

DOCUMENT RESUME

ED 315 481

UD 027 254

AUTHOR Gibbons, Michael  
 TITLE Magnet School Continuation Project. Final Evaluation Report for 1988-89.  
 INSTITUTION Columbus Public Schools, OH. Dept. of Evaluation Services.  
 PUB DATE Jul 89  
 NOTE 35p.  
 PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.  
 DESCRIPTORS Elementary Secondary Education; \*Enrollment Trends; \*Magnet Schools; Minority Group Children; Nontraditional Education; \*Parent Participation; \*Personnel Evaluation; Program Evaluation; \*School Demography; Teacher Attitudes; Teacher Qualifications; Urban Schools  
 IDENTIFIERS \*Ohio (Columbus)

ABSTRACT

The Columbus (Ohio) 1988 Magnet Schools Continuation Project needs to encourage greater parent involvement by encouraging parent-teacher organizations and informing parents of their children's accomplishments. Major objectives were to enhance the core instructional program, to provide parents with an active partnership experience in their children's education, and to finalize the teaching staff. Evaluation was based on a comparison of enrollment and staffing in the magnet schools with non-magnet schools and the district as a whole, and on analysis of a survey measuring teacher satisfaction at the magnets. The following major findings are reported: (1) enrollment in the magnets was below capacity; (2) enrollment by sex at the magnets was comparable to the district proportions, but minority student enrollments were below the districtwide average; (3) the average daily attendance rate for the magnets was below target; (4) the discipline rate for the magnets was less than half that for the district; (5) performance on districtwide tests by magnet students was not significantly better than for non-magnets; (6) only one magnet parent-teacher association had an acceptable membership level; (7) Parent Conference Day attendance levels were not acceptable at any magnet; (8) all magnet teachers were state-certified and had training and experience in appropriate curricular areas; (9) two of the magnets did not have acceptable percentages of minority group teachers on their staffs; (10) three of the magnets did not appear to have enough teachers interested in teaching students with a wide range of achievement levels or participating in curriculum development, implementation and evaluation. Statistical data are included on nine tables. A copy of the form for reporting parent participation is appended. (FMW)

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ED315481

**FINAL EVALUATION REPORT FOR 1988-89  
MAGNET SCHOOL CONTINUATION PROJECT**

July 1989



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Written by:

Michael Gibbons

Under the Supervision of:

Gary Thompson

Columbus, Ohio Public Schools  
Department of Evaluation Services  
Gary Thompson, Ph.D., Director

D-027254

FINAL EVALUATION REPORT  
MAGNET SCHOOL CONTINUATION PROJECT  
1988-89

ABSTRACT

Grant Description: The Magnet Schools Continuation Project Grant was a United States Department of Education funded program approved in August, 1988. Columbus, Ohio Public Schools received \$2,231,192 from the Magnet Schools Assistance Program to assist the school district in maintaining 10 new magnet elementary schools established during the 1987-88 school year. The new magnet schools, while providing all elementary subjects, also offered a variety of special programs designed to accommodate various student learning styles. The new schools also offered students the opportunity to improve their computational skills by means of microcomputer labs, and to improve their reading skills by means of a learning center-based Reading Intensification Program. In addition to project administrative costs, the grant monies were used to help pay the cost of classroom teachers, developing computer labs, procuring instructional materials, purchasing instructional equipment and supplies, and hiring specialized teachers necessary to implement the various special magnet school programs.

The 10 elementary schools comprising the Magnet School Continuation Project and their special program emphases were as follows:

Brentnell Elementary School	Montessori
Cassady Elementary School	Math/Science/Environmental Studies
Fair Elementary School	Arts Impact
Fifth Avenue Elementary School	International Studies
Franklinton Elementary School	Literature Based/Language Arts
Georgian Heights Elementary School	Math/Science/Environmental Studies
Gladstone Elementary School	Spanish Immersion
Hamilton Elementary School	Math/Science/Environmental Studies
Kenwood Elementary School	French Immersion
Olde Orchard Elementary School	Literature Based/Language Arts

Objectives: Three major objectives were outlined under the program grant. They included:

- 1.0 Enhancement of the core instructional programs supplemented by newly created computer specialty activities and Reading Intensification Centers at each of the 10 magnet schools.
- 2.0 Provide parents with an active partnership experience in their children's education.
- 3.0 Finalization of the membership of the teaching staff for each of the magnet school programs.

Evaluation Design: The evaluation of the grant was accomplished through an enrollment study of all project schools and a finalization study of the staffs of the 10 project schools. Surveys were conducted of all project school staff. Analyses of the data included comparisons of student enrollment of the 10 project schools to the Columbus Public Schools districtwide enrollment, staffing of the 10 project schools compared to staffing districtwide, and frequency counts and percents of satisfaction of staff, with the magnet school program.

Major Findings: The total student enrollment for all 10 project schools was 3,248, or 83.8% of capacity (3,875). All but two of the 10 project schools had enrollments of less than 97% of capacity. Consequently, criterion 1.1 was not achieved. Enrollment ranged from 46.0% of capacity at Gladstone to 99.7% of capacity at Fifth.

The total student enrollment of the district was 64,689, of which 49.0% were classified "nonwhite." None of the project schools were within 2.5% of the district average. Consequently, criterion 1.2 was not achieved. The percent of nonwhite enrollment at project schools ranged from 36.9% at Georgian Heights to 89.1% at Fair Avenue.

The total enrollment of the district was composed of 51% male students. All of the project schools were within 10% of the district average. Consequently, criterion 1.3 was achieved.

During the four grading periods, one or more of the project schools had an average daily attendance rate less than 95%, for each grading period. Cassidy had the highest overall attendance rate for the year (95.6%), while Franklinton had the lowest rate (92.1%). Consequently, criterion 1.4 was not achieved.

