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ABSTRACT

In 1989, the Portland (Oregon) Public Schools received a grant to create an elementary arts magnet school and to enhance magnet programs at four other schools in Portland (Oregon). The Portland Magnet Program emphasized improvements in programing, marketing, and articulation between magnet programs, allowing the schools to purchase state-of-the-art technology and create staff positions to coordinate efforts. In addition to the arts program, foreign language, computer, television, and writing programs were enhanced at the magnet schools. These improvements were instrumental in stabilizing integration patterns at half of the schools and in creating an arts magnet that will be likely to feed magnet students to two schools facing increased isolation. Portland is avoiding total racial isolation in the five schools, and improvements were indeed made in programing and marketing to recruit students. One figure and 15 tables present study data. Five appendixes contain documents used in the five schools, ranging from parent questionnaires and letters to copies of assessments used. (SLD)

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PORTLAND MAGNET PROJECT

1989-1991

FINAL EVALUATION REPORT

Peter Thacker

Portland Public Schools

January 1992

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Portland Magnet Project
Final Evaluation Report
September, 1989 - June, 1991
EXECUTIVE SUMMARY

Author: Peter Thacker

Program Description

This evaluation report describes a project designed to attract students from throughout Portland to five magnet schools.

In 1989, Portland Public Schools received a grant from the Magnet School Assistance Program of the U.S. Office of Education to create an elementary arts magnet and to enhance magnet programs at four other schools in Portland, Oregon.

The Portland Magnet Project emphasized improvements in program, marketing, and articulation between magnet programs. The grant allowed programs at the five schools to 1) purchase "state of the art" technology to enhance instruction, and 2) create staff positions to coordinate efforts at articulation and marketing.

Specifically, an arts magnet was created and staffed at Buckman Elementary, while the computer and foreign language programs at Boise-Eliot, the foreign language program at Tubman Middle, the computer and television programs at Jefferson High and the writing lab and services to minorities at Lincoln High were enhanced. These improvements were instrumental in stabilizing integration patterns at half of the schools and in creating an arts magnet which will likely feed magnet students to two of the schools facing increased isolation.

Major Findings

The Portland Magnet Project had mixed results in its attempt to both stabilize student populations and to maintain racially mixed schools. Buckman's stability index rose by over 50%, though its minority percentage dropped. Jefferson's overall population increased in 1991-92 for the first time in four years, but its white population continued to decrease. Boise-Eliot reversed a decline in white enrollment for one year, but the trend was not sustained in 1991-92. Tubman's white population remained substantially the same as before the grant. Lincoln's minority population grew. Portland is avoiding total racial isolation in the five schools and the improvements made in programming and marketing have been helpful, on the whole, in recruiting students to the magnets.

Based on the results found in this study, the following major recommendations were made:

1. Continue marketing the magnet school programs, emphasizing the grant-funded "state of the art" technologies.
2. Emphasize articulation between the arts magnets at Buckman, Tubman, and Jefferson, to increase participation in the two latter magnet programs.
3. Do a follow-up evaluation of enrollment trends in the five schools to determine the sustained effects of the grant-funded changes in the schools.

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Introduction

This evaluation of the Portland Magnet Project was conducted within the context of a national movement to maintain urban schools which are culturally and racially diverse and to do this through voluntary student and parental choice rather than through judicial or legislative mandate. Though the idea of alternatives to traditional neighborhood schools excited many educators and community members, it was not the reason for magnet programs. Magnet schools were created to provide quality educational opportunities focused on particular content areas or pedagogic styles to induce students to leave neighborhood schools for schools in which certain racial groups were under-represented. Thus, magnet schools were created to desegregate schools.

There has been much debate about the efficacy of magnet schools. Do they work as well as court-mandated busing plans? Can they be successful at enrolling white students at schools in minority neighborhoods? It is within this context that the Portland Magnet Project must be viewed.

Portland has had a long term commitment to voluntarily desegregating schools. Magnet schools have worked extremely well in maintaining a healthy interracial climate in Portland and in the schools for many years. Recently factors such as increased gang activity in certain neighborhoods have begun to erode the confidence of many students and parents in several of the schools in neighborhoods which have large minority populations. Portland Public Schools needed to reverse what had become a major exodus from certain magnet schools to maintain a progressive magnet schools policy which had created vibrant schools in which students of all races could interact and study together. The following background describes in detail the history of Portland's involvement in efforts to maintain quality schools in which students of all races learn from one another. This background is followed by descriptions and evaluations of the five magnet school programs involved in the Portland Magnet Project. Finally, comes a discussion of the impact of the Project on Portland's efforts to desegregate schools.

Desegregation in Portland

The Schwab Committee: The Portland School District formally addressed the issue of racial isolation as early as 1964. At that time, the School Board appointed a blue-ribbon, independent, citizens' committee to study the impact of racial isolation on education and to formulate policy recommendations to reduce its negative influence. The forty-six member committee was chaired by Herbert M. Schwab who later became the Chief Justice of the Oregon Court of Appeals. The Committee's report was presented to the Board on October 26, 1964, and was subjected to extensive scrutiny.

Among other things the Committee recommended:

...that School District No. 1 should use every means consistent with its educational objectives not only to prevent racial concentration, but to correct it.¹

The Schwab Committee report was approved by the School Board and it became the basis for a formal District desegregation policy.

During 1964, the voluntary Administrative Transfer Program was initiated. Under this program, students from racially isolated schools could volunteer to transfer to cooperating suburban school districts or to designated schools within the Portland School District. Transportation was provided. The purpose of this program was to improve racial balance and to alleviate overcrowding at several schools serving predominantly minority student populations.

Other important Schwab Committee recommendations were directed at reducing racial prejudice through improving community attitudes toward the schools; through providing opportunities for children of different races to work cooperatively with one another; and through adopting textbooks and curriculum materials which fairly represented the contributions of the major ethnic groups in American life.

Portland Schools for the Seventies: In 1970, with the arrival of a new superintendent, the Portland School Board reaffirmed and strengthened its commitment to desegregated education. On March 23, 1970, the Board unanimously adopted Superintendent Robert W. Blanchard's Portland Schools for the Seventies program. The plan called for a thorough reorganization and revitalization of Portland's educational system. Among specific recommendations, the Board formally adopted the following policy:

. . .that in accordance with policy established in December 1964, in the adoption of the Report of the Board's Committee on Race and Education, improvement in curriculum, organization, administration and physical plant, and designation of attendance areas, should be carried out in a manner which will achieve the integration of students of all races and reduce concentrations of racial minorities.

One dimension of the Schools for the Seventies plan was the reorganization of the grade structure in Portland schools. At the time, the District had a Kindergarten-Grade 8/ Grade 9-12 organization. The plan proposed that primary schools serve students in Grades

¹Committee on Race and Education, Herbert M. Schwab, Chairman. Race and Equal Education Opportunity in Portland's Public Schools, a report to the Board of Education, Multnomah School District No. 1, October 29, 1964, Portland, Oregon.

Kindergarten-5 and that middle schools be established for students in Grades 6-8. Eight primary schools were designated as Early Childhood Education Centers (ECEC's). The ECEC's, located in predominantly minority inner-city neighborhoods, were intended to serve both an assigned neighborhood population and a voluntary magnet population. In addition, a major effort was made to encourage minority children to attend schools outside their neighborhoods.

The Schools for the Seventies plan also identified needs at the high school level. Designated high schools were directed to establish magnet programs to improve racial balance.

Cleveland High School initiated a Business Management and Marketing Magnet. The Cleveland magnet program coupled courses in marketing and management with practical business experience. Students ran a unique shopping mall located at the school. In addition, internships and cooperative work experiences with local businesses were an integral part of the Cleveland magnet program.

Lincoln High School established an International Studies Center (ISC). Located on the periphery of downtown, Lincoln expanded its language offerings in a period of diminished interest in foreign languages. In addition, the ISC sponsored many international cultural activities and speakers.

Cleveland and Lincoln served mainly white attendance areas. They sought to attract minority students from racially isolated schools through their magnet offerings.

Jefferson High School, located in the heart of the black community, became a Center for the Performing Arts. Jefferson offered nationally recognized programs in dance, music, theater, and television. In recent years, a magnet program in computer technology was added.

With District effort and significant community support, the new desegregation strategies produced major successes. The ECEC's delivered substantial program improvement. The entire District staff participated in cultural awareness training. Extensive multi-cultural curricular materials were developed or acquired and disseminated. Many majority parents transferred their children out of their neighborhood schools and into the inner-city ECEC's to reap the benefits of the enhanced programs. In addition, a substantial number of minority children volunteered to attend predominantly majority schools outside the inner-city. The high school magnets provided high quality specialized programs which reduced racial isolation and provided educational opportunities unavailable at other high schools.

Despite the success of the magnet programs, several problems remained. An analysis of student achievement data indicated that the scores of minority students lagged behind those of white students in reading, mathematics, and language usage. In addition, black parents complained that their children were bearing an inequitable burden for desegregation. They noted that a far greater percentage of black students were traveling to schools outside their

neighborhoods than were white students.

The issue of equity in busing for middle school students was especially troublesome. Children from most sections of the city had a choice: they could volunteer to participate in a magnet program outside their neighborhood or they could attend a neighborhood school. This choice was not available to students in Grades 6-8 who resided in the inner-city. As the school system converted from a K-8 to a K-5/6-8 grade structure, most elementary schools eliminated their upper grades and became primaries. Designated elementary schools were converted to middle schools. In the inner-city, where a large proportion of minority students live, no middle school was planned. In effect, students residing in this part of Portland were forced to participate in busing because their neighborhood schools no longer offered Grades 6-8. While this policy did result in improved racial balance, its equity was challenged.

As the Seventies drew to a close, the Portland Public Schools had demonstrated an early commitment to magnet schools as a strategy to improve educational quality and address the problem of racial isolation. Eight primary schools had been converted to Early Childhood Education Centers. Successful high school magnet programs were inaugurated. However, the need for a middle school in the inner-city was not yet being addressed.

The Comprehensive Desegregation Plan: The public debate regarding the equity of the District's desegregation policies was intense. The outcome was that on April 14, 1980, the Board of Education approved a new Desegregation Plan. In addition to prescribed new staff and curriculum development activities, the plan affirmed the continuation of the magnet school approach to achieve voluntary desegregation.

The Board voted to establish Tubman Middle School to serve the minority neighborhoods' need for local programs for students in Grades 6-8 and to serve majority students through a voluntary transfer program. The Board directed the school to provide an excellent middle school program for all students. To improve racial balance, students were recruited from throughout the District to participate in Tubman's magnet programs in computers, foreign languages, and performing arts.

The Comprehensive Desegregation Plan also mandated improvements in the ECEC's. In 1984, an existing ECEC was merged with Boise, a primary school in the heart of the black community. The new Boise-Eliot ECEC was housed at the remodeled Boise site in order to make the old Eliot site available to Tubman Middle School.

The District's Comprehensive Desegregation Plan identified Buckman School as a potential ECEC location. Fiscal constraints prevented the establishment of a magnet program at Buckman for many years.

A firm commitment to the high school magnets was explicit in the Comprehensive Desegregation Plan. The District continued to provide resources for these programs and to

market the magnets to potential students. As part of the Desegregation Plan, a citizens' committee was created to monitor the implementation of the plan. This committee makes annual reports to the Board regarding the District's progress toward its desegregation objectives.

Open Enrollment: Since the 1960's, Portland has had an open enrollment policy which permitted students to enroll in any school in the District provided the transfer did not overcrowd the receiving school or impair desegregation efforts. Approximately one-third of Portland's high school students and about 20 percent of Portland's elementary and middle school students enrolled in schools outside their assigned attendance areas. Most of this movement was a response to opportunities offered at magnet schools and other unique programs which include a technical high school, a K-12 alternative school, two year-round schools, and two foreign language immersion programs. Open enrollment and program differentiation effectively broadened choice for families. The diverse needs and interests of students were accommodated by a wide-range of program options. Open enrollment was very popular with the public and undoubtedly contributed to public support for the District.

Community Crisis: Recent Gang Activity and its Association with Portland Schools: The Portland Public Schools and the City of Portland invested in the central business district and in inner-city schools and neighborhoods years before it was the conventional wisdom to do so. These investments and the long tradition of open communication with citizens through local school advisory committees, neighborhood associations, and other public forums paid dividends. Portland retained many vibrant middle-class and upper-class neighborhoods within the central city and the District continued to enroll the vast majority of the city's children in its schools. There was little tradition of private education in Portland and the suburbs, while growing rapidly, did not sap the strength of the city. This progressive tradition was shaken to its core by recent developments.

Beginning in 1987, the city of Portland was rocked by an epidemic of gang violence and by escalating crime rates. Portland began to walk a thin line between its identity as one of Newsweek's most livable cities and the recent reality of precipitous decline in some inner-city neighborhoods. The genesis of Portland's gang problem was the movement northward of the Crips and the Bloods, gangs whose origins were in Southern California. These gangs fought for control of the city's drug traffic and successfully recruited local youth. Indigenous Asian gangs and a small group of white, racist, Skinheads added fuel to the fire. Gangs crossing racial boundaries also began to proliferate. Portland's crime rate per capita became one of the highest in the nation. Criminal activity, in a remarkably short period of time, came close to destroying what decades of cooperation between the school district, the city, and citizen groups had built. Property values plummeted in areas of the city where gangs were active, the number of abandoned houses increased sharply, and fear built in the neighborhoods adjacent to those most directly affected.

