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To: William B. Kolender, Chief of Police
Chairman, Integration Task Force
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Date: June 1, 1979

From: James F. Anderson
Chairman
Quality Education Committee
Integration Task Force

Subject: REPORT ON QUALITY EDUCATION COMMITTEE

On Tuesday, January 30, 1979, the Quality Education Committee was appointed by the Chairman consisting of Phil del Campo, Mel Lopez, Joe Watson, Tom Johnson, and myself. The Committee has met twice, once to generally outline the criteria to be used in evaluating quality education. The second meeting of the Committee was with Dr. John McLevie and Dr. Robert Nardelli from the College of Education, San Diego State University. During this meeting we discussed criteria and left the meeting with the charge that each of us would submit to the Chairman in writing suggestions for a criteria. The following suggestions seemed to be the consensus of opinion:

1. We request in writing from the school district and the plaintiffs what subjective, objective or quantifiable criteria they would suggest we use to evaluate the quality of education.

2. We focus on the following set of schools:

   a. Four high schools; Lincoln, San Diego; an upper income and a lower income isolated white high school.

   b. A feeder junior high school to each high school.

   c. A feeder elementary school to each junior high school.

3. We obtain from the school district or the principals of the schools the educational goals and objectives of the individual schools, how well those goals are being achieved, and the factors determining degree of success in achieving the objectives.

4. Performance of schools (students) on mandated tests.

5. Post graduation performance of students in next public school (i.e., in junior high from elementary, in high school from junior high), in the job market, in college.

6. We should compare the credentials of the teachers at various schools: number of years of teaching experience and highest educational degree. If possible to obtain, it might be informative to know whether degrees are in education or an academic discipline.

I understand from talking with Judge Welsh that we were to examine isolated schools both minority and majority and endeavor to determine the difference of the quality of education as taught in these schools. At this point in time we have received input from the Committee members, San Diego State University, the plaintiffs, and the Unified District Administration. It is my estimate that it would take a minimum of three months, and probably more like six months, to arrive at an evaluation of the quality of education taught in the isolated schools. It is my opinion, after all of the input has been received, that we do not have time to make a reasonable assessment before the June 11, 1979 date. Should the Task Force be reconstituted for another term, I think this could be a reasonable project to address.