The number of discipline cases for the district by year-end totaled 62,341 representing 96.4% of the total enrollment of 64,689 students. During the same time period, the project schools had a total of 199 cases, representing 6.1% of their total enrollment of 3,248 students. The discipline rate for project school students was less than half the rate for non-project school students. Consequently, criterion 1.5 was achieved.

An analysis of data from districtwide test scores indicated that only at grade five did project schools score two or more NCE points higher than non-project schools in the reading tests. In mathematics, test scores for project schools ranged from 02.5 NCE points less than non-project schools in Mathematics Computation at grade 4, to 03.0 NCE points more than non-project schools in Mathematics Concepts and Applications at grades 2 and 5. However, criterion 1.6 was not achieved because the specified difference of 2 NCE points was not consistently achieved at all grade levels. The reader is advised that grade 1 test data were excluded from the data reported in this abstract. The pretest level for grade 1 was found to be too difficult for low-achieving pupils, while the posttest level for grade 1 was found to be too easy for the average and above-average pupils.

Only one school, Kenwood, was the PTA/PTO membership within 15% of the school's total student enrollment. Other project schools had memberships in PTA ranging from 18.7% of student enrollment at Fair, to 67.4% of student enrollment at Gladstone. Consequently, criterion 2.1 was not achieved.

Parent Conference Day attendance at all project schools totaled 1,638 in February, or 50.4% of the total pupil enrollment. Parent Conference Day attendance at the project schools ranged from 27.2% of pupil enrollment at Fair

tc 78.6% of pupil enrollment at Brentnell. The Parent Conference Day attendance was not within 15% of the school's student enrollment at any project school. Consequently, criterion 2.2 was not achieved.

The teaching staff at all magnet schools possessed valid Ohio teacher certification, whether standard or temporary. Consequently, criterion 3.1 was achieved.

The teaching staff at the project schools possessed training and experience in the appropriate curricular areas of their respective schools, having attended many inservice programs in addition to their university training. Consequently, criterion 3.2 was achieved.

The regular classroom teaching staff of the district was composed of 18.1% nonwhite personnel. The comparable percentage for all project schools was 16.5%, with all but two project schools, Kenwood and Gladstone, within 15% of the district average. Consequently, criterion 3.3 was not achieved.

The criteria established in Objective 3.4, that 85% of the teaching staff at each project school would possess an interest in teaching students with a wide range of achievement levels, and would desire to participate in developing, implementing, and evaluating new curricula at each school, were not achieved. Seven of 10 project school staffs responded above 85% positive to the items concerning teaching students with a wide range of achievement levels, although the combined average for all project schools was 87.3% in response to these survey items. Seven of 10 project school staffs responded below 85% positive to the items concerning curriculum involvement, with the combined average for all project schools being 81.2% in response to these survey items. Consequently, the criteria as specified were not achieved in relation to Objective 3.4.

#### Recommendations:

The magnet school program, although generally effective and well received by parents needs to encourage greater parent involvement in the school. Stronger parent-teacher organizations should be encouraged at the schools, and parents should be informed of the positive accomplishments of their children.

FINAL EVALUATION REPORT  
MAGNET SCHOOL CONTINUATION PROJECT  
June 1989

Program Description

The Magnet School Continuation Project, funded by a grant from the United States Department of Education, assists the Columbus Public School district in maintaining 10 magnet elementary schools established during the 1987-88 school year. The magnet schools, while providing all elementary subjects as required by the official course of study, would also offer a variety of special programs designed to accommodate various student learning styles. In addition, the magnet schools would offer students the opportunity to improve their computational skills by means of microcomputer labs, and to improve their reading skills by means of a learning center-based Reading Intensification Program. The magnet schools, by enhancing the basic instructional program, would be able to attract a racially diverse student body and to offer parents a wider range of choices as to which program their child should attend.

The 10 elementary schools comprising the Magnet School Continuation Project and their special program emphases are as follows:

Brentnell Elementary School	Montessori
Cassady Elementary School	Math/Science/Environmental Studies
Fair Elementary School	Arts Impact
Fifth Avenue Elementary School	International Studies
Franklinton Elementary School	Literature Based/Language Arts
Georgian Heights Elementary School	Math/Science/Environmental Studies
Gladstone Elementary School	Spanish Immersion
Hamilton Elementary School	Math/Science/Environmental Studies
Kenwood Elementary School	French Immersion
Olde Orchard Elementary School	Literature Based/Language Arts

On August 16, 1988 the Columbus Public Schools received official notification that the United States Department of Education had approved a grant award of \$2,231,192 to assist the school district in maintaining the 10 magnet elementary schools established during the 1987-88 school year. The grant monies would be mixed with necessary local revenues to continue the operation of the core instructional program at each school. In addition to project administrative costs, the grant monies would be used to pay the cost of classroom teachers, developing computer laboratories, procuring instructional materials, purchasing specialized instructional equipment and supplies required by each unique school program, purchasing books for the reading intensification centers and hiring specialized teachers or curriculum specialists necessary to implement the various special magnet school programs.

Evaluation Objectives

The following objectives were established for use in evaluating the Magnet School Continuation Project:

**Objective 1.0** To provide enhanced core instructional programs supplemented by newly created computer speciality activities and Reading Intensification Centers at each of 10 magnet schools; such that if successful: (1) student enrollment would continue at 100% of capacity (3,875 students) for the 1988-89 school year; (2) student enrollment would be between 44-50% minority in nature and parallel the male/female ratio of district enrollment as a whole; (3) 1988-89 average daily attendance for magnet school students would surpass 95%; (4) 1988-89 discipline rates among magnet schools would average less than one-half the rate for non-magnet school students; (5) the 1988-89 median, districtwide mathematics and reading scores among magnet school enrollees would surpass the districtwide median scores by at least two normal curve equivalent (NCE) points.