Jefferson High School, a magnet school located in the core of the black community where

gang activity was most prevalent, lost over 300 students or 20 percent of its enrollment between the Fall of 1987 and the Fall of 1988 and continued to plummet each succeeding year. This exodus may have been partially stimulated by the local media which have explicitly linked Jefferson with gang activity. The school's sudden enrollment collapse undermined its programs and demoralized its staff. A similar loss of magnet students began also at Boise-Eliot Early Childhood Education Center, an elementary school within the Jefferson attendance area. Stabilization of enrollment at Jefferson High School as well as at Boise-Eliot and Tubman, both magnet schools which fed Jefferson, became a paramount concern of the District.

Combatting Resegregation through Program Improvement: In 1989, the District received funding for five magnet schools from the U.S. Department of Education through the Magnet Schools Assistance Program. Four of the schools, Boise-Eliot, Tubman, Jefferson, and Lincoln were already magnet schools. One school, Buckman, created a new magnet program, the District's first elementary Integrated Arts Magnet. Three of the schools, Boise-Eliot, Tubman, and Jefferson were schools in which large minority populations were enrolled. They were also schools whose magnet enrollment had been adversely affected by the increased gang activity in their neighborhoods. One school, Lincoln, was a school in which minority students were under-represented. This school wished to increase its minority population. The final school, Buckman, had a good mix of different races and ethnic groups, but could provide early training in the arts to prepare students for experiences at Tubman and Jefferson.

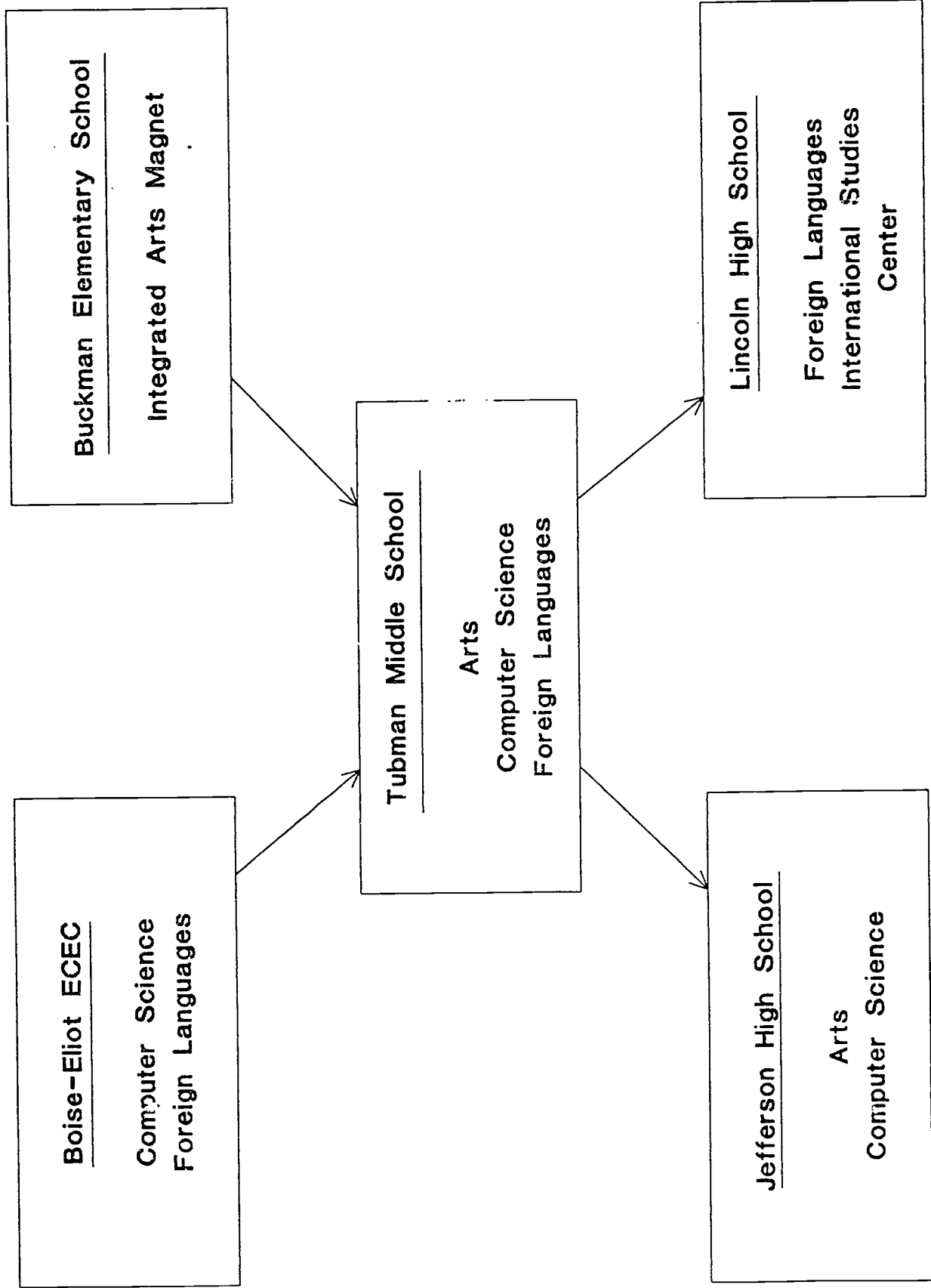
The funded Portland Magnet Project provided a model for continuity of instruction in the arts, computer sciences, and foreign languages and international studies (see Figure 1, page 7). Continuity in the arts was provided through Buckman Elementary, Tubman Middle, and Jefferson High School; in computer sciences through Boise-Eliot Early Childhood Education Center, Tubman Middle, and Jefferson High School; and in foreign languages and international studies through Boise-Eliot, Tubman, and Lincoln High School.

The District's intention was to "hook" students into a particular interest at a young age so that they would follow that interest in the magnet schools through their entire schooling. Of particular interest was inducing white students to choose performing arts and computer sciences so that they would continue their educations at Tubman and Jefferson, schools in which white students were under-represented, and encouraging minority students to choose foreign languages so that they would ultimately enroll at Lincoln, a school in which minority students were under-represented.

The District expected that the Portland Magnet Project would combat the increasing racial isolation caused by the fear of violence. The Project would provide continuity among the five magnet programs, improve the quality of programming in those schools and aggressively market those programs.

In sum, the Portland Magnet Project was designed to encourage students to choose schools

Figure 1: Feeder Patterns Between Magnet Schools



in such a manner that the five magnet schools would maintain healthy racial mixes. The grant provided monies to improve programming and marketing. Schools emphasized surveying students, parents and community members to gain an understanding of factors affecting school choice. At the same time, elementary schools actively encouraged students to become familiar with programs in the grant-funded middle school and high schools so that they might choose to continue in a magnet program rather than returning to their neighborhood school. Achievement was measured in the schools to ascertain the positive effects of the improved programming. In turn, that evidence of increases in achievement could be used to market the programs. In this way, racial isolation in each of the schools would be minimized.

To evaluate the effectiveness of the Portland Magnet Project, three questions were posed:

1. Did each magnet school increase the enrollment and involvement of students from the targeted racial group(s)?
2. Did the Portland Magnet Project successfully induce students to enroll in the appropriate magnet programs to achieve greater racial balance when they graduated from elementary or middle school programs?
3. Did increased marketing, curricular programming, parental and community involvement, and/or achievement scores contribute to the increase in racial diversity within the magnet schools?

Each school addressed these questions in a different manner. In the body of this report, each school's internal objectives will be discussed and evaluated. This will then be followed by a discussion of the effect of the schools' individual and collective efforts on the District's objectives. Finally, a set of recommendations for further action will be made.

Evaluation of Boise-Eliot Magnet

Boise-Eliot Early Childhood Education Center has a long-standing reputation for excellence in Portland due to its educational innovation, strong leadership, and staff cohesion. Boise-Eliot is situated in the heart of Portland's black community, but students of many other races are found within its boundaries. The Early Childhood program was created to begin formal education for neighborhood students who often lacked access to the experiences which aid success in school. It was also created to attract magnet students from throughout the District whose parents wanted high quality multi-cultural education. Magnet parents compete for available slots in the program. However, in recent years, in large part due to increasing neighborhood violence, students had been transferring back to neighborhood schools during the primary grades. Staff at Boise-Eliot wished to improve the magnet program to reverse this trend.

The specific objectives of the Boise-Eliot Magnet were: 1) to increase majority enrollment, 2) to improve student achievement, and 3) to increase staff, student, and community exchanges between Boise-Eliot and the other magnets.

Program Improvement: To sustain its powerful magnet and improve program quality, the Pre-K through 5 instructional program was enhanced by strengthening three key curriculum areas: foreign language, multicultural education, and computer science.

Both foreign language and computer programs were meant to increase students' familiarity with and knowledge of their subjects without formally teaching the subjects. Students were exposed to these subjects while working on thematic units (foreign languages) or while learning basic skills (computers). Introducing multicultural and computer learning into the curriculum both enhanced the program at Boise-Eliot and also encouraged students to "specialize" in foreign languages and cultures and/or computer science. Consequently, they would be better prepared for similar programs at Tubman Middle School and, later, to choose Lincoln for International Studies or Jefferson for Computer Science.

Computer Science: Boise-Eliot had an Educational System Corporation computer lab for basic skills instruction and some classrooms had individual computers. As a result of the magnet grant, additional hardware was purchased for the lab, and opportunities for extending computer skills learned in the lab were expanded by increasing access to computers as a part of the weekly routine of every class. Teachers would join their class in the lab and monitor students' performance on reading, writing and math.

During October, 1989, thirteen classroom teachers and educational assistants were trained to use the new computers. The remainder of the staff was trained during winter and spring terms.

The staff participated in an extensive evaluative review of keyboarding and word-processing software. The following software programs were purchased and in use during the school year: *Microsoft Works 2.0*, *Art Ala Mac 1 and 2*, *Early Games for Children*, *First Shapes*, *Kid Talk*, and *Reader Rabbit*. These supplemented the Josten Corporation's reading and math management program bought with Chapter I funds. During the two grant years, all students (grades 1-5) spent time weekly in the computer lab. Students from kindergarten through grade 5 typically attended the computer lab on a weekly basis and spent between 30 to 120 minutes per week using computers for working on basic skills.

Through working on the computers, students became more "computer-literate". In consultation with classroom teachers, the Computer Science Coordinator developed a *Computer Literacy Checklist* for use in monitoring students' learning about computer terminology, operations, keyboarding and printing skills. Table 1 displays increases from Fall, 1989 through Spring, 1991 in writing stories, one of the skills documented on the *Computer Literacy Checklist*. While many of the skills checked (i.e., using the mouse, typing one's name) were known by most students when entering the lab, few students had actually produced stories on the computers. The number of students using the computer to write stories increased from a quarter of all students to one half by Spring, 1991. A description of the Boise-Eliot Computer Lab, and more complete *Checklist* data are in Appendix A.

Table 1. Percent of Students Mastering Item on Boise-Eliot Computer Literacy Checklist - Fall '89 - Spring '91

Grade	Children Able to Type Stories on Computers			
	Fall '89		Spring '91	
	N	%	N	%
First	0/107	0%	29/118	24%
Second	44/107	41%	61/108	56%
Third	42/96	44%	59/100	59%
Fourth	39/73	53%	42/91	46%
Fifth	19/89	21%	45/68	66%
Total	147/580	25%	236/485	49%

N = # of children typing stories/total sample

Foreign Language and Multicultural Education: Three teachers had staff development in Foreign Language EXperience (FLEX) units and worked with other staff to infuse foreign language learning into the curriculum. FLEX programs vary throughout the U. S., but their objective is to expose students in an incidental manner to the culture, language, history, and geography of different areas of the world.

A *Multi-culture Learning Checklist* was developed to document students' experiences and growth in multicultural and foreign language learning. The *Checklist* (see Appendix A) documented that students across all grade levels were exposed to a variety of cultures and languages with the greatest emphasis being placed on African (i.e., Kenya, Nigeria, Egypt) and Hispanic American (especially Mexico) cultures. At the same time, students were exposed to such diverse countries as Brazil, Sweden, and Australia. Students were typically taught salutations, colors, counting to 10 and familiar classroom objects in the language of a studied culture and, if they were to remain at Boise-Eliot for the full seven years, their exposure to linguistic and cultural features of countries would be multifarious.

Between 1989 and 1991, the multicultural education component was enhanced by events focusing on a wide variety of cultures. Fifteen representatives of different ethnic groups in the Portland area participated in school assemblies and classroom presentations. Foreign exchange students from Lincoln High School and Lewis and Clark College visited Boise-Eliot classes. Seventeen multi-cultural field trips for pre-K through grade five were conducted. Artists-in-residence incorporated multicultural themes into their work with students. Boise-Eliot's commitment to a diverse student body and to understanding a diverse world was clear; much effort was placed into including multicultural experiences as a major aspect of the school curriculum.

