major Field: Educational Administration

Biographical:

Personal Data: Born in Kingfisher, Oklahoma, April 25, 1947, the daughter of John N. and Virginia M. Bilderback.

Education: Graduated from Loyal High School, Loyal, Oklahoma, in May 1965; received Bachelor of Arts degree in English, German, and education from Southwestern Oklahoma State University in May, 1968; received Master of Education in School Administration from Northeastern Oklahoma State University in May, 1984; and completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1990.

Professional Experience: Teacher of English and German, Nathan Hale Senior High School, Tulsa, Oklahoma, August 1968 to June 1990. Worked with computers for a trade association and a law firm in Washington, D.C. on a superintendent's leave of absence June 1986 to August 1987; English department chairperson, Nathan Hale Senior High School, Tulsa, Oklahoma, 1990.

Professional Organizations: Tulsa Classroom Teachers Association; Oklahoma Education Association; National Education Association; Nathan Hale Parent-Teacher Association; Phi Delta Kappa; Cooperative Council for Oklahoma School Administration; and Oklahoma Council of Teachers of English.