Criterion 1.1 Evidence that enrollment at each of the 10 magnet schools continues to a minimum of 97% of capacity for the 1988-89 school year.

Criterion 1.2 Evidence that the percent of minority students at each magnet school is within +2.5% of the district percent of minority students.

Criterion 1.3 Evidence that the percent of males and females at each magnet school is within +10% of the district percent of males and females.

Criterion 1.4 Evidence that 1988-89 daily attendance at each of the 10 magnet schools continues at a minimum of 95% of total enrollment.

Criterion 1.5 Evidence that 1988-89 discipline rates among magnet school students will be 50% less than for non-magnet school students.

Criterion 1.6 Evidence that mathematics and reading scores will be at least two NCE points higher than the 1988-89 median districtwide scores.

**Objective 2.0** To provide parents with an active partnership experience in their child's education, such that if successful: (1) PTA/PTO membership at the magnet schools averages 1.5 parents per student and (2) Parent Day Conference attendance will average 1.0 parent per child.

Criterion 2.1 Evidence that PTA/PTO membership at each magnet school will be within +15% of 100% of the total magnet school student enrollment.

Criterion 2.2 Evidence that Parent Day Conference attendance will be within +15% of the total magnet school student enrollment.

**Objective 3.0** To finalize the membership of the teaching staff for the magnet school programs proposed herein, such that if successful, the resulting teachers will (1) possess valid State of Ohio certification, (2) have advanced training and/or experience in the appropriate magnet curricular emphasis, (3) possess the interest in teaching students having a wide range of achievement

levels, (4) desire to participate in developing, implementing, and evaluating new curricula as a group participant, and, (5) as a group, be racially representative of all Columbus teachers.

Criterion 3.1 Evidence that all of the teaching staff of the magnet schools possess valid Ohio certification.

Criterion 3.2 Evidence that all of the teaching staff of the magnet schools have advanced training and/or experience in the appropriate magnet curricular emphasis.

Criterion 3.3 Evidence that the racial composition of the teaching staffs of each of the magnet schools are within plus or minus 15 percent of the racial composition of the teaching staff of the district.

Criterion 3.4 Evidence that 85 percent of the teaching staff of each magnet school: (1) possess an interest in teaching students with a wide range of achievement, (2) express a desire to participate in developing new curricula as a group participant, (3) express a desire to participate in implementing new curricula as a group participant.

#### Evaluation Design

The evaluation design provided for the collection of data in the following five areas of the project grant.

##### 1. Student Enrollment

In November, 1988, an enrollment study was conducted of the 10 project schools. Data were collected on the capacity enrollment for each of the project schools, the official enrollment for each project school, the number of white and nonwhite students, and the number of male and female students. Data were also collected in each of these categories for the school system districtwide. The Columbus Public Schools Pupil Enrollment Report (October, 1988) was used to compile these data.

##### 2. Attendance/Discipline

Throughout the 1988-89 school year, data were collected on the attendance in each and all project schools, as well as discipline rates in all project and non-project schools. The data were obtained from the Data Processing Department of the Columbus Public Schools.

##### 3. Districtwide Test Scores

In April, 1989 the Comprehensive Tests of Basic Skills (CTBS; 1981) was administered in grades 2-9, and the Metropolitan Achievement tests (MAT6, 1985) was administered in grade 1 as part of the Districtwide Testing Program. Norm-referenced test results will be available in reading vocabulary, reading comprehension, total reading, mathematics computation, mathematics concepts and



applications, and total mathematics. The data would be collected by the Department of Evaluation Services on the 10 project schools as well as the other schools in the district that would be tested.

#### 4. Parent Participation

In November, 1988, and February, 1989 data on project school parent participation in PTA/PTO organizations and parent attendance at Parent Conference Day at each project school were collected from the school principals. The instrument used to collect the data is located in Appendix A.

#### 5. Classroom Teaching Staff

In November, 1988 data on certification and racial group membership of all teaching personnel assigned to the project schools were collected from personnel files.

In January, 1989, a survey of teaching staff at project schools was conducted to obtain data on: (a) staff interest with teaching students with a wide range of achievement levels, and (b) staff desire to participate in developing, implementing and evaluation new curricula as a group participant.

### Major Findings

The following is a report on those data collected during the 1988-89 school year.

#### 1.1-1.3 Student Enrollment

Official enrollment data as provided by the Department of Pupil Personnel for October, 1988 are summarized in Table 1. An analysis of the data contained in Table 1 indicates that criterion 1.1 was not achieved because enrollment was less than 97% of capacity at all but two project schools. Enrollment at project schools ranged from a low of 46.0% of capacity at Gladstone to a high of 99.7% at Fifth. The official enrollment for all project schools totaled 3,248, or 83.8% of capacity, based on a maximum capacity of 3,875.

Further analyses of Table 1 indicate that 49.0% of the student enrollment in the school district was "nonwhite," compared to 57.3% of the students enrolled at the project schools. Criterion 1.2 was not achieved because none of the project schools had nonwhite enrollments within 2.5% of the district average. The percent of nonwhite enrollment at project schools ranged from a low of 36.9% at Georgian Heights to a high of 89.1% at Fair.

A review of Table 1 indicates that 51.0% of the student enrollment in the school district was male. All of the project schools were within 10% of the district average. Consequently, criterion 1.3 was achieved.