Student Achievement: Students at Boise-Eliot demonstrated adequate growth on achievement tests in reading and mathematics during the grant-funded years (see Tables 2 and 3). Fall to Spring gains were similar to those made in the District as a whole with the exception of third graders in mathematics during 1990-91 (Boise-Eliot Spring mean--196, gain +8; District Spring mean--201, gain +13). Boise-Eliot students both before and during the grant started with skill levels below the District mean in both reading and math. While they did not achieve equity in their scores as they moved through the school, they also did not lose more ground; overall, their average scores remained about three or four points below the District mean in both reading and mathematics. Program improvement did not significantly change basic skills levels; neither did the programs impede growth.

**Table 2. Comparison of Boise-Eliot and District
Clear and Intact Gains***

**on
Reading Achievement Test in Grades 3, 4, and 5**

	1988-89			1989-90			1990-91		
	Fall Mean	Spring Mean	Mean Gain	Fall Mean	Spring Mean	Mean Gain	Fall Mean	Spring Mean	Mean Gain
Grade 3									
Boise-Eliot	187	195	+8	189	196	+7	187	192	+5
District	191	199	+8	191	199	+8	193	199	+6
Grade 4									
Boise-Eliot	198	202	+4	195	198	+3	198	201	+5
District	200	206	+6	201	206	+5	203	207	+4
Grade 5									
Boise-Eliot	203	209	+6	203	209	+6	206	211	+5
District	206	212	+6	207	212	+5	210	215	+5

*Clear and intact scores include only those of students who attended the school for the full school year and had valid fall and spring test scores.

**Table 3. Comparison of Boise-Eliot and District
Clear and Intact Gains***

**on
Mathematics Achievement Test in Grades 3, 4, and 5**

	1988-89			1989-90			1990-91		
	Fall Mean	Spring Mean	Mean Gain	Fall Mean	Spring Mean	Mean Gain	Fall Mean	Spring Mean	Mean Gain
Grade 3									
Boise-Eliot	185	199	+14	185	197	+12	188	196	+8
District	188	201	+13	188	201	+13	191	201	+13
Grade 4									
Boise-Eliot	200	207	+7	198	205	+7	198	206	+8
District	200	209	+9	201	209	+8	202	210	+8
Grade 5									
Boise-Eliot	206	214	+8	205	210	+5	204	211	+7
District	208	216	+8	208	216	+8	208	217	+9

*Clear and intact scores include only those of students who attended the school for the full year and had valid fall and spring test scores.

Marketing: The importance of marketing the Boise-Eliot magnet program was underscored by the loss of white students during the years immediately preceding the grant. Because of adverse publicity given to gang activity in the neighborhoods surrounding the school, Boise-Eliot needed to reestablish itself as a safe, exciting school. Consequently, parents, staff members and representatives of the District's Public Information Department developed a Boise-Eliot magnet brochure which was distributed to families within the Boise-Eliot neighborhood and to families in targeted attendance areas in June, 1990. A set of posters was developed with the brochure's theme and color scheme and distributed to schools, businesses, social service agencies, and public service facilities in feeder school neighborhoods during the summer of 1990.

Students, staff, and parents produced a video to market the Boise-Eliot program. Instructional Television Services at Jefferson High School produced the video, *Boise-Eliot--The Ideal School*. The video marketed the school at feeder school neighborhood gatherings, Parent Teacher Association meetings, and Local School Advisory Committee meetings beginning in the spring of 1990. It was also shown on local school television cable access and at community and parent group meetings. In addition, each week of each school year, the Boise-Eliot newsletter, *Lovepats*, was distributed to parents and community members.

The Boise-Eliot staff developed a record to document visits of interested parent and community visitors; 469 visits were made to the program during 1989-90. Boise-Eliot staff conducted formal school and classroom tours for approximately 160 of those visitors.

Approximately 40-50 persons per week participated in Computer, Media Center, Chess Club, "Preparing for the Drug Free Years" Workshops or Open Gym family nights on Monday evenings. Family Computer nights were well attended and further strengthened everyone's sense of familiarity and ease with the computers, as well as exposing parents to the methodologies used to reinforce their child's basic skills development.

In 1990-91, volunteers and visitors were given a survey (see Appendix A) to ascertain their feelings about the atmosphere at Boise-Eliot. Eighty-two people filled out the survey and over 95% suggested that they were pleased with the safety, the quality of instruction, students' behavior, and the friendly feeling of the school. The school is clearly building a strong advocacy for their program among parents and community members.

Articulation between Boise-Eliot and Other Magnet Programs: The principal at Boise-Eliot reported attempts to coordinate a number of events with Tubman, Jefferson, and Lincoln. She said that scheduling around such events as testing, forecasting, and staff meetings made it difficult to do as many combined events as she would have liked. Still, Boise-Eliot did coordinate several events with the other schools. Two major staff/student exchanges with Tubman took place during the spring of 1990 and one in 1991. *Lovepats* listed events not only at Boise-Eliot, but at Tubman, Jefferson and Lincoln as well. Foreign

exchange students from Lincoln spoke in assemblies at Boise-Eliot and Jefferson students performed at Boise-Eliot.

Maintaining White Enrollment: One of Boise-Eliot's primary objectives for this magnet grant was to reverse a trend in recent years in which white students would enter Boise-Eliot for the early childhood program, then return to their neighborhood school well before entering middle school. The numbers in Table 4 reveal a reversal of the "white flight" during the 1990-91 school year. However, this trend was not duplicated in 1991-92. The loss of white students in the ECEC was larger in this school year than in the year before the implementation of the grant. The temporary reversal certainly had an ameliorating effect on the overall loss of white students, yet the percentage of white students at Boise-Eliot fell from 45% in 1989-90 to 43% in 1991-92. Program improvements and marketing strategies may have had some ameliorating effect on keeping whites at Boise-Eliot, however white enrollment, especially in the magnet, is on a downward trend.

Table 4. Boise-Eliot Retention of White Students within ECEC, 1988-92

		1988-89 to 1989-90	1989-90 to 1990-91	1990-91 to 1991-92
Number of white students gained/lost during grade shift transitions	Pre-K to K	-12	-5	-6
	K to 1st	-12	+2	-20
	1st to 2nd	-18	-1	-21
	2nd to 3rd	-7	+5	-10
Total +/-		-49	+1	-57

Summary of Evaluation of Boise-Eliot Magnet Project: Boise-Eliot temporarily made progress in retaining white students brought into the school by its Early Childhood Education Center, however the trend towards white parents moving students out of the ECEC was not reversed. The percentage of Boise-Eliot's population which is white decreased, though not alarmingly. Student achievement, though beginning below District norms, progressed at an adequate pace. The effect of the programmatic and marketing changes cannot be adequately assessed for several more years; the hope is that program excellence will continue to attract and then keep magnet students at Boise-Eliot.

Although articulation between Boise-Eliot and other magnet schools could be improved, there was a clear attempt by Boise-Eliot's administration to point students in the direction of Tubman, Lincoln, and Jefferson. Students' experiences in multicultural and computer learning seemed to enhance their experience at Boise-Eliot. Nevertheless, the most important information in terms of long term benefit will be seen as students choose their middle and high schools. Will the exposure to languages, cultures, and computers make them more disposed to following these paths as they grow older?

Evaluation of Buckman Arts Magnet

In 1989-90 and 1990-91, Buckman School established itself as a vibrant arts magnet with a reputation for excellence. The volume of qualified applicants from outside its attendance area exceeded expectations and the school's ability to accommodate students. While this came about partly through an aggressive marketing campaign, the positive experiences of students at Buckman also stimulated parent advocacy and enhanced Buckman's reputation dramatically.

The specific objectives of the Buckman Integrated Arts Magnet were: 1) to implement an integrated arts program, 2) to involve parents and community members in the planning and implementation of the magnet program, and 3) to expand enrollment and maintain racial balance.

Curricular Implementation: To implement the arts magnet, the principal provided all staff with adequate and timely resource support. Three arts specialists holding Oregon teacher certificates were hired in the Fall of 1989 to develop and implement integrated curriculum programs in visual arts, drama, and dance and to train the regular teaching staff. The music teacher already on staff joined the newly hired teachers in developing the program.

All three specialists trained the regular Buckman staff in strategies and methods of integrating arts learning into the regular instructional program. There were numerous staff development sessions on topics such as Discipline Based Arts Education (DBAE), multiple intelligences, and the history of dance and drama. A weekly dance class for Buckman teachers was initiated and continued through the 1989-90 and 1990-91 school years.

Students were exposed to the different arts through weekly classes in each art form, after-school enrichment classes, integration of the arts into teaching all subject matter in their regular classrooms, and school-wide performances and events.

School staff became committed to integrating the arts into all curriculum areas. This meant classroom teachers collaborated with the arts specialists in the design and joint teaching of academic subjects. For example in 1989-90, the dance, drama and visual arts specialists collaborated with first, third and fourth grade teachers in Native American learning experiences which focused on social studies concepts, Indian design, decoration and dance. The fourth graders studied local tribes and learned dances of tribes from the Warm Springs Indian Reservation. In a final group production, boys performed "fancy dances", working on rhythm and improvisation. The girls followed with a butterfly dance, showing the Native Americans' connection with nature. The first graders, in costumes constructed with the assistance of the visual arts specialist, performed a Creek Ribbon Dance of Thanksgiving. The students also performed a rabbit dance. The third graders, who had been to the Portland Art Museum to view a Native American presentation of dramatic storytelling, followed up

by recreating the Lakota Sioux legend of Iktomi, the sly spider. Their teacher played the part of the story teller. The drama specialist worked with the class on dramatic interpretation of the story; the dance specialist worked with the musicians and dancers; the school's music teacher worked with students on the songs.

The staff at Buckman exhibited great interest in integrating the arts into both the school and into their own teaching. A faculty meeting at the end of the second year was devoted to evaluating the many arts events with an eye towards planning future events. Faculty members expressed pleasure with such diverse experiences as the school-wide multi-cultural fair, several artists-in-residence, and the major production of the year, *Alice in Wonderland*. The faculty spoke of involvement, competence, creativity, connection and having fun all as worthwhile outcomes of student participation in arts activities.

Scheduling of arts activities caused the greatest concern among teachers and, therefore, there was interest in continued integration of art activities into on-going themes and projects happening in the classroom. This information was noted by the faculty committee responsible for planning the arts calendar for each year.

In sum, the implementation of an integrated arts curriculum occurred with the support and participation of a committed staff. Administrative support structures such as in-service and staff committees made the transition from a traditional program a smooth, exciting one.

Evaluation of Products Created in the Arts Magnet: Part of the success of an Arts Education program can be judged through the products it creates. Buckman created numerous performances in its first two years most of which included elements of the four art forms focussed on in the school: drama, music, dance and visual arts. These events included two multi-cultural fairs, two Earth Day celebrations, and two major productions, *Clowns* in Spring, 1990 and *Alice in Wonderland* in Spring, 1991.

For creating an evaluative tool, the decision was made to bring in an artist who has worked in multiple art forms. The intention was that the tool not only be useful for this evaluation, but that it continue to have use to teachers and students as they worked on performances in the coming years.

The tool was created through a set of meetings first with the art staff, then with students. The idea was to have students and staff define the qualities in a production which would be important to evaluate. There was agreement among staff that there were two different types of evaluations: one which would focus on process as performers worked on the production and one which would focus on the finished product.

First through fifth grade students worked with the arts specialists and the evaluator to create a rubric for evaluating performances. The rubrics (see Appendix B) were based on students

choosing their favorite arts activity for the year from a list of assemblies, performances, and visiting artists. Next, they were asked to use an image and a word that told what made the event special. The group, then, worked from the set of words to a set of characteristics which define a good performance. Art teachers were, then, asked to do the same process, so that students and teachers could see where they converged and diverged. The artist/evaluator used this information to create an evaluation form.

The process evaluation was created in the same manner, though the questions asked differed and the group was made up solely of participants (3rd through 5th graders) in the production of *Alice in Wonderland*.

The product group was reconvened at the end of the year to view excerpts from *Alice in Wonderland* and *Clowns* and students were asked to judge the performances. Students took the evaluation of *Alice* quite seriously and evaluated each aspect (i.e., clarity, focus, timing, etc.) with discrimination. The comparative evaluation of *Clowns*, however, was governed more by the overall reaction to the one piece in relation to the other, therefore, destroying most discrimination powers. Many students simply marked all low or all high marks based on whether they were more attached to one or the other play.

In addition to creating an evaluative tool that all arts teachers will use next year to help themselves and students evaluate their performances, Buckman teachers also developed portfolios to display students' work. The emphasis in portfolios was on writing and reading. Next year, the principal will introduce video tapes of work done by students in an attempt to document, as is done at the Key School in Indiana, the use of different intelligences (i.e., spatial, bodily-kinesthetic, interpersonal, musical, etc.). Students will also include other finished art works (performances will be recorded on video).

Student Achievement: In terms of student achievement, the goal of the Buckman Arts Magnet was to maintain achievement levels in mathematics and reading at or above the District norms. The arts magnet proposal suggested that students in Buckman's attendance area, many of whom come from non-academically inclined homes, would benefit from an instructional program which was multi-sensory and in which expression would be spatial, musical, and bodily-kinesthetic as well as verbal or mathematical. In this way, academic learning would be enhanced.

