

RESEARCH

Report on an Educational Program
Department of Research and Accountability

**PARKER ELEMENTARY MUSIC
MAGNET PROGRAM
2000–2001**

Houston Independent School District



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EXECUTIVE SUMMARY

PARKER ELEMENTARY MUSIC MAGNET PROGRAM 2000–2001

Program Description

There continues to be a growing resolve among educators and policymakers to assure the place of a solid arts education in the nation's schools, primarily because of the contribution the arts make to the quality of education (Persky et al., 1998). As stated in the *Improving America's Schools Act of 1994*, "The Congress finds that the arts are forms of understanding and ways of knowing that are fundamentally important to education." Therefore, it is necessary for the nation's schools to provide instruction so that students develop the necessary skills to create and understand the arts.

In 1997, the National Assessment of Educational Progress (NAEP) developed a framework for measuring and assessing achievement in the fine arts. The framework encompassed the following three arts processes: Creating, Performing, and Responding. On the state level, Texas has developed the Texas Essential Knowledge and Skills (TEKS) for the Fine Arts. The fine arts objectives are organized within four strands or components that are aligned with those on the national level: Perception, Creative Expression/Performance, Historical/Cultural Heritage, and Response and Evaluation. From a local perspective, the Houston Independent School District has encouraged the development of Magnet programs focusing on Fine Arts for elementary, middle, and high school students.

In 1975, the Parker Elementary Music Magnet was established as a School-Within-A-School (SWAS) program. A SWAS is one in which a subset of the student population attending the school is served by the Magnet Program at that campus. All students, including those who are zoned to the host school, must apply for admission to the program through the Magnet application process.

The program was designed to offer students in grades kindergarten through fifth extensive instruction in instrumental music. The components of the program

included: Suzuki violin and cello, band, piano, music enrichment, and pre-band. Students received private or small group instruction on a weekly basis. In addition, music specialists offered large-group instruction to all magnet students every afternoon for 45 minutes. Nine full-time and four part-time music faculty provided instruction for participating students. All students at Parker benefit from general music instruction, opportunities to receive instruction on the dulcimer, handbells, or chorus as well as the opportunity to perform. The implementation of the Magnet program involved the interaction and support of regular classroom teachers, Magnet staff, and parents so that students received the maximum benefits of their tenure at Parker. The instruments, music materials, and instruction were provided at no cost to the students. Eighteen Winter Holiday concerts showcased the talent of both magnet and non-magnet participants. Off-campus events provided exposure for Parker students in a variety of settings. The Parker chorus performed in the lobby of Jones Hall prior to the Houston Symphony performance. At The Houstonian, performing violins and dulcimers played holiday selections in the evening. Other off-campus performances included: Brentwood Baptist Children's Festival, Baylynn Community Center for AARP, Diagnostic Hospital, Vencor Hospital, Aramco, the Galleria, Sheltering Arms, and Hearthstone.

Performances sponsored by Young Audiences of Houston represented an additional avenue for students to extend their repertoire of classroom experiences and knowledge. The multisensory framework allowed students to fully experience a diverse spectrum of fine arts events, including participation. Music workshops were conducted for strings students and piano students in which invited clinicians modeled new techniques. Grade level field trips to the Museum of Fine Arts, Museum of Natural Sciences, and People Place exposed all Parker

students to different fine arts media as well as multicultural settings.

Parental involvement was actively encouraged for both magnet activities and schoolwide events. If students pursued either Suzuki violin or cello, a parent, guardian, or caregiver was required to attend the weekly private lesson. This represented not only a valuable link in the learning process, but also facilitated a support network between the school, the student, and the parent. In addition, parents volunteered their time and lent their expertise with regard to magnet activities and performances. Parents truly reflect a cornerstone of the program.

The educational philosophy of Parker Elementary is to use actual experience in a “hands-on” learning environment to develop self-discipline, problem-solving skills and encourage critical thinking through the integration of academics and music. In addition, the Magnet program goals were to:

- Develop music appreciation in elementary school students,
- Provide daily hands-on music instruction with opportunities to perform,
- Provide group and/or individual instruction in music,
- Provide opportunities for children to be exposed to professional musicians and musical performances,
- Develop creative and critical thinking skills,
- Provide opportunities for children to be exposed to multicultural settings,
- Foster cooperative learning skills through group interactions,
- Involve parents in the learning process,
- Improve public support and confidence in schools, and
- Create a positive district culture.

The purpose of this evaluation was to assess the effectiveness of the Parker Elementary Music Magnet in relation to its stated goals and its impact on those students enrolled in the program. The following research questions were addressed:

1. Which components contributed to the fulfillment of objectives at Parker Elementary Music Magnet?
2. What was the number of Magnet student transfers at Parker Elementary for the 2000–2001 school year? How did the number of Magnet transfers compare to the 1998–99 and 1999–2000 school

years? Into which Magnet middle schools did Parker Magnet Students enroll for the 2000–2001 school year?