#### 1.4-1.5 Attendance/Discipline

Average daily attendance data as provided by the Department of Pupil Personnel for the four grading periods is summarized in Table 2. An analysis of the data contained in Table 2 indicates that criterion 1.4 was not achieved because one or more of the 10 project schools had an average daily attendance rate of less than 95% of total enrollment during each of the four grading periods. Among the 10 project schools, Cassady had the highest overall

Table 1

Student Enrollment and Capacity Data of  
Magnet School Continuation Grant Schools  
1988-89

	Capacity	Official Enrollment	Percent of Capacity	Number White	Number Nonwhite	Percent Nonwhite	Number Male	Number Female	Percent Male
Brentnell Alt.	400	350	87.5	108	242	69.1	176	174	50.3
Cassady Alt.	450	395	87.8	138	257	65.1	218	177	55.2
Fair Alt.	450	294	65.3	32	262	89.1	129	165	43.9
Fifth Alt.	325	324	99.7	175	149	46.0	156	168	48.1
Franklinton Alt.	325	268	82.5	150	118	44.0	126	142	47.0
Georgian Hts. Alt.	400	393	98.3	248	145	36.9	212	181	53.9
Gladstone Alt.	300	138	46.0	46	92	66.7	71	67	51.4
Hamilton Alt.	475	430	90.5	173	257	59.8	229	201	53.3
Kenwood Alt.	300	227	75.7	124	103	45.4	110	117	48.5
Olde Orchard Alt.	450	429	95.3	194	235	54.5	200	229	46.6
<b>Magnet Program Total</b>	<b>3,875</b>	<b>3,248</b>	<b>83.8</b>	<b>1,388</b>	<b>1,860</b>	<b>57.3</b>	<b>1,627</b>	<b>1,621</b>	<b>50.1</b>
<b>Columbus Districtwide</b>	<b>---</b>	<b>64,689*</b>	<b>---</b>	<b>32,984</b>	<b>31,705</b>	<b>49.0</b>	<b>32,983</b>	<b>31,706</b>	<b>51.0</b>

\*Includes high schools, middle schools, elementary schools, and special schools.

attendance rate for the year (95.6%), while Franklinton had the lowest rate (92.1%). All of the project schools exceeded the district rates for all grading periods.

A cumulative summary of discipline data from both project and non-project schools is contained in Table 3. The data show that project schools had 199 discipline cases by June 9, 1989, while non-project schools had a total of 62,341. The project school cases represent 6.1% of their total enrollment of 3,248 pupils, while non-project school cases represent 96.4% of their total enrollment of 64,689 pupils. Criterion 1.5 was achieved because the discipline rate for project school students was less than half the rate for non-project school students.

#### 1.6 Districtwide Test Scores

Norm-referenced test results from the April, 1989 districtwide administration of the Comprehensive Tests of Basic Skills (CTBS; 1981) at grades 2-5, and the Metropolitan Achievement Tests (MAT6, 1985) at grade 1 are summarized in Tables 4 and 5 for both project and non-project schools. It should be noted that the test scores obtained from the administration of the MAT6 at grade 1 may not reflect true pupil performance in all cases due to the inappropriateness of the test levels used at the time of the pretest and posttest. The pretest level was found to be too difficult for low-achieving pupils, while the posttest level was found to be too easy for the average and above-average pupils. Consequently, caution is advised in the interpretation of test scores at grade 1.

Table 4 contains a summary of the median NCE scores for the Word Attack/Recognition, Reading Vocabulary, Reading Comprehension, and Total Reading tests by grade level for both project and non-project schools, as well as the differences between median NCE scores for both project and non-project schools. The Word Attack/Recognition test was administered to only the first, second, and third grades. An analysis of the data contained in Table 4 indicates that only at grade 5 did project schools score consistently more than two NCE points higher than the median NCE scores of other district schools. At other grade levels, except grade 2, project schools scored as well or slightly better than other district schools. In fact, at grade 1, project pupils scored more than 5 NCE points higher than other district pupils in Reading Vocabulary and Reading Comprehension tests. At grade 2, however, project pupils generally scored lower than other district pupils on all reading tests, except Word Attack, in which both project and non-project pupils scored the same.

Table 5 contains a summary of the median NCE scores for the Mathematics Computation, Mathematics Concepts and Applications, and the Total Mathematics tests by grade level for both project and non-project schools, as well as the differences between the median NCE scores for both project and non-project schools. An analysis of the data contained in Table 5 indicates that project schools generally scored as well as or better than other district schools, but did not achieve a median score of two NCE points higher than other district schools in all mathematics tests. The achievement test data in mathematics showed that the differences in median NCE scores between project and non-project schools ranged from +04.8 NCE points in Total Mathematics at grade 1, (project schools scored higher), to -02.5 NCE points in Mathematics Computation at grade 4 (project schools scored lower). Since the mathematics and reading scores at project schools were not in every case two NCE points higher than the median scores of non-project schools, criterion 1.6 was not achieved.

Table 2

Average Daily Attendance Rates  
for each Grading Period for the  
Magnet School Expansion Project Schools  
1988-89

Sch. Code	School Name	Grades	Grading Period				Year End Average
			First	Second	Third	Fourth	
340	Brentnell Alt.	K-5	96.4	95.2	93.1	94.0	94.6
353	Cassady Alt.	K-5	97.3	95.4	95.1	94.7	95.6
424	Fair Alt.	K-5	95.0	93.5	92.6	92.5	93.4
440	Fifth Alt.	K-5	96.2	93.0	92.0	93.3	93.7
454	Franklinton Alt.	K-5	94.5	91.7	91.8	90.4	92.1
466	Georgian Hts. Alt.	K-5	95.9	93.6	93.4	93.2	94.0
468	Gladstone Alt.	K-5	96.6	96.1	94.3	95.3	95.5
473	Hamilton Alt.	K-5	96.6	95.5	94.2	95.2	95.4
504	Kenwood Alt.	K-5	96.5	94.8	93.1	94.9	94.8
576	Olde Orchard Alt.	K-5	97.1	95.4	94.6	94.5	95.4
Total District Average		(All)	93.6	91.1	90.6	89.5	91.0