Tables 5 and 6 below suggest that Buckman students progressed at or near the District average in reading and mathematics. They also demonstrated adequate Fall to Spring gains in achievement. While students progressed satisfactorily, there is no evidence that the addition of the arts program positively affected students' performance on the reading tests. When comparing mean reading and mathematics test scores of the year before the inception of the arts magnet (1988-89) to the years in which the magnet was in place, the post-magnet scores were lower in the third grade, essentially equal in the fourth grade and higher in the fifth.

**Table 5. Comparison of Buckman and District
Clear and Intact Gains***

on

Reading Achievement Test in Grades 3, 4, and 5

	1988-89				1989-90				1990-91			
	Fall Mean	Spring Mean	Mean Gain	Fall Mean	Spring Mean	Mean Gain	Fall Mean	Spring Mean	Mean Gain	Fall Mean	Spring Mean	Mean Gain
Grade 3												
Buckman	197	202	+5	189	195	+6	195	199	+4			
District	191	199	+8	191	199	+8	193	199	+6			
Grade 4												
Buckman	201	209	+8	198	205	+7	205	209	+4			
District	200	206	+6	201	206	+5	203	207	+4			
Grade 5												
Buckman	203	209	+6	206	210	+4	212	216	+4			
District	206	212	+6	207	212	+5	210	215	+5			

*Clear and intact scores include only those students who attended the school for the full year and had valid fall and spring test scores.

**Table 6. Comparison of Buckman and District
Clear and Intact Gains***

**on
Mathematics Achievement Test in Grades 3, 4, and 5**

	1988-89		1989-90		1990-91	
	Fall Mean	Spring Mean	Fall Mean	Spring Mean	Fall Mean	Spring Mean
Grade 3						
Buckman	192	204	186	200	190	200
District	188	201	188	201	191	201
		Mean Gain		Mean Gain		Mean Gain
		+12		+14		+10
		+13		+13		+13
Grade 4						
Buckman	200	209	200	209	203	210
District	200	209	201	209	202	210
		Mean Gain		Mean Gain		Mean Gain
		+9		+9		+7
		+9		+8		+8
Grade 5						
Buckman	208	214	206	213	210	219
District	208	216	208	216	208	217
		Mean Gain		Mean Gain		Mean Gain
		+6		+7		+9
		+8		+8		+9

*Clear and intact scores include only those of students who attended the school for the full year and had valid fall and spring test scores.

Buckman students did fine on the basic skills tests; they achieved well. This provides evidence that the addition of non-academic subjects at Buckman did not hurt Buckman students' acquisition of the basic skills. At the same time, it did not seem to enhance basic skills learning either.

Marketing Activities: The Buckman staff designed and began implementing a program marketing campaign during the fall of 1989. The staff worked diligently to establish internal building and community support. The first planning day of the school year began with staff discussion of the magnet's goals and program potential. At the October meeting of the Local School Advisory Board and at the Open House, a slide show about the magnet was presented. By late October, special arts performances showcasing dance, drama, visual arts, music, and creative writing were developed and were presented on Grandparents' Day.

The Buckman magnet program was featured on a special *Focus* news program, broadcast citywide on Channel 2, the local ABC affiliate. The Metropolitan Arts Commission invited the Buckman principal to make a major presentation at their November 8, 1989 meeting. Representatives from city government, universities, local businesses, schools and community service agencies attended. The Commission's executive director stated his desire to visit the school and to provide political and financial support.

In 1991, Schools for the City, an independent school advocacy and study group, awarded Buckman special recognition for "Outstanding Merit as an Arts Magnet" before the Portland City Council.

The arts staff was routinely involved in outreach to arts organizations throughout the city of Portland. As a result of their efforts, the Eastside Performance Center, a community theater, invited Buckman students and their families to a free evening performance of The Musical Company's production of *The Wizard of Oz*. One hundred thirty persons attended, and the Performance Center has extended an invitation to future performances. In Spring, 1991 Buckman staged its large-scale production, *Alice in Wonderland*, at the Center.

Buckman staff worked with the District's Office of Public Information to design a magnet program brochure. A slide show presentation was developed and presented at meetings of the Local School Advisory Board. Students worked with an artist experienced in film making to create a video for marketing the school to prospective parents and students. The video featured students as anchors, interviewers, and narrators as well as visuals of performing arts in and out of the classroom.

Parental and Community Involvement: One of the objectives of the arts magnet was to increase parental and community involvement in implementing and planning the program. Involvement in the school did increase with an active, burgeoning PTA being one measure. Several meetings during the 1990-91 school year were attended by 30-35 parents, up from

meetings which, before the magnet, averaged only 3 or 4 parents. The PTA developed ten committees to help with artistic productions, fund-raising, and many school events. Fund-raising for the major production brought in \$1,000.

To help monitor the arts education program in Fall 1990, the principal created a twenty person Arts Advisory Committee made up of staff members, parents, artists, and district personnel. It met three times during the school year and examined scheduling, curriculum, and publicity as three of its major issues. The tone of the meetings was one of excitement and possibility.

In the PTA and the LSAC, support was built for continued funding of the magnet at a time when the school district was anticipating major cuts in programming. The lobbying which followed these meetings was effective in convincing the Superintendent to continue funding for the magnet.

Parents and community members were invited to share their artistic skills with students and staff. Over 100 parents offered their skills to Buckman in the second year of the grant, and Buckman staff found ways to incorporate a number of them into classroom activities. However, the principal wishes to further utilize this pool of talent and is planning to designate a staff member to act as a volunteer coordinator.

Communication with parents was enhanced by a quarterly publication, the *Buckman Arts Newsletter*. The newsletter highlighted program developments and achievements, notified readers of community arts events, and communicated ideas for extending arts learning experiences at home. Each newsletter had a multi-cultural theme; for example, one issue focused on Native Americans. Through the newsletter and appropriate flyers, parents were routinely informed of the arts magnet activities and opportunities for their participation.

Parental Survey: To gain the perspective of a broader population, a survey was sent to a random sample of Buckman parents asking them to comment on the quality and future of the arts magnet program (see Appendix B). A total of 200 were sent and 62 of these (31%) were returned. Three Buckman teachers and an evaluation specialist reviewed the surveys and coded responses.

The results were highly complimentary toward the program (see Table 7). In response to a question which asked parents to rate the quality of the program, one half of those responding rated the arts education program as excellent. Over a third suggested that it was good or very good. Only one person suggested that the program was fair and none suggested that it was inadequate. The rest of the surveys either gave no response to the question or indicated they didn't know about the quality. In sum, almost 90% of the responses were positive and only one parent judged the arts program negatively.

Table 7. Parent Evaluation of Buckman Arts Program

Excellent	Good	Fair	Inadequate	Don't Know/ No Response
31 (50%)	24 * (39%)	1 (2%)	0 (0%)	6 (10%)

* Four of these parents placed their marks midway between the good and excellent columns creating a very good category.

Through an open-ended question, parents were asked their impression of what the arts education program had done for their children. A third of parents suggested that it had improved their child's self-esteem. Increased enthusiasm for school and learning, greater multi-cultural awareness, and increased expressive/creative talent all were mentioned by a number of parents as a reason why the program was working. Parents appreciated the staff's enthusiasm and positive attitude and the variety of programming available at Buckman.

Negative comments were voiced by five parents. These comments centered on the one assembly/performance and the concern that the arts program might be supplanting the teaching of the basic skills.

In response to what could be done to make the program better, parents seemed most interested in the issue of scheduling as it relates to program. Comments ranged from a concern about a greater integration of the arts and the academic program to a concern for more time for visual arts or dance. In addition, there seemed to be interest in more showcasing of the different art forms through performances and exhibits.

The overall reaction to the Arts education program was overwhelmingly favorable; parents responding viewed the school as enhancing their children's schooling experience.

Summary of Parental Involvement: It is clear that Buckman increased its parental involvement and began to integrate more parents into the daily fabric of the school. Parents were consulted through the normal organizations and committees which are a part of schools in this District. These organizations, particularly the PTA, became stronger voices based on greater participation. Parents' survey responses indicated that they were very pleased with the direction their school had taken and they were finding ways to help in the fine-tuning of the implementation.

Maintaining a Stable Population at Buckman: Buckman drew many students from outside its attendance area through its arts magnet. Initial enthusiasm was maintained and the number of applicants has far exceeded its capacity to accept students. For 1989-90, Buckman had 180 applicants and filled 103 slots for out of attendance area students. In 1990-91, Buckman filled 70 openings from a pool of 140 applicants. About one third of the school's population in 1990-91 was made up of magnet students.

The stated goal of the magnet was to maintain racial balance at a pre-magnet level. However, the influx of magnet students added to the percentage of white students at the school (see Table 8). Majority enrollment reached nearly 70%, up from 63% the year before the magnet grant. This change was in large part due to the magnet; the school grew by 100 students (333 to 433) from 1988 to 1990 and added only 7 minority students (125 to 132). Only fourteen (13%) magnet students, well below the average for the attendance area, were minority children. Minority students were given priority in acceptance into the magnet, but applications to the magnet came primarily from the white community.

Table 8. Minority Enrollment at Buckman, 1988-92

	1988-89	1989-90	1990-91	1991-92
Minority children as a % of total school population	125/333 (38%)	127/344 (37%)	132/433 (31%)	156/510 (31%)

In 1991-92, the total population at Buckman continued to burgeon. Enrollment skyrocketed to 510 students, an increase of over 50% from enrollment in 1988-89. This time, the number of minority students entering Buckman kept pace with majority students thereby leaving the minority percentage stable from 1990-91 to 1991-92, a good sign. However, continued attention to recruiting of minority students to Buckman will be needed if Buckman is to retain the pre-magnet percentage of minority students.

In terms of stabilizing the student population at Buckman, the magnet had a highly positive effect. In 1988-89, only 53% of students who started the year at Buckman finished it; in 1989-90, 66% did. This trend continued in 1991 in which the stability index increased to 76%, a 50% increase over the year prior to the magnet. This stability is likely to have a positive effect on staff morale and on student achievement.

The overall picture of this data suggests that the magnet at Buckman fulfilled its goal of stabilizing the student population. At the same time, care must be given to active recruitment

of minority magnet students so that the wonderful mix of students found within the attendance area is not so diluted that the school loses its multiethnic, multiracial character.

Articulation with Other Performing Arts Magnets: Buckman began to build links with other arts magnet schools in Portland. The principal of Tubman came to a forecasting assembly in Spring, 1991 to describe Tubman's program. Sixteen Buckman fifth graders gained acceptance at Tubman.

The relationship with Jefferson was also built. Buckman and Jefferson Art Specialists worked with curriculum specialists on a District committee charged with defining articulation between arts programs at different levels. The committee met four times in 1990-91 and will continue, perhaps broadening itself to include Tubman teachers. The collaboration between the two schools' art staffs created fertile ground for more integrated programming between the two schools.

Summary of Evaluation of Buckman's Art Magnet: The arts magnet was viewed by staff, parents and the District as a great addition to the Buckman program. It created a sense of excitement and possibility among staff and parents. It broadened students' arts education both within and outside the classroom. It gained a reputation within the arts community, among teachers in the District, and among many parents city-wide as a school in which students and teachers can excel. Achievement tests in reading and mathematics established that Buckman students progressed at or above District norms, though gains did not establish the program's superiority in teaching basic skills. Students brought in through the magnet created a more stable population at the school, thus creating a stronger educational community. Buckman also worked well with both Tubman and Jefferson in preparing students to contemplate continuing on in these performing arts magnets.

There are several areas in which Buckman needs to remain vigilant. One concerns creating schedules which both integrate the arts into the curriculum, yet allow classroom teachers to cover traditional subject matter. Another involves maintaining the pre-magnet multi-ethnic mix. At the same time, Buckman has firmly established itself in an exceptionally short time as an effective school with great promise. The arts magnet has been instrumental in fostering a climate of excitement about learning.

Evaluation of Tubman Middle School Magnet

Tubman Middle School is a magnet school in foreign language, computer sciences, and performing arts. It serves an attendance area with a high percentage of minority students. The magnet programs have not in the recent past been able to compensate for the increasing racial isolation of the neighborhood. The magnet grant was used to increase Tubman's drawing power among white students interested in foreign languages and international studies. At the same time, the foreign language program was intended to increase the likelihood that minority students would enroll in the International Studies Center at Lincoln.

The specific objectives of the Tubman Magnet were: 1) to increase majority student enrollment, 2) to improve student achievement in foreign language learning, and 3) to increase the number of Tubman graduates enrolling in the District's International Studies Center program at Lincoln High School.

Program Improvement Activities: In 1989, with the assistance of this grant, Tubman established the District's first middle school foreign language computer laboratory to increase the effectiveness of its foreign language program. The foreign language coordinator investigated the most appropriate hardware and ordered MacPlus computers for a state-of-the-art language laboratory. After an extensive review and evaluation of foreign language software, the foreign language coordinator purchased the most appropriate programs. The staff was trained and students began to use the lab in November, 1989.

The lab was used as a supplement to everyday language activities. The software was most appropriate for drill and practice review of linguistic features such as conjugations of verbs. Therefore, the lab was used as needed by language teachers. Approximately 60% of language students used the lab in any one week.

Foreign Language Achievement: Approximately fifty Tubman students took advantage of the foreign language classes. The foreign language program offered classes in French, Spanish, Swahili, and, in 1990-91, German. Interest in continued study of both Spanish and Swahili allowed the creation of advanced classes in both in the Fall of 1990.

To assess achievement in the language program, the program coordinator chose a descriptive checklist of cultural and linguistic features taught in each class and relied on teacher judgment to assess each student's mastery of the features. Categories included knowledge of verb forms and simple sentence syntax, vocabulary acquisition, reading in literature, and cultural experiences. Teachers across classes indicated that a large majority of students made satisfactory progress in understanding of these features.

To provide information about whether the foreign language program prepared students for high school language classes, the program coordinator monitored the success of students

leaving the program in 1989-90. Thirty-one Tubman graduates enrolled in language classes ranging from first to third year French, Spanish, Japanese, and Russian. Two thirds of these students received a C or better in their high school language classes and thus seemed to have been well prepared in middle school for their high school foreign language experience.

Marketing Activities: A slide show and video presentation highlighting the Tubman magnet program was developed, as was a brochure (see Appendix C) describing the foreign language computer lab. This presentation was used at events varying from forecasting assemblies to Magnet Information Night.

Coordination with Lincoln High School: To encourage greater minority enrollment at Lincoln High School by students graduating from Tubman, extensive contact was initiated between staff and students from the two schools. The coordinators of the foreign language program at Tubman and the International Studies Center at Lincoln met regularly over the two grant-funded years. Several meetings with Tubman staff focused on laying the groundwork for increasing Tubman students' awareness of the Lincoln magnet, with an emphasis on preparing students for a successful transition to that program. Forty Tubman students participated in a cultural-study assembly at Lincoln in both 1989 and 1990. Large groups of Tubman students visited Lincoln's International Studies Center magnet and foreign language programs several times both years. Foreign exchange students from Lincoln put on an assembly each school year at Tubman.

This concerted effort to familiarize students with Lincoln and help them to feel comfortable in this highly academic, mostly white school was not highly successful. Unfortunately, Tubman's neighborhood high school (Jefferson) had experienced a loss of students due to the activities of gangs in the neighborhood. Therefore, great pressure was placed on students and parents to remain in the neighborhood school to preserve its enrollment. Only three Tubman students, one tenth of the projected goal, enrolled in the International Studies Center at Lincoln in 1990-91 and only two enrolled in 1991-92. Of all these students, only one was a minority student. It is hoped that continued close contact between the two schools combined with a stabilizing of the student population at Jefferson will result in further breaking down the forces which prevent greater minority participation in the Lincoln program.

Enrollment: Tubman serves a neighborhood where the minority student population has reached over 80% in recent years. Before the grant, the minority population at Tubman had remained close to 70%, in most part due to the magnet's outreach to transfer students. The goal for the period of this grant was to increase the white population to 40% of the school's population. Statistics from the 1990-91 enrollment report suggest that the white enrollment remained relatively stable at Tubman (see Table 9). There has been a slight decrease in percentage of white students from 30% in 1989-90 to 29% in 1991-92, but the number of white students in the program has remained pretty stable (between 201 and 213 students). The drawing power of the magnet was not immediately enhanced by the increased marketing

or by the additional resources in the foreign language program. On the other hand, Tubman did not lose a significant number of white students and this is a positive sign.

Table 9. Majority Enrollment at Tubman, 1988-92

	1988-89	1989-90	1990-91	1991-92
Majority children as a % of total school population	201/670 (30%)	212/673 (32%)	213/693 (31%)	204/695 (29%)

An inroad may also be made by the addition of the Buckman Arts Magnet in the District. Students searching for an intermediate arts program before entering Jefferson have begun enrolling at Tubman. Five students matriculated at Tubman from Buckman in 1991-92. Continued emphasis on the arts component at Tubman may create greater demand among white students.

Summary of Evaluation of Tubman Magnet Project: Tubman added a foreign language computer lab using monies from the magnet grant. It created new marketing materials and initiated multiple student and staff exchanges with Lincoln High School. There has been little visible effect of these new products and policies on increased white enrollment at Tubman and increased minority enrollment at Lincoln at this time. However, bonds have begun to be built between Buckman Elementary which hold promise for greater white enrollment. Similarly, the increased ties to Lincoln could well produce higher minority enrollment there in the future.

Evaluation of Jefferson High School Performing Arts And Computer Science Magnet

Jefferson High School is the one high school in the District in which the minority population in its attendance area is larger than the white population. Jefferson has the oldest magnet in the city and is known in particular for its performing arts program, a program which excels in dance, drama, music, and television arts. It also offers a Computer Science magnet which is amongst the best in the nation. Jefferson's enrollment dropped drastically in the years immediately preceding this grant, probably due to increased violence in its neighborhood and to a perception that the academic program at the school was weak. In the recent past, almost half of Jefferson's potential students from within its attendance boundaries had chosen to enroll elsewhere and magnet applications had declined precipitously.

The grant provided funds to enhance the television and computer programs with the underlying intention being to draw greater numbers of magnet students into these programs while at the same time encouraging students within Jefferson's attendance area to choose Jefferson.

The specific objectives of the Jefferson Magnet were: 1) to increase majority student enrollment, 2) to improve academic achievement, and 3) to increase the number of students in both programs participating in career/vocational training.

Program Improvement, Marketing and Achievement in Computer Science: During 1989, the Computer Science coordinator purchased software which made it possible to network both inside Jefferson and with middle schools and the local community college. He also updated word processing, spreadsheet, and computer-assisted design software. Seventeen new IBM model 50's were purchased to update the Jefferson computer lab allowing more students access to the Computer Science Program.

Computer Science staff attended workshops to learn the network software and set up the network to interface with Jefferson's largest feeder school. The Computer Science director at Jefferson worked to expand the communications network between Jefferson and the near-by community college. Currently the program is in the process of purchasing communications software to make networking possible with the college.

Summer internships were set up for students in which they received training and salary for work with agencies such as the Bonneville Power Administration.

In 1990-91, the world of computer-related work was explored through eight evening lectures attended by students enrolled in the Computer Science Program. The speakers ranged from an accountant to a banker to a design engineer working for a truck-building firm. All speakers related how they used computers in their work setting.

Jefferson's Computer Team had competed in the American Computer Science League's international competition for the past six years. In 1990-91, they placed sixteenth and qualified for an all-star competition in Houston. Their success was noted in *The Oregonian*, as well as in bulletins and papers within the school, feeder schools, and the District.

Finally, a Boy Scouts Explorer post was set up at Jefferson with an emphasis on computer science. The program received enthusiastic support and had strong black leadership.

In 1989, Computer Science graduates were surveyed by telephone and mail to determine both their impression of Jefferson and also their current vocational or academic status. Of the 43 graduates, 27 responded to various parts of the survey. Seventeen of 21 respondents were continuing their education in a four year college. All but two respondents commented favorably on what they had learned in the Computer Science Program. The responses to this survey demonstrate that many students within the program have an academic bent and have success in continuing on with their studies. The program coordinator incorporated testimonials from some of these students into a video marketing the program. The video was produced by a student enrolled in both the computer and television programs.

The networking system with the middle school produced another marketing opportunity in 1990-91. The program coordinator sent what were called "Brag Columns" by electronic-mail to students at the networked middle school. Whenever something of interest happened at Jefferson, such as the Band being invited to participate in a European competition, middle school students were informed. Jefferson's principal commented on the positive effect this publicity had upon encouraging local students to enroll at Jefferson (see discussion of enrollment).

Achievement: The Computer Science Program measured its achievement through noting its students' semester Grade Point Averages (GPAs) for both 1990-91 and 1991-92. A comparison of mean first semester GPAs for 1989-90 and 1990-91 reveals a positive increase from 2.4 to 2.6. This increase is found also when examining second semester GPA averages which were raised from 2.3 to 2.5. In one year, students' mean GPA increased by 5%, not enormous growth, but a positive sign that Computer Science students were improving academically. In addition, the mean GPAs for all four semesters demonstrate above average academic achievement.

Program Improvement, Marketing and Achievement in Jefferson Television: The Jefferson Television Program (JTV) upgraded its equipment to give its students truly marketable skills upon graduation. Equipment bought through the grant improved editing, special effects, and graphics capabilities.

The need for greater technical skills became most apparent through a survey conducted in Fall, 1989 with recent graduates and/or their parents. The survey asked what students were

doing and their impression of the JTV program. Eight of nine 1989 graduates responded and of these only one was going to a four year college. Two graduates were at community colleges, two were in the armed services, and three were working. Only three of the students were pursuing television further at the time of the survey. If the surveyed group is indicative of most students graduating from the Jefferson Television Program, then it is important that future students receive state-of-the art technical training to make them immediately employable.

To gain a better understanding of how a high school television program should be structured, an extensive survey was designed and distributed to several hundred regional and national television production facilities, and key local professional video production companies were personally contacted for the purpose of collecting information and support. Eighty three of 219 (38%) were returned.

JTV staff were pleased at the fit between the program at Jefferson and what respondents said was important in vocational training and technology in the classroom (see survey results in Appendix D). Interestingly, respondents often mentioned basic writing skills or job-related attributes (i.e., promptness, appearance) as the most important attributes of entry-level personnel in their industry. Twenty-four of the companies volunteered to be part of a speakers bureau for JTV students. A dual purpose was accomplished by the survey; Jefferson staff received needed information about how their program could prepare students and, at the same time, the program informed professionals of JTV's capabilities and needs.

Achievement: The television program was interested in the effect of its new equipment, both on the technical aspects of student productions and also on the quality of the writing produced by students in the program.

To evaluate the technical aspects of television production in the JTV program, the program coordinator interviewed eight professionals from the field after they had viewed several pre- and post-grant videos. These professionals were asked to rate such aspects of production as editing, graphics, wardrobe, and diction (see Appendix D for full description and results). Nearly 60% of respondents suggested that the overall quality of the videos was better after the addition of the new equipment; almost 70% of them suggested that the technical quality of the videos was better after the addition.

To evaluate students' writing achievement, in Spring, 1991 an experienced script writer was asked to work with the eight advanced students in the JTV production class. The script writer worked with students both developing criteria for evaluating scripts and in the actual writing of scripts. Students drafted four versions of their scripts and three evaluators judged the effectiveness of the first and final draft. Five students handed in final papers.

The judges rated the scripts based on four criteria (see Appendix D). Though the raters found

proficiency in the technical aspects of the final scripts, the students' ability, in the words of one of the raters, to "tailor the message to the audience and convey a clear purpose" did not get high ratings. Student writing on this limited sample, then, was found to lack convincing ideas and clarity on this project.

In sum, JTV students produced technically more competent work during the grant years. However, among the small sample of students evaluated, this technical competence did not seem to transfer into highly competent performance in the language arts.

Summary of Program Improvements and Achievement: Both the Computer Science and the Television Programs significantly updated their technologies to create more marketable programs. The programs have both consulted professionals in their fields and begun to involve them through speakers bureaus and/or internships in vocational guidance of their students. Academic achievement among Computer Science students showed positive growth, while technical skills improved for JTV students and writing skill showed competence, but lacked depth for the small sample of students examined. All of these improvements were aimed at improving Jefferson's drawing power as a magnet. The next section will detail the trends in student attitudes about and enrollment at Jefferson.

Enrollment: In an attempt to understand the attitudes which caused the loss of students in its own attendance area to other Portland high schools, Jefferson staff and the evaluator surveyed (see Appendix D) 7th and 8th graders at the three Jefferson feeder middle schools.² The survey was distributed in the Fall and Spring of 1989-90 and once in Spring 1991. The survey asked students about their own and their parents' attitudes about Jefferson's academic and social climate as well as its safety and whether their parents wanted to enroll them at Jefferson. The responses (see Table 10) show a positive trend in how both students and parents perceived Jefferson. Of greatest importance is the fact that there was an increase of students reporting that their parents wanted to enroll them at Jefferson from 13% in the Fall of 1989 to 24% in the Spring of 1991. There were also increases in the number of students reporting that parents felt Jefferson was safe and that the quality of instruction at Jefferson was good. More students also felt that Jefferson was a friendly and safe school in Spring, 1991 than in Fall, 1989. The responses, if translated into larger in-area enrollment, will be encouraging for Jefferson.

² All three schools participated in the gathering of data for the 1989-90 surveys. Data from only two of the three schools are reported for 1990-91 because surveys from one school were lost in transit.

Table 10. Middle School Students' and Parents' Perceptions of Jefferson High School

Student Perceptions	Percentage of "Yes" Answers		
	Fall 1989	Spring 1990	Spring 1991
Are Jefferson students friendly?	29% (104/356)	43% (77/182)	36% (75/209)
Is the instruction at Jefferson good?	52% (143/277)	49% (92/190)	50% (105/209)
Is Jefferson safe?	33% (99/297)	37% (71/192)	39% (82/209)
Students' Description of Parent Perceptions			
Is the instruction at Jefferson good?	28% (84/298)	23% (44/189)	34% (72/209)
Is Jefferson safe?	17% (50/297)	32% (59/186)	24% (50/209)
Do your parents want you to go to Jefferson?	13% (39/289)	19% (37/191)	24% (51/209)

numbers in () = # of respondents answering yes/total sample

Enrollment trends in the JTV Program which began dropping precipitously in 1988-89 began reversing themselves in the first year after improvements in the technical quality of program equipment were made (see Table 11). The increase of ten students in the program represents growth of almost 20% in a program whose enrollment had declined by more than 40% over the two previous years. The growth (9 of 10 students) came from greater interest among neighborhood students. It is hoped that the new technology will encourage greater magnet student participation as well.