Table 3

Cumulative Summary of Discipline Cases for  
Magnet School Expansion Project Schools and Other Schools  
As of June 9, 1989

Offense Codes	Project Schools	Other Schools
01. Assault or Threat on a Staff Member	12	447
02. Assault or Threat on a Student	17	1,177
03. Assault or Threat on a Visitor	0	26
04. False Alarms	1	51
05. Alcohol/Drugs/Narcotics Related	0	264
06. Disruption of School	17	5,743
07. Arson or Attempted Arson	0	66
08. Possession or Use of Weapon	2	288
09. Repeated Violations of School Rules	50	6,225
10. Flagrant Violation of School Rules	18	1,943
11. Damage or Destruction	0	137
12. Smoking	0	736
13. Profanity or Obscenity	9	1,804
14. Insubordination	13	5,057
15. Truancy from School or Class	1	14,136
16. Tardiness to School or Class	0	7,748
17. Theft	3	235
18. Fighting	45	5,533
19. Extortion	0	22
20. Other Student Misconduct	11	5,486
21. Failure to abide by In-School Suspension or Saturday School rules	0	5,214
22. Bus Misbehavior	0	3
Totals	199	62,341

Table 4

Median NCE Scores For Project and Non-Project Schools  
 For the 1988-89 Districtwide Reading Tests  
 Arranged by Grade Levels 1-5

Grade	<u>Word Attack/Recognition</u>			<u>Reading Vocabulary</u>			<u>Reading Comprehension</u>			<u>Total Reading</u>		
	Project	Others	Difference	Project	Others	Difference	Project	Others	Difference	Project	Others	Difference
1	46.8	46.8	00.0	42.5	37.1	+05.4	43.6	38.3	+05.3	44.1	41.9	+02.2
2	44.0	44.0	00.0	47.0	48.0	-01.0	46.5	49.0	-02.5	45.0	47.0	-02.0
3	54.0	53.0	+01.0	46.0	44.0	+02.0	51.0	50.0	+01.0	49.0	47.0	+02.0
4	-----	-----	-----	51.0	50.0	+01.0	50.0	50.0	00.0	51.0	49.0	+02.0
5	-----	-----	-----	52.0	48.0	+04.0	49.0	46.0	+03.0	50.0	47.0	+03.0

Table 5

Median NCE Scores For Project and Non-Project Schools  
For the 1988-89 Districtwide Mathematics Tests  
Arranged by Grade Levels 1-5

Grade	<u>Mathematics Computation</u>			<u>Mathematics Concepts/Applications</u>			<u>Total Mathematics</u>		
	Project	Others	Difference	Project	Others	Difference	Project	Others	Difference
1	-----	-----	-----	-----	-----	-----	55.3	50.5	+04.8
2	59.0	59.0	00.0	55.0	52.0	+03.0	57.0	56.0	+01.0
3	53.0	53.0	00.0	54.0	52.0	+02.0	54.0	53.0	+01.0
4	53.5	56.0	-02.5	53.5	52.0	+01.5	52.0	52.0	00.0
5	55.0	55.0	00.0	56.0	53.0	+03.0	57.0	55.0	+02.0

## 2.1-2.2 Parent Participation

Data concerning parent participation in PTA/PTO organizations at project schools is summarized in Table 6. An analysis of the data contained in Table 6 indicates that criterion 2.1 was not achieved because only one project school reported PTA/PTO membership levels within 15% of the total school enrollment. Kenwood Elementary School reported 256 PTA/PTO members, which was 112.8% of the total school enrollment (227). Other project schools, reported PTA/PTO membership levels ranging from a low of 18.7% (55) of pupil enrollment at Fair to 67.4% (93) of pupil enrollment at Gladstone. The total number of PTA/PTO members for all project schools was 1,456, which was 44.8% of the official enrollment (3,248) for the same schools.

Attendance data for Parent Conference Day at project schools is summarized in Table 7. An analysis of the data contained in Table 7 indicates that criterion 2.2 was not achieved because Parent Conference Day attendance was not within 15% of student enrollment at any of the project schools. Attendance ranged from 78.6% (275) of student enrollment at Brentnell to 27.2% (80) of student enrollment at Fair. Attendance at all project schools totaled 1,638 for the February, 1989 event, or 50.4% of total student enrollment (3,248).

## 3.1-3.3 Classroom Teaching Staff

A summary of regular classroom teaching staff certification, degree level, teaching experience, and racial group composition data appears in Table 8. The teaching staff at the project schools all possess valid Ohio teacher certification, whether standard or temporary. Consequently, criterion 3.1 was achieved.

As shown in Table 8 the teaching staff at the project schools have an average of 8.2 years teaching experience, compared to the district average of 14.4 years. Also, the project schools have a greater percentage of teachers with bachelor's degrees (47.8%) than does the district as a whole (38.0%).

Nevertheless, the teaching staff at the project schools do possess training and experience in the appropriate curricular areas of their respective schools, thereby achieving criterion 3.2. The following are examples of the types of training and educational experiences of project teaching staff:

1. Brentnell Elementary teaching staff (focus - Montessori teaching) have participated in summer inservice training in Montessori techniques as well as attending current monthly seminars. Many of the teachers have previous teaching experience using Montessori techniques. The teachers also attended a COMET inservice during the summer.
2. Cassady Elementary teaching staff (focus - mathematics/science) have participated in environmental studies, such as Project Aquatic and Project Wild; they have attended numerous inservice programs in math, science and environmental studies; many have worked as volunteers at the zoo, the Center of Science and Industry (COSI), Franklin Park Conservatory, or at various parks and nature preserves. Some staff members have had inservice, or other experience with computers, such as attending the Summer Tech computer seminars.