Table 11. Enrollment Trends in Jefferson Television Program 1987-91

	Neighborhood	Magnet	Total
1987-88	63	28	91
1988-89	41	28	69
1989-90	36	17	53
1990-91	45	18	63

The figures for enrollment for 1989-1990 and 1990-1991 at Jefferson show a downward trend, both in total enrollment and in the enrollment of white students (see Table 12). The large majority of the total population loss from 1989-90 to 1990-91 came from white students (71 of 90 students). Though Jefferson reversed its decline in enrollment at the beginning of 1991-92, it lost an additional 33 white students. Only 29% of the student body is now white, down from 36% in 1989-90. Thus, the enhancement of the Computer Science and Television Programs did not have an immediate discernible effect on stemming "white flight".

Table 12. White Enrollment Trends at Jefferson High School 1989-92

	1989-90	1990-91	1991-92
Majority children as a % of total school population	436/1205 (36%)	365/1115 (33%)	332/1149 (29%)

Summary: Jefferson's Computer Science and Television Programs were provided with "state of the art" technical equipment and materials. These improvements provided an opportunity to market the magnet programs as wonderful opportunities for those interested in going into computer science or television production. There has been increased enrollment in each of the programs.

Attitudes within Jefferson's attendance area seem to be more positive about the school's academic and social climate. These attitudes have reversed declining enrollment in 1991-92. However, it is clear that deep-rooted concerns about Jefferson's neighborhood, particularly among white families, were not erased simply by the enhancement of two of the magnet programs. At the same time, the grant certainly helped Jefferson create more effective programs and this should continue to translate into a more positive image of the school throughout the city.³

³While this report's final draft was being written, a series of arson fires were set at Jefferson over a two week period during the school day. The fires caused great fear among students at Jefferson and their parents and received major coverage from the media. These incidents have undermined some of the renewed confidence in the school. It remains to be seen whether the school can rebuild its image as a safe school in time to prevent another large decrease in its enrollment.

Evaluation of Lincoln High School Magnet

Lincoln High School is located in downtown Portland and its attendance area encompasses mostly white, middle and upper middle class residences. Its International Studies magnet was developed in part to encourage enrollment by academically-minded minority students whose interest was in international relations. The present grant was used to enhance student services and classroom experiences for minority students as well as to increase outreach to the minority community, and especially to Tubman Middle School which maintains a magnet in foreign language.

The specific objectives of Lincoln's International Studies Center (ISC) Magnet were: 1) to increase minority student enrollment and holding power, 2) to improve academic achievement and composition skills in the school as a whole, 3) to increase exchanges between Lincoln and the other magnet programs, and 4) to enhance career preparation for students in the magnet.

Program Improvement: In Summer, 1989, Consulting and Computer Writing Lab Teacher positions were created and filled. The Consulting Teacher, whose main function was to monitor and help minority students at Lincoln, worked with the school Integration Specialist to identify minority students who were having academic problems. She worked with these students and their teachers to explore ways to help the students to become more successful academically. In 1990, the Consulting Teacher conducted a Study Skills workshop for the entire staff which focused on developing students' skills in listening, note taking, and test-taking. In addition, a Study Skills course for targeted students was created beginning in January, 1990 to teach successful study strategies.

The computerized writing lab was operational the first month of school. All English teachers were trained in the use of the computers and word processing software by November, 1989. From its inception, the writing lab was in constant use. Teachers staffed the lab from 7 A.M. until 4:30 P.M.. During the school day, English classes used the computers and individuals used them before and after school. In each year of the grant, the Computer Writing teacher logged over 18,000 visits made to the lab to work on writing.

Most of the new courses outlined in the grant application, Conversational Spanish, Conversational Japanese, Computer-Based General Mathematics, and Computer Literacy, were initiated at the beginning of the 1989-90 school year. The International Business Course was begun at the beginning of the second semester.

Career Preparation: Prior to this grant, the ISC at Lincoln had established itself as a success through programs such as the mini-courses on languages (e.g., Arabic, Italian, and

Swedish) taught by Portland State professors, an exchange program with students from the Soviet Union, and a junior year community project. One of the prime grant-aided additions which enhanced the experience of ISC students was a series of internships in such organizations as the Oregon Historical Society and Portland's Sister City Project. These internships were an integral part of the International Business Seminar created through grant-based funds. Students found that these internships provided a chance to explore the international work world.

To assess the effect of the magnet on career plans, the ISC faculty committee included questions about post-secondary plans in its exit interviews with ISC graduates. Of the 150 students graduating in 1990 and 1991, 114 (76%) were planning to continue in programs in International Studies in their collegiate careers. It seemed clear that the program succeeded in interesting students and providing them with the background necessary to continue their studies.

The Writing Lab's Effect on Achievement: All of the Lincoln freshmen participated in a Direct Writing Assessment (DWA) during October and April, 1990; these same students participated in a third DWA during the Spring of 1991. The purpose of this assessment was two-fold. First, scores were returned to English teachers for use in improving the composition program at Lincoln. Second, scores were to be used to assess the impact of the Writing Lab on student writing performance.

To judge the effect of the lab on writing, in 1991, the evaluator chose to compare sophomore language arts classes which used the lab frequently with sophomore classes which did not. Since there were two ability levelled language arts classes at Lincoln, regular and honors, the evaluator separated the regular classes from the honors classes for the purpose of analysis.

Students were given the choice of two prompts (see Appendix E), one which was a personal narrative and one which was more expository in mode. Students wrote and revised the essays over three class periods.

Table 13 (below) suggests that in honors classes there was little difference between the essays of those who had and had not used the lab frequently. While students who used the lab more often did better on four of the six traits, students who frequented it less showed superiority in word usage and sentence fluency. The mixed findings are not surprising as students are commonly placed in honors classes based on their superior writing skill; with or without the use of a computer, these students excel.

Table 13. A Comparison of Writing Samples in Sophomore Honors English Classes Based on Frequency of Writing Lab Use

Frequency of Use	Traits Assessed					
	Ideas/Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
High	3.9	3.6	4.2	3.8	3.6	3.5
Low	3.7	3.5	4.1	3.9	3.8	3.4

Mean usage for high frequency classes = 18 one hour visits (N=73)
 Mean usage for low frequency classes = 5 one hour visits (N=20)

Table 14 (below) suggests that those students in regular classes who had used the lab more frequently scored higher on the essays across all traits (i.e., ideas, organization, voice, word usage, sentence complexity, and written conventions). Thus, the distinction between those in regular classes who used the lab frequently and those who did not suggests the possibility that using the lab improves writing skills for average writers.

Table 14. A Comparison of Writing Samples in Regular Sophomore English Classes Based on Frequency of Writing Lab Use

Frequency of Use	Traits Assessed					
	Ideas/Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
High	3.3	3.0	3.8	3.2	3.1	2.9
Low	3.1	2.8	3.5	3.1	2.8	2.6

Mean usage for high frequency classes = 14 one hour visits (N=99)
 Mean usage for low frequency classes = 9 one hour visits (N=28)

Some caution is advised in interpreting the results because a teacher effect is present--all students in the high frequency group were assigned to one teacher; all students in the low frequency group were assigned to two different teachers. Differences in writing might be attributed to differences in teaching instead of less access to the writing lab. At the same time, students' usage of the lab has not hurt their performance and, therefore, the lab seems

to have been a welcome addition to the school, especially when one notes that over 1500 students used the lab before or after school during each year of its operation.

ISC Achievement and Retention: Lincoln had been concerned that students in the ISC would maintain a high level of academic achievement. This was especially true for minority students in the program. An analysis of Grade Point Average (GPA) reports of students in the program for both years (9th, 10th, and 11th graders from 1989-90, N = 280) suggested that they maintained a high mean GPA over the two years of the grant, although there was a slight downward trend (from 2.9 in 1989-90 to 2.75 in 1990-91). In addition, the minority GPA lagged behind that of other students. The numbers look even more discouraging if Asian students are factored out from the minority population. Among 10th, 11th, and 12th graders in the ISC, the non-Asian minority GPA was 2.3 in 1990-91. This information suggests that minority students may continue to need additional attention.

Viewing the program more positively, minority students were retained in the ISC in greater numbers than were white students. For example, in 1989-90 the membership in the program declined by ten students (from 369 to 359 students), yet the minority population remained stable at 59 students. All upper class minority students also remained in the program through 1990-91. So, although grades show that minority students had greater difficulty in their classes at Lincoln, still the program support for them seemed to help them continue. The hope would be that continued support would contribute to greater academic success as well.

Articulation between Tubman and the ISC: One of the greatest concerns addressed by this grant proposal was the funneling of minority students from Boise-Eliot through Tubman and on to Lincoln because of their interest in foreign languages and other cultures. Lincoln worked closely with Tubman during the past two years to make the ISC an inviting place for minority students. Numerous student and faculty exchanges took place. Tubman students were hosted at Lincoln eight times during the two years of the grant. These exchanges included attending assemblies, visiting classes, and participating in the ISC's magnet information night.

Lincoln students and staff also visited Tubman ten times. For instance, at the beginning of each school year, Lincoln put together a cultural study assembly for foreign language students at Tubman to provide an initial introduction to the Lincoln program and to meet Lincoln's foreign exchange students. Lincoln staff members attended Tubman's forecast program both years and spoke with about 70 students each year. Two Lincoln staff members also put in over 120 hours over the two years familiarizing Tubman staff with computer applications and networking. Students and staff from Tubman were given ample opportunity to become acquainted with the ISC and Lincoln.

Given this concerted effort at encouraging Tubman students to enroll at Lincoln, the results were very disappointing. Records of enrollment for 1990-1991 and 1991-1992 suggest that

this effort was on the whole unsuccessful (see discussion in section on evaluation of Tubman program). Only three students from Tubman enrolled in the ISC in 1990-91 and two in 1991-92, and only one of the five, an Asian student, was from a minority group.

Minority Enrollment at Lincoln and in the ISC: Figures from the ISC (see Table 15) suggest a moderately higher percentage of minority participation in the program compared to minority enrollment in the school as a whole. Minority participation rose from 16% of the ISC population at the beginning of the 1989-90 school year to 19% in 1991-92. This increased participation helped raise the percentage of minorities at Lincoln from 15% to 18% in the same time period. Lincoln's total population also increased during this time period and the increase in real numbers of minority students participating in the ISC rose by 42 students, a 71% increase, in two years, a great achievement.

Table 15. A Comparison of Minority Population in ISC and in Lincoln High School, 1989-92

Number and Percent of Minority Students

	1989-90	1990-91	1991-92
International Studies Center	59/369 (16%)	75/393 (19%)	91/475 (19%)
Lincoln High School	160/109 (15%)	183/1095 (17%)	213/1161 (18%)

Summary of Evaluation of Lincoln ISC Magnet: Lincoln achieved an enhanced magnet program from funds made available through this grant. Additional course offerings and a writing lab which was used with extraordinary frequency have made Lincoln more attractive. The ISC retained over 90% of its students in the magnet program, and the retention rate for minority students was even higher. Academically, ISC students achieve well. However, inside the ISC there continued to be a large discrepancy in achievement between white and non-Asian minority students.

Lincoln increased its total minority population over the tenure of the grant and the percentage of minority students in the ISC was consistently higher than the percentage of minority students in the general population. The program dramatically increased the number of minority students in the ISC as well. However, minority enrollment did not increase through clearer articulation between the Tubman foreign language classes and the ISC. Few Tubman students enrolled in the ISC and only one was a minority.

Conclusions and Recommendations

In the above descriptions and evaluations of programmatic changes, each school's achievements have been detailed. Many of the goals evaluated were specific to each school and its expectations for student achievement and growth in the magnet programs. However, certain of the goals overlapped, first, in the area of articulation between the schools and, second, in the attempt to expand each school's number of students from the targeted population (e.g., minority students at Lincoln, white students at Jefferson). Below the programmatic changes and enrollment data will be summarized and synthesized to establish how the grant-created programs helped to reconfigure the enrollment patterns within the five affected schools.

Programmatic Changes: The magnet grant provided one school the opportunity to create a magnet program and four schools with the opportunity to improve their magnet programs. Buckman Elementary created an exciting arts magnet, providing students in the District the opportunity to begin arts training in Kindergarten and continue it all the way through high school by enrolling the child next at Tubman and later at Jefferson. Boise-Eliot improved their computer lab and enriched their teaching of multi-cultural curriculum and foreign languages, creating a familiarity with both computers and foreign languages which would encourage continuing through Tubman and branching to either Jefferson (Computer Sciences) or Lincoln (International Studies). Tubman upgraded its foreign language magnet to create clearer ties to Lincoln. Lincoln strengthened its program, specifically creating programs to make minority students more comfortable at Lincoln. Jefferson added new technology to both the computer lab and the television studio to enhance their magnet programs and attract more students.

The magnet enhancements worked well programmatically. Students had access to greater computer technology at Jefferson, Lincoln, Tubman, and Boise-Eliot, to new classes at all schools, to greater television technology at Jefferson, and to a wide range of arts opportunities at Buckman. The additions to the specific programs did not create great changes in the measures of achievement at the schools; however, achievement maintained itself at a respectable level in all programs.

Enrollment Changes: Enrollment was a very important issue, particularly due to the recent perception that neighborhoods and schools in Jefferson's attendance area (this includes Boise-Eliot and Tubman) were not safe. These perceptions threatened the desegregation efforts long in place in Portland. Therefore, just stabilizing the populations at these schools, both from within the attendance area and within the magnet programs, is a victory. Stabilization occurred at both Jefferson and Tubman, though the number of white students steadily decreased at Jefferson and declined during the second year of the grant in Boise-Eliot's Early Childhood program.

Increasing the minority population at Lincoln should also be considered a victory, especially because there was an active attempt within the Jefferson attendance area to encourage all students--minority and white--to enroll at Jefferson to stem the almost 50% loss of neighborhood students to other high schools.

Buckman's arts magnet drew more middle class white students into the school and made great strides in reducing the proportion of its students leaving the school mid-year. A positive sign for the future at both Tubman and Jefferson is the number of Buckman students enrolling in the Tubman program for 1991-92. At the same time, Buckman must work to recruit minority students for the magnet to retain a minority population at pre-magnet levels.

Portland has managed, even in schools where the population is over half minority, to avoid total racial isolation in its magnet programs. These magnets continue to draw white students into minority schools at a rate higher than the percentage of whites in the neighborhood. The one exception to this, Jefferson High School, has been losing white students due to its neighborhood's reputation and perceived weak academics. Recently, Jefferson has begun to counter this image and enrollment within its own attendance area, increasing its stability. In addition, the increased enrollment and enthusiasm found for Buckman's program promises greater future magnet enrollment at Jefferson as performing arts students continue their education.

The potential for stability and even modest gains in enrollment of targeted populations at the five schools exists, and this grant helped create programs instrumental in reversing the trend toward further racial isolation. The magnet schools continue to offer fine programs which are successful both academically and in maintaining integrated populations in the schools. This is the purpose of the magnet programs and it continues to be fulfilled.

Recommendations:

- 1) Continue marketing the magnet school programs with an emphasis on the new technologies that have made these programs "state of the art".⁴
- 2) Continue support for the arts magnet program at Buckman at a level which ensures its continuation. At the same time, emphasize recruitment of minority students into the magnet in the same proportional numbers as the numbers in the neighborhood.
- 3) Place an emphasis on articulation between Buckman's and Tubman's performing arts magnets. There was considerable interest expressed by parents at Buckman in a continuation of the specialized programming found at Buckman. At the same time, there

⁴The one school in which it may not apply is Tubman; the software that goes with the language lab is limited to drill and practice activities and does not seem to be used with the regularity once anticipated.

has been little publicity about the Tubman program. Even District Arts Curriculum Specialists were unaware of Tubman's Performing Arts Magnet.

- 4) Continue the close cooperation between Tubman and Lincoln to create a sense of partnership amongst students and staffs of both schools. This partnership has the potential, in turn, to institutionalize the expectation that if a student is studying foreign languages at Tubman, she or he will go on to Lincoln. The ability to get students to enroll at Lincoln will also be impacted by whether Jefferson's enrollment stabilizes. Until that happens, there will be pressure on students within Jefferson's attendance area to choose Jefferson over Lincoln. Once minority students enter the Lincoln ISC, it is important to continue support to help them perform well academically.
- 5) Explore with Boise-Eliot staff new methods of convincing parents of magnet students to remain at Boise-Eliot throughout their elementary years.
- 6) In two years, conduct a follow-up evaluation of the five schools in the Portland Magnet Project to focus specifically on enrollment trends at the schools. Certain effects of the grant will be better measured at that time.

In conclusion, the Portland Magnet Project did not reach its stated goals for increasing enrollment in all of its programs. Nevertheless, population declines at two of the three magnet programs in the Jefferson neighborhood were reversed, Buckman's student population was substantially stabilized, and minority participation at Lincoln--particularly in the ISC--is on the upswing. Marketing and articulation between schools should positively affect enrollment well beyond the two years evaluated in this report. When viewing information in this light, it becomes clear that the Portland Magnet Project was successful in continuing the District's policy of maintaining integrated schools through quality programming.

APPENDIX A

Boise-Eliot Documents

BOISE/ELIOT COMPUTER LAB RON DIEU & THELMA CHESTER

Boise/Eliot's computer lab is a new, up-to-date, and innovative center offering a maximum amount of support to students as they gain computer literacy skills necessary to function in tomorrow's world. The computer lab's carefully planned schedule insures that every child at Boise/Eliot has an opportunity to visit the lab during the school week.

The lab consists of 28 Tandy computers, 2 Apple IIe computers, and 2 Macintosh computers plus printers.

Children come to the lab for Computer Assisted Instruction in reading and math. The lab provides remedial and/or enrichment service to students based on their individual needs. Classroom teachers and lab teachers conference daily to ensure that the curriculum is customized to the personal requirements of the students. This makes it possible to synchronize classroom instruction and computer lab curriculum in a logical and sensible way.

Test results and lesson results are regularly printed, shared with classroom teachers and parents, and filed in the lab for future review as necessary.

Facts about the lab and its use:

1. Operates daily between 9:00-3:00.
2. Serves kindergarten-5 grade and selected prek students.
3. Students come with whole class and teacher-not a pull out program.
4. Over 1800 lessons in the curriculum.
5. Selected students learn keyboarding.
6. Selected students learn word processing.
7. About 260 students a day come to the computer lab.

Another key element to the lab is its availability to the staff as a place to learn about computers, create and print worksheets, word process, generate signs and banners, and construct a variety of documents for classroom use.

New to the computer lab this year is the CARAT (Computerized Adaptive Reporting And Testing) system. This program provides instant test results on the Portland Area Levels Tests. Teachers refer students to the lab for additional testing. The students may be new to the school and/or ones in which teachers would like additional information. The students take a short test in reading or math and the results can be immediately printed to help the teacher plan classroom instruction.

The computer lab is also regularly scheduled for family use. Each week Boise/Eliot families have an opportunity to reserve "family time" in the computer lab. This gives parents a chance to really see what their children do during the school day. Parents work programs on reading, math, and keyboarding. The computer lab is a place that many parents have gained basic computer literacy. No previous computer experience is necessary to attend and have fun.

**BOISE-ELIOT MULTICULTURAL LEARNING CHECKLIST
PORTLAND MAGNET PROJECT**

TEACHER NAME _____ GRADE _____

This checklist has been developed to document class experiences in multicultural knowledge and language learning. Please check the cultural components your class has studied and list related words and phrases the children have learned.

As you finish each unit of multicultural learning, please hand these checklists into Yvonne Hachiya. Thank you very much!

I. Please put a check next to cultural components studied.

Location on maps _____

Family customs _____

History _____

Arts and crafts _____

Music _____

Clothing _____

Shelter _____

Other (please list): _____

II. Please list 5 to 10 words and/or phrases your students have learned from the foreign language exposure provided in this cultural unit of study.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Computer Literacy Checklist Data

PORTLAND MAGNET PROJECT, 1990-91
PERCENT OF STUDENTS MASTERING ITEMS ON
BOISE ELIOT COMPUTER LITERACY CHECKLIST - FALL 1990

GRADE	TOTAL N	COMPUTER	DRIVE	MONITOR	KEYBRD	HOUSE	TEN KEY	USES HOUSE	TYPES NAME	TYPE WORDS	TYPE NUMBERS	TYPE STORIES	TYPE TEN KEY	PRINTS MONTH	MINUTES WEEK
FIRST GRADE	123	9 7%	49 40%	9 7%	116 94%	117 95%	0 0%	122 99%	121 98%	84 68%	94 76%	0 0%	2 2%	0	4930
SECOND GRADE	111	10 9%	68 61%	11 10%	107 96%	107 96%	0 0%	111 100%	111 100%	111 100%	111 100%	41 37%	2 2%	14	6245
THIRD GRADE	103	14 14%	75 73%	22 21%	101 98%	103 100%	7 7%	103 100%	103 100%	103 100%	103 100%	15 15%	1 1%	15	7785
FOURTH GRADE	94	28 30%	84 92%	45 48%	93 99%	94 100%	23 24%	94 100%	94 100%	94 100%	94 100%	50 53%	22 23%	153	9660
FIFTH GRADE	75	37 49%	61 81%	48 64%	74 99%	74 99%	31 41%	75 100%	75 100%	75 100%	75 100%	27 36%	34 45%	110	4875
TOTALS	506	98 19%	337 67%	135 27%	491 97%	495 98%	61 12%	505 100%	504 100%	467 92%	477 94%	133 26%	61 12%	292 (558.25 HRS)	33495

PORTLAND MAGNET PROJECT, 1990-91
PERCENT OF STUDENTS MASTERING ITEMS ON
BOISE ELIOT COMPUTER LITERACY CHECKLIST - SPRING 91

GRADE	TOTAL N	COMPUTER	DRIVE	MONITOR	KEYBRD	HOUSE	TEN KEY	USES HOUSE	TYPES NAME	TYPE WORDS	TYPE NUMBERS	TYPE STORIES	TYPE TEN KEY	PRINTS MONTH	MINUTES WEEK
FIRST GRADE	118	16 14%	78 66%	24 20%	116 98%	116 98%	0 0%	118 100%	118 100%	99 84%	108 92%	29 25%	2 2%	50	3905
SECOND GRADE	108	26 24%	89 82%	27 25%	108 100%	108 100%	3 3%	108 100%	108 100%	108 100%	108 100%	61 56%	26 24%	148	5740
THIRD GRADE	100	36 36%	90 90%	43 43%	100 100%	100 100%	14 14%	100 100%	100 100%	100 100%	100 100%	59 59%	25 25%	57	8015
FOURTH GRADE	91	57 63%	90 99%	59 65%	91 100%	91 100%	45 49%	91 100%	91 100%	91 100%	91 100%	42 46%	35 38%	254	9360
FIFTH GRADE	68	54 79%	68 100%	58 85%	68 100%	68 100%	47 69%	68 100%	68 100%	68 100%	68 100%	45 66%	48 71%	168	6715
TOTALS	485	189 39%	415 86%	211 44%	483 100%	483 100%	109 22%	485 100%	485 100%	466 96%	475 98%	236 49%	136 28%	677 (562.25 HRS)	33735

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QUESTIONNAIRE
FOR THE IMPROVEMENT OF
THE BOISE/ELIOT EARLY CHILDHOOD EDUCATION
(ECEC)

The Boise/Eliot ECEC program is continuously evaluated and improved in order to provide enriched academic and cultural activities for students. It is a magnet program which attracts students from all areas of the city who are interested in foreign languages, computer science, and multicultural studies, as well as a wide array of educational offerings.

Please use this form to help us learn what our visitors like about this school and what improvements would be helpful. The completed form should be given to the principal or the school secretary.

Questions:

	YES	NO	DON'T KNOW
1. Were the teachers at Boise/Eliot friendly and helpful?	___	___	___
2. Were other staff members friendly and helpful?	___	___	___
3. Did you feel welcome?	___	___	___
4. Are the buildings and grounds well maintained?	___	___	___
5. Do you feel that Boise/Eliot is a safe place for students?	___	___	___
6. Do the children appear to be well behaved?	___	___	___
7. Is Boise/Eliot a good place for students to learn?	___	___	___
8. Were you impressed with the quality of instruction at Boise/Eliot?	___	___	___
9. What do you like best about this school?			

10. What improvements are needed?

APPENDIX B
Buckman Documents

BUCKMAN ARTS MAGNET PROGRAM QUESTIONNAIRE

We are asking for your help in reviewing our magnet arts program. We want to know how well our program is serving our students. We will use the information from this questionnaire to help define where we are and where we are going. Please either drop this form by the office or return it to us in the enclosed stamped, self-addressed envelope by ().

Thank you. Your help with this evaluation is very much appreciated.

Candace Beck, Principal

1. What is your impression of the arts education program at Buckman?

Excellent Good Fair Inadequate Don't Know

— — — — —

2. What has the program done for your child? _____

3. What could be done to make the program better? _____

EVALUATION OF ART WORKS/PERFORMANCES/CELEBRATIONS/RITUALS

On a scale from 1 to 5, how would you rate each quality as it relates to this event?

1 is poor, 5 is excellent.

Name of event _____

_____ Clarity. Was the communication clear, readable?

_____ Focus. Were the performers attentive and committed to the performance? Did the piece have a clear intention?

_____ Balance. Was there a strong relationship between the parts and the whole. Was the piece unified?

_____ Imagination. Did the piece have original ideas and inventions?

_____ Timing and Energy. Was it well-paced and lively?

_____ Teamwork. Did the piece reflect strong working relationships?

What was the strongest quality of this work?

What was the weakest quality of this work?

Would you like to share any other ideas about this work?

CREATIVE PROCESS/COLLABORATION

EVALUATION

On a scale from 1 to 5, rate each quality as it relates to this project.

1 is poor, 5 is excellent.