Table 6

PTA/PTO Membership as a Percentage  
of Pupil Enrollment in the Magnet School Continuation Project Schools  
February, 1989

Sch. Code	School Name	Grades	Capacity	Official Enrollment	PTA/PTO Membership	Percent of Pupil Enrollment
340	Brentnell Alt.	K-5	400	350	107	30.6%
353	Cassady Alt.	K-5	450	395	110	27.8%
424	Fair Alt.	K-5	450	294	55	18.7%
440	Fifth Alt.	K-5	325	324	200	61.7%
454	Franklinton Alt.	K-5	325	268	112	41.8%
466	Georgian Hts. Alt.	K-5	400	393	213	54.2%
468	Gladstone Alt.	K-5	300	138	93	67.4%
473	Hamilton Alt.	K-5	475	430	90	20.9%
504	Kenwood Alt.	K-5	300	227	256	112.8%
576	Olde Orchard Alt.	K-5	450	429	220	51.3%
Totals			3,875	3,248	1,456	44.8%

Table 7

Parent Conference Day Attendance as a Percentage  
of Pupil Enrollment in the Magnet School Continuation Project Schools  
February, 1989

Sch. Code	School Name	Grades	Capacity	Official Enrollment	Parent Conference Day Attendance	Percent of Pupil Enrollment
340	Brentnell Alt.	K-5	400	350	275	78.6%
353	Cassady Alt.	K-5	450	395	146	37.0%
424	Fair Alt.	K-5	450	294	80	27.2%
440	Fifth Alt.	K-5	325	324	237	73.1%
454	Franklinton Alt.	K-5	325	268	80	29.9%
466	Georgian Hts. Alt.	K-5	400	393	153	38.9%
468	Gladstone Alt.	K-5	300	138	63	45.7%
473	Hamilton Alt.	K-5	475	430	251	58.4%
504	Kenwood Alt.	K-5	300	227	115	50.7%
576	Olde Orchard Alt.	K-5	450	429	238	55.5%
Totals			3,875	3,248	1,638	50.4%

3. Fair Elementary teaching staff (focus - the arts) have backgrounds in music, dance, theatre and art education. Many staff members have practical experience performing in theatre groups, choirs, and dance companies, and have attended workshops on a wide range of topics from music to reading recovery, and children's literature.
4. Fifth Elementary teaching staff (focus - international studies) bring a great variety of skills and experience to the school program. Many staff members have extensive international travel experiences, and one teacher was an undergraduate exchange student in England. The teaching staff also participated in a two week summer inservice program focusing on international studies. Others have experience traveling with student groups outside of the United States, and hosting foreign visitors.
5. Franklinton Elementary teaching staff (focus - literature/language arts) have extensive academic backgrounds in reading and language arts. Many staff members have attended reading and writing inservice programs and belong to professional organizations, such as the Council of Teachers of English, and the International Reading Association. Some teachers have training in Reading Recovery, and are former Clear teachers from the Chapter 1 reading program.
6. Georgian Heights Elementary teaching staff (focus - mathematics and science) have participated in outdoor education, environmental studies, and computer workshops, such as Summer Tech. Some staff members have experience as camp counselors, others are volunteers for such organizations as the Metropolitan Parks, Columbus Zoo, and the Wildlife Rehabilitation and Research Cooperative. Staff members have also participated in inservice programs on environmental studies, such as Project Wild and Project Learning Tree.
7. Gladstone Elementary teaching staff (focus - Spanish language immersion) have extensive training and experience in the Spanish language. Some staff members are from Spanish-speaking countries, and others have taught and lived in Spain.
8. Hamilton Elementary teaching staff (focus - mathematics and science) have extensive training and experience in mathematics, science and environmental studies. The training that staff members have acquired ranges from graduate level courses to inservice training, such as Project Wild and Project Learning Tree. Staff members have also served as volunteers or students at numerous sites such as OSU's Stone Lab on South Bass Island, the Columbus Zoo, Metropolitan Parks, Barnaby Center, etc. Other staff members have inservice training in mathematics, science and computer education, such as the Summer Tech program.

9. Kenwood Elementary teaching staff (focus - French language immersion) have extensive training and experience in the French language. Many of the teachers are French native speakers from Belgium, with special university training in Belgium to teach French to non-French speaking students. Other staff members have extensive academic backgrounds in the language, along with travel experiences to French speaking countries. All staff members also attended summer inservice sessions sponsored by the Columbus Public Schools.
10. Olde Orchard Elementary teaching staff (focus - literature, language arts) have academic backgrounds in literature and language arts as well as extensive experience in such areas as the Chapter 1 reading program, Reading Recovery, and various inservice programs. Staff members have attended summer conferences on writing and children's literature, and many have experience in teaching reading and language arts.

The above examples of inservice and background in magnet school curricular areas not only highlight the additional training that staff members have received but also point out that these faculty members are continually increasing their professional expertise.

The racial composition of the regular classroom teaching staff at project schools is summarized in Table 8. A review of this data indicates that criterion 3.3 was not achieved, because the racial composition of the teaching staffs at each of the project schools was not within +15% of the racial composition of the district teaching staff. The racial composition of the district was 18.1% nonwhite. One project school, Kenwood, had an all white teaching staff, while another project school Gladstone, had 44.4% nonwhite staff members. The schools that were out of range in terms of racial composition were both language immersion schools.

Table 9 relates to the Staff Survey of the 1988-89 Magnet School Continuation Project Grant. The established criterion for Objective 3.4 stated that 85% of teachers at each project school would possess an interest in teaching students with a wide range of achievement levels. Items 1-7 of the Staff Survey address this objective. Seven of the 10 project school teaching staffs responded above 85% positive to these items. The three remaining schools, Brentnell (82.1%), Hamilton (83.9%), and Olde Orchard (79.6%), while responding positively, fell below the established criterion. When all 10 project schools were combined, the response rate to this cluster of items was 87.3% positive.

Items 8-16 of the Staff Survey relates to the desire of project school staffs to participate in developing, implementing, and evaluating new curricula as group participants. A response rate of 85% positive or above was established as the criterion for this objective. The established criterion was not achieved at seven schools; Brentnell (66.7%), Fair (83.0%), Fifth (70.4%), Franklinton (56.9%), Georgian Hts. (81.0%), Gladstone (81.8%), and Kenwood (63.9%). Overall for items 8-16, only 81.2% of project school staff responded positively to the items.

Table 8

**Regular Classroom Teaching Staff Certification, Degree Level,  
Teaching Experience, and Racial Composition Data  
of Magnet School Continuation Project Schools  
1988-89**

Name of school	Number of Staff (FTE) <sup>a</sup>	Percent Certificated	Degree Level				Years Teaching Experience	Total Nonwhite	Percent Nonwhite
			MA+	MA	BS+	BS			
Brentnell Alt.	16.3	100	0.0	1.0	3.1	12.2	4.9	2.0	9.5
Cassady Alt.	16.0	100	0.0	4.2	6.6	5.2	12.2	3.0	15.8
Fair Alt.	17.2	100	1.0	4.2	8.0	4.0	6.6	4.0	21.1
Fifth Alt.	15.7	100	2.0	2.5	4.7	6.5	11.1	4.0	21.1
Franklinton Alt.	11.7	100	0.2	2.0	0.2	9.3	6.8	4.0	26.7
Georgian Hts. Alt.	14.6	100	0.2	1.2	4.2	9.0	6.3	3.0	16.7
Gladstone Alt.	8.1	100	0.0	3.0	3.1	2.0	5.2	4.0	44.4
Hamilton Alt.	19.4	100	1.0	5.2	3.2	10.0	7.9	2.0	9.5
Kenwood Alt.	9.2	100	0.1	1.0	2.1	6.0	8.6	0.0	0.0
Olde Orchard Alt.	16.0	100	1.0	8.3	2.0	4.7	11.5	2.0	11.1
<b>Magnet Program Total</b>	<b>144.2</b>	<b>100</b>	<b>5.5</b>	<b>32.6</b>	<b>37.2</b>	<b>68.9</b>	<b>8.2</b>	<b>28.0</b>	<b>16.5</b>
<b>Columbus Districtwide</b>	<b>2,738.8</b>	<b>100</b>	<b>124.0</b>	<b>821.3</b>	<b>752.3</b>	<b>1,041.2</b>	<b>14.4</b>	<b>549.0</b>	<b>18.1</b>

<sup>a</sup>Data reported in full-time equivalencies (FTE) for regular classroom teachers.

Table 9  
 Percents of Positive Responses to 1988-89 Staff Survey

Item	Percent of Positive Responses by School										
	All Schools n=109	Brentnell n=12	Cassady n=18	Fair n=15	Fifth n=9	Franklinton n=8	Georgian Heights n=14	Gladstone n=5	Hamilton n=17	Kenwood n=4	Olde Orchard n=7
<b>I. Interest in teaching students with wide range of abilities (1-7)</b>											
1. All students, regardless of achievement level, can be successful academically.	84.0	66.7	87.5	100.0	100.0	87.5	100.0	75.0	76.5	100.0	57.1
2. The alternative school program provides positive learning experiences for all students.	86.2	66.7	94.4	100.0	100.0	75.0	78.6	100.0	76.5	100.0	85.7
3. I have an interest in developing remedial programs for low achievers in my school.	77.8	75.0	83.3	80.0	55.6	87.5	78.6	80.0	81.3	100.0	57.1
4. I have a strong interest in the achievement of all of my students.	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
5. I have a strong interest in helping students on an individual basis.	99.1	100.0	100.0	100.0	100.0	100.0	100.0	100.0	94.1	100.0	100.0
6. Low achievers take too much of my classroom time.	24.1	25.0	22.2	13.3	22.2	28.6	21.4	40.0	35.3	25.0	14.3
7. I receive satisfaction from any student who shows academic progress.	99.1	100.0	94.4	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Overall items 1-7 <sup>a</sup>	87.3	82.1	90.3	94.2	87.3	87.3	87.8	88.2	83.9	92.9	79.6

<sup>a</sup>Overall average for items 1-7 reflects item 6 being recoded for positive value.

Table 9 (continued)

Item	Percent of Positive Responses by School										
	All Schools n=109	Brentnell n=12	Cassady n=18	Fair n=15	Fifth n=9	Franklinton n=8	Georgian Heights n=14	Gladstone n=5	Hamilton n=17	Kenwood n=4	Olde Orchard n=7
<b>II. <u>Desire to participate in developing, implementing, and evaluating new curricula as a group participant (8-16)</u></b>											
8. The staff at my school show an interest in new curricular programs.	87.0	83.3	100.0	86.7	66.7	87.5	78.6	100.0	94.1	50.0	100.0
9. Evaluation of existing curricular programs is an ongoing process at my school.	77.1	58.3	88.9	80.0	77.8	50.0	85.7	60.0	82.4	50.0	100.0
10. Staff groups are effective in instituting curricular changes in my school.	71.6	50.0	100.0	53.3	55.6	37.5	71.4	60.0	94.1	50.0	100.0
11. Interdisciplinary groups work to bring about new curricular ideas at my school.	70.1	58.3	72.2	80.0	77.8	12.5	71.4	80.0	76.5	66.7	100.0
12. My teaching peers encourage me to participate in developing new curricular ideas.	79.6	58.3	88.9	86.7	88.9	50.0	85.7	50.0	88.2	75.0	85.7
13. Staff members are receptive to implementing new curricular ideas.	84.4	75.0	100.0	93.3	66.7	75.0	78.6	80.0	82.4	75.0	100.0
14. Staff members have the desire to participate in curricular development at my school.	86.2	66.7	100.0	80.0	77.8	75.0	78.6	100.0	100.0	75.0	100.0
15. Group effort brings about innovation in my school.	86.2	75.0	100.0	86.7	55.6	75.0	85.7	100.0	94.1	75.0	100.0
16. Friendliness and cooperation among staff aid in curricular development and implementation at my school.	88.1	75.0	100.0	100.0	66.7	50.0	92.9	100.0	94.1	75.0	100.0
Overall items 8-16	81.2	66.7	94.4	83.0	70.4	56.9	81.0	81.8	89.5	63.9	96.8