Name of Project _____

_____ Teamwork and Cooperation

_____ Commitment of participants

_____ Respect shown to others in the process
Respect for the work

_____ Freedom to express ideas/Spontaneity

_____ Joy

_____ Trust in others and in the work

_____ Flexibility. Watch & Change. Try, Feedback, Listen.

What SKILLS did you learn in this process?

What did you learn about YOURSELF in this process?

Would you CHANGE anything about his process? _____

What would you change?

Do you have any other ideas about this process that you would like to share?

APPENDIX C

Tubman Documents

**FOREIGN LANGUAGE COMPUTER PROGRAM
HARRIET TUBMAN MIDDLE SCHOOL**



**French Student Joshua Faulkner
With Teacher Ms. Dupon**

Students entering the foreign language program are encouraged to examine and consider continuing their foreign language studies at Lincoln High School which specializes in foreign language and international studies. Or, they may use their foreign language and computer skills to advance rapidly at other high schools, all of which have foreign language and computer classes.

**PROGRAM COORDINATOR: JOSE SOLANO
280-5630 Ext. 220**

FOCUS OF ATTENTION

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60

69

In the 1989-90 school year Harriet Tubman Middle School began a new program to enhance foreign language instruction. As the recipient of a federal grant from the Portland Magnet Project, Tubman was able to set up a Macintosh computer laboratory with the objective of developing a means to provide supplemental instruction in foreign language through the use of computers.

Wishing to increase interest in foreign language studies for minority students as well as the rest of the student body, it was recognized that a computer lab would be an excellent way of attracting students to study languages.

To date 19 computers have been installed in a network system that includes a laser printer and an overhead projector that magnifies any of the programs on a wide screen in front of the class. We expect to have 25 computers for the 1990-91 school year.

The computer lab is not meant as a substitute for the teachers but rather as a tool that the teachers may use to have individuals, small groups, or at times perhaps the entire class, focus on particular areas through the available language programs. Students will more easily proceed at their own pace and will be able to concentrate on skills they have not developed well in the regular class which they attend daily.

In addition, students gain greater familiarity with computers and become better prepared to function effectively in the increasingly advancing world of technology.



The program has been an instantaneous success with students. They are fascinated by the many exciting ways in which they can study languages. As a by-product, classroom discipline problems have almost totally disappeared since students are simply too involved with the computers to be talking, etc.

At present Tubman Middle School offers Spanish, French, and Swahili, and we have plans to add exploratory classes in German, Japanese, and perhaps Russian.

APPENDIX D
Jefferson Documents

For entry level personnel, what experience or abilities would you like them to have? Please fill out the sections that apply to you, and rate each of the following skills on a scale of 1, 2, or 3.

1 = Essential 2 = Preferred 3 = Unimportant

Pre-production.

Research _____
 Scriptwriting _____
 Storyboarding _____
 Budgeting _____
 Shot lists _____
 Shooting schedules _____
 Equipment selection _____
 Location selection _____
 Talent coordination _____
 Stage/set construction _____

Formats.

VHS/S-VHS _____
 Betamax _____
 3/4" &-SP 3/4" _____
 Betacam/Beta-SP _____
 One inch _____
 Two inch _____
 D2/digital _____
 8mm Film _____
 16mm film _____
 MII _____
 Other _____

Other.

Sales/marketing _____
 Creativity _____
 Appearance _____
 Easygoing _____
 Enthusiasm _____
 Typing _____
 Public relations _____
 Phones _____
 Understands _____
 Free-lance prod. _____

Production - General.

Camera operation/technique _____
 Knowledge of lenses _____
 Film style production _____
 Live cablecast/broadcast _____
 Studio lighting _____
 Production switching (SEG) _____
 Electronic graphics _____

Audio.

Microphone techniques _____
 Engineering/mixing _____
 Sync sound _____
 MIDI _____
 Audio editing _____
 Sweetening _____

Production - Field.

ENG production _____
 Hand-held camera techniques _____
 EFP skills _____
 Field lighting _____
 Steady-cam _____

Talent.

Interview techniques/reporter _____
 Host _____
 Voice/narration _____
 Movement _____
 Acting _____

General.

Set design _____
 Lighting design/theory _____
 Audio design/theory _____
 Costuming/Make-up/Props _____
 Preventive maintenance _____
 Film/Video analysis _____
 Computer skills _____
 Word processing _____
 Video signals/theory _____
 Terminology _____
 Directing _____
 Reading test equipment _____
 Producing _____
 Troubleshooting _____

Post-production.

Computer animation _____
 Control track editing _____
 Time code editing _____
 Cuts only editing _____
 A/B roll editing _____
 Film editing _____
 Off line/paper editing _____
 DVE operation _____
 CG operation _____
 Edit theory _____

Please include any other information that you feel would be helpful to us in updating our curriculum.

Thank you for your time and assistance with this survey.

Jefferson High School
 Dept. of Video Communications
Production Skills Survey
 November, 1989

Company name: _____ Title/position: _____

Greater Portland area _____ Northwest U.S. _____ West coast _____ Other _____

Briefly list the brands and models of your primary equipment in each area:

Production _____

Post-production _____

Audio _____

Graphics/special _____

What is your primary product? _____ Secondary? _____

How many production/technical people do you employ?
 1-5 _____ 6 to 15 _____ 16 to 30 _____ Over 30 _____

Do you hire free-lance production staff? Often _____ Sometimes _____ Never _____

Is free-lance experience necessary _____, helpful _____, or unimportant _____.

Should a prospective employee have a demo tape? Y/N _____ VHS or 3/4" _____

Please rate these areas of training from 1 to 6, with 1 being the most important.

Hands on experience _____ 2 year degree _____ 4 year degree _____
 Public access _____ Internship _____ Theory _____

Please rate these entry level positions from 1 to 11, with 1 being the most important.

Gaffer/Asst. _____	Grip/Asst. _____	Producer/Asst. _____
Audio/Asst. _____	Talent _____	Video engineer/Asst. _____
Editor/Asst. _____	Traffic/Asst. _____	Electronic graphics/Asst. _____
Camera/Asst. _____	Other _____	

In your professional experience, what percentage of the industry is in each of these areas?

Feature Films _____	Broadcast TV _____
Cable TV _____	Point of Sale advertising _____
Public Access _____	Corporate _____
Educational _____	Broadcast Commercial advertising _____
Industrial _____	Consumer (weddings, legal, etc.) _____

Can you be contacted to provide additional information? Y/N _____

If you are in the Greater Portland area, would you like

to be a member of our speakers bureau of local professionals? Y/N _____

If yes to either, please write your name, specialty, and phone number.

Name _____ Phone number () _____
 Specialty(s) _____

JTV Grant Evaluation
 Sample Tape Evaluation Summary

Date: 3/28/91

Number of professionals surveyed: 8

Item	Much Worse	Worse	No Change	Better	Much Better	Improvement	Total
Scripting	0.00%	0.00%	37.50%	50.00%	12.50%	62.50%	
Sub.Knowl.	0.00%	12.50%	25.00%	37.50%	25.00%	62.50%	
Video.	0.00%	0.00%	0.00%	25.00%	75.00%	100.00%	
Light.	0.00%	0.00%	37.50%	50.00%	12.50%	62.50%	
Audio	0.00%	0.00%	50.00%	37.50%	12.50%	50.00%	
Talent	0.00%	12.50%	50.00%	25.00%	12.50%	37.50%	
Diction	0.00%	12.50%	50.00%	25.00%	12.50%	37.50%	
Wardrobe	12.50%	12.50%	50.00%	25.00%	0.00%	25.00%	
Location	0.00%	0.00%	50.00%	37.50%	12.50%	50.00%	
Editing	0.00%	0.00%	62.50%	25.00%	12.50%	37.50%	
Graphics	0.00%	0.00%	25.00%	62.50%	12.50%	75.00%	
Animation	0.00%	0.00%	12.50%	62.50%	25.00%	87.50%	
Overall Rating	1.04%	4.17%	37.50%	38.54%	18.75%	57.29%	
Technical Only	0.00%	0.00%	31.25%	43.75%	25.00%	68.75%	

Rubric For Evaluation of JTV Scripts

The scripts were evaluated for the following four criteria:

1. Does the script communicate its purpose clearly?
2. Does the script show evidence of the author's understanding of the intended audience?
3. Does the script make a fair estimation of probable screen time?
4. Are video and audio instructions made clear?

Jefferson JTV News Script Project

Before our first meeting on the Script Project (May 21), WRITE a rough draft of a short video script that can actually be produced and then appear on JTV News. Plan for the finished video to run at least ninety seconds but not more than three minutes.

Since this is a "script" project, all spoken sound should be written by you. Also include written descriptions of other sound and visual elements. Don't worry about proper script form or perfect grammar right now. Focus: What do you want to say... to whom... and how do you want them to react?

We'll make copies of your script ideas and discuss everyone's draft in detail. Also bring with you a short list of what you think a good final script should contain. We will compile a working definition during class.

STUDENT QUESTIONNAIRE

Jefferson High School has several educational programs which attract students from all parts of the city. We want middle school students to know about these opportunities prior to the time decisions are made to attend a high school. Your answers to the following questions will help us to know your views of our school and what we should do to provide better information to middle school students.

Ethnic Group:

- American Indian
- European American
- African American
- Asian American
- Hispanic American

Gender:

- Male
- Female

School:

- Ockley Green
- Tubman

Other: _____

Grade:

- Grade 6
- Grade 7
- Grade 8

Questions:

1. Jefferson is well known for some educational programs which are believed to be best in the city. Can you name one or two?
 - A. _____
 - B. _____

2. What have you heard about the students at Jefferson? They are:
 - A. Mostly friendly and helpful.
 - B. Mostly unfriendly.
 - C. Other. Please explain. _____

3. Have you heard anything about the instruction at Jefferson?
 - A. Yes, the instruction is very good.
 - B. The instruction is not especially good.
 - C. Other: _____

STUDENT QUESTIONNAIRE
Page 2

4. Is Jefferson a safe school?

A. Yes, I believe it's as safe as any high school in Portland.

B. No, I don't believe Jefferson is safe.

C. Other _____

5. Do your parents think that Jefferson is a safe school?

A. Yes.

B. No.

C. Don't know.

6. Do your parents believe that the instruction at Jefferson is good?

A. Yes.

B. No.

C. Don't know.

7. Do your parents want you to attend Jefferson High School?

A. Yes.

B. No.

C. Don't know.

8. What could be done to help Jefferson be a better high school?

APPENDIX E

Lincoln Documents

MAGNET PROJECT Direct Writing Assessment--Spring 1991

STUDENT DIRECTIONS

The following directions tell you how to produce your writing sample for this assessment. Read them carefully, and ask questions if you find any part of them unclear.

There are no grades given for your paper, and there are no right or wrong answers. The scores you get back will tell you what particular strengths your paper has, and where there is the most need for improvement. You choose between these topics--you will WRITE ON JUST ONE OF THEM:

Topic 1: As children we all had toys. Some of these were store-bought and some were things like an old beat-up pan with a wooden spoon. Think about your favorite toy and tell why it was and still is so important to you.

Topic 2: Describe your concept of peace and how to achieve it. Tell what achieving peace--i.e. world peace, neighborhood peace, classroom peace--would mean to you.

You may write a letter, story or essay, but do not write a poem.

DAY 1: ROUGH DRAFT

Use about 40 minutes to think about, plan and write a rough draft. If you write on every other line, it will be easier to make changes later. You may use either pen or pencil for your rough draft.

You'll be given a special booklet in which to write your final writing sample on the third day of this assessment. That booklet has three pages for your writing. Your writing sample doesn't have to be that long, but it shouldn't be any longer.

Your rough draft will be collected at the end of this period, so be sure your name is on each page

DAY 2: EDIT AND REVISE

Today you will have about 30 minutes to make any changes to your rough draft. You shouldn't be adding lots of new ideas to your paper now; just make what you wrote better. Make as many corrections as you wish. You may delete parts of your writing or add new parts. Use a dictionary or thesaurus whenever you wish.

Improve your rough draft by making sure that it

- .states your ideas clearly--that is, a reader could tell what point you're trying to make.
- .stays on the topic--that is, it doesn't jump from one topic to another to another.
- .organizes your ideas so the reader can follow them--that is, it goes in a logical order.
- .shows how you really think or feel.
- .uses the best words and phrases to get your ideas across.
- .has complete sentences.
- .uses correct grammar, capitalization, punctuation, usage, spelling, and paragraphing.

These are the things the raters will look at when your paper is scored.

Your revised rough draft will again be collected.

DAY 3: PROOFREAD AND FINAL COPY

You will have about 30 minutes to copy your revised rough draft into this booklet. Use a black or dark blue pen and write on every line. Two specially trained raters will score your paper. The small blue label on your booklet will cover the first set of scores so the second rater cannot see them. Please do not remove the label.

As you are recopying, make any last-minute changes you think are needed. If you make a mistake, you may cross out or add words to your final paper without starting over again. You shouldn't be adding much new writing at this time. After you have finished copying, read your paper at least once before you hand it in and correct any errors you spot.

A few papers may be selected to use when training teachers to become writing assessment raters, or to include in a report of results from the assessment. Any paper selected will have all names--student, teacher and school--removed.

Your scores on this writing sample will be returned to you. Thank you for sharing a sample of your writing with us.