### Summary

The following summary is based on information collected through evaluation activities carried out during the 1988-89 school year.

1. The total student enrollment for all 10 project schools was 3,248, or 83.8% of capacity (3,875). All but two of the 10 project schools had enrollments of less than 97% of capacity. Consequently, criterion 1.1 was not achieved. Enrollment ranged from 46.0% of capacity at Gladstone to 99.7% of capacity at Fifth.
2. The student enrollment of the district was 64,689, of which 49.0% were classified "nonwhite." None of the magnet schools were within 2.5% of the district average. Consequently, criterion 1.2 was not achieved. The percent of nonwhite enrollment at project schools ranged from 36.9% at Georgian Heights to 89.1% at Fair Avenue.
3. The total enrollment of the district was composed of 51% male students. All of the project schools were within 10% of the district average. Consequently, criterion 1.3 was achieved.
4. During the four grading periods, one or more of the project schools had an average daily attendance rate less than 95% for each grading period. Cassady had the highest overall attendance rate (95.6%), while Franklinton had the lowest rate (92.1). Consequently, criterion 1.4 was not achieved.
5. The number of discipline cases for the district totaled 62,341 representing 96.4% of the total enrollment of 64,689 students. During the same time period, the project schools had a total of 199 cases, representing 6.1% of their total enrollment of 3,248 students. The discipline rate for project school students was less than half the rate for non-project school students. Consequently, criterion 1.5 was achieved.
6. An analysis of data from districtwide test scores indicated that only at grade five did project schools score two or more NCE points higher than non-project schools in reading tests. In mathematics, test scores for project schools ranged from 02.5 NCE points less than non-project schools in Mathematics Computation at grade 4 to 03.0 NCE points more than non-project schools in Mathematics Concepts and Applications at grades 2 and 5. However, criterion 1.6 was not achieved because the specified difference of 2 NCE points was not consistently achieved at all grade levels. Also, it should be noted that grade 1 test data were excluded from the data reported in this summary. The pretest level for grade 1 was found to be too difficult for low-achieving pupils, while the posttest level for grade 1 was found to be too easy for the average and above-average pupils.
7. At only one school, Kenwood, was the PTA/PTO membership within 15% of the school's total student enrollment. Other project schools had memberships in PTA ranging from 18.7% of student



enrollment at Fair, to 67.4% of student enrollment at Gladstone. Consequently, criterion 2.1 was not achieved.

8. Parent Conference Day attendance at all project schools totaled 1,638 in February, or 50.4% of the total pupil enrollment. Parent Conference Day attendance at the project schools ranged from 27.2% of pupil enrollment at Fair to 78.6% of pupil enrollment at Brentnell. The Parent Conference Day attendance was not within 15% of the school's student enrollment at any project school. Consequently, criterion 2.2 was not achieved.
9. The teaching staff at all magnet schools possess valid Ohio teacher certification, whether standard or temporary. Consequently, criterion 3.1 was achieved.
10. The teaching staff at the project schools possess training and experience in the appropriate curricular areas of their respective schools, having attended many inservice programs in addition to their university training. Consequently, criterion 3.2 was achieved.
11. The regular classroom teaching staff of the district is composed of 18.1% nonwhite personnel. The comparable percentage for all magnet schools was 16.5%, with all but two project schools, Kenwood and Gladstone, within 15% of the district average. Consequently, criterion 3.3 was not achieved.
12. The criteria established in Objective 3.4, that 85% of the teaching staff at each project school would possess an interest in teaching students with a wide range of achievement levels, and would desire to participate in developing, implementing, and evaluating new curricula at each school, were not achieved. Seven of 10 project school staffs responded above 85% positive to the items concerning teaching students with a wide range of achievement levels, although the combined average for all project schools was 87.3% in response to these survey items. Seven of 10 project school staffs responded below 85% positive to the items concerning curriculum involvement, with the combined average for all project schools being 81.2% in response to these survey items. Consequently, the criteria as specified were not achieved in relation to Objective 3.4.

#### Recommendations:

The magnet school program, although generally effective and well received by parents needs to encourage greater parent involvement in school activities. Stronger parent-teacher organizations should be encouraged at the schools, and parents should be informed of the positive accomplishments of their children. Every opportunity should be taken to foster the parent-school partnership.

**Appendix**

**A. Magnet School Parent Participation Form**

Columbus Public Schools  
Magnet School Continuation Grant

1988-89

MAGNET SCHOOL PARENT PARTICIPATION FORM

The Magnet School Expansion Project grant requires that data concerning parental participation in certain school functions be collected twice during the school year. Accordingly, this form is being sent to you in November, 1988 and again in February, 1989. Please complete the items below and return this form to Mike Gibbons, Evaluation Services, 52 Starling St. Thank you for your assistance.

School \_\_\_\_\_ Date \_\_\_\_\_

Total PTA/PTO Membership \_\_\_\_\_

Total Parent Conference Day Attendance \_\_\_\_\_