3. What was the academic performance of Parker Elementary Magnet students?
4. What were the perceptions of the students and parents regarding the quality of the Parker Elementary Music Magnet?
5. What were the strengths and weaknesses of the Parker Elementary Music Magnet as seen by the students, teachers, and parents?

Findings

- Parker Elementary extended the traditional curriculum by adding the Music Magnet program. Students were exposed to in-depth musical instruction aligned with National and State curriculum standards. Traditional and Suzuki Methodological frameworks were implemented.
- Parker faculty incorporated multisensory strategies to address different learning styles, parents as “home teachers”, cross-age instructional strategies and peer tutoring to enhance student learning.
- By providing opportunities for students to participate in workshops, perform as soloists, learn new pieces, and perform in musical events both on-campus and off-campus, the Magnet program promoted positive attitudes and behavior towards music.
- The Magnet program provided opportunities for Magnet students to be exposed to workshops or clinics held by professional musicians.
- Non-Magnet students in chorus, handbells, and dulcimer benefited from opportunities to perform on-campus and off-campus, instruction from music specialists, and exposure to musical performances.
- A total of 1,330 professional development hours were submitted by the Parker music faculty for the 2000–2001 school year. The minimum number of hours submitted was 63 and the maximum was

747.5. All students attending Parker benefited from these highly trained musicians.

- Parker faculty were ensconced in the Fine Arts community as evidenced by their active involvement and professional affiliations.
- The Music Magnet had an enrollment of 440 students, with an ethnic composition of 52.5% African American, 5.5% Asian, 15.5% Hispanic, and 26.6% White. Magnet enrollment has increased by 16% over the past three years.
- Piano was the component receiving the highest enrollment (146 students). Although piano students represented 34% of the total Magnet population, instruction was provided by only one teacher.
- Magnet student transfers into the program exceeded those out of the program. The fifth grade students enrolled at Parker for the 1999–2000 year were tracked in order to document their choice for middle school. Of the 54 Parker Magnet students that were enrolled in a middle school Magnet program during the 2000–2001 school year, 51 were enrolled in a Fine Arts Magnet program.
- A cohort analysis of fifth grade students using TAAS TLI scores revealed that statistically significant academic gains in both reading and mathematics were demonstrated.
- Stanford 9 results for reading and mathematics indicated that Magnet students scored in the above average range for all grade levels.

- The effectiveness of the program was documented in the students', teachers', and parents' expressions of satisfaction of the Magnet program.
- Thirty-two percent of the students and 13% of the parents indicated on a survey that the musical instruments were not perceived to be of good quality or in good condition.

Recommendations

1. Continue to provide in-depth instruction in instrumental music as stated in the program goals to enhance the educational experiences of the Parker Music Magnet students.
2. Maintain current recruitment efforts since they seem adequate towards increasing Magnet transfers into the school and decreasing Magnet transfers out of the school.
3. To redistribute the Magnet students enrolled in the program, reincorporate chorus as a Magnet component.
4. Since piano reflects the component with the highest enrollment, consider hiring two hourly piano teachers to assist with instruction. If logistically feasible, group piano students by ability for instructional purposes.
5. Project costs over the next three years for replacement and repair of instruments. Develop an action plan addressing methods for maintaining an instrument inventory that is of good quality and in good condition.

PARKER ELEMENTARY MUSIC MAGNET PROGRAM 2000–2001

Purpose: *To evaluate the effectiveness of the Parker Elementary Music Magnet Program in relation to its stated goals and to determine its impact on the students enrolled in the program.*

Design: *Quasi-experimental and descriptive.*

Sample: *Fourth and fifth grade students enrolled during the 2000–2001 school year. Surveyed parents were those of selected students. Interviews were conducted with the teachers responsible for instruction of the curriculum, the principal, and the Magnet coordinator.*

Methods: *Demographic data were collected from the PEIMS and SASI databases. Student achievement was measured using the TAAS reading and mathematics subtests and reported by percent passing and Stanford 9 NPR scores and reported by grade level for reading and mathematics. Cohort analyses were undertaken using TAAS TLI scores and Stanford 9 reading and mathematics NCE scores. Results from surveys of students and parents coupled with Magnet staff, parent volunteers, and principal interviews. Student transfer data were analyzed. Qualitative analysis was based upon observations of student participation in magnet activities, classes, and performances.*

Findings: *Program components were implemented as stated in goals. Both Magnet students and Non-Magnet students benefited from the highly trained music faculty, opportunities to perform, and exposure to musical performances. On the Stanford 9 reading and mathematics subtests, Parker Magnet students scored in the above average range for all grade levels. Students, parents, and teachers expressed support and satisfaction with the program. On a survey, 32% of the students and 13% of the parents perceived that the instruments provided were not of good quality or in good condition.*

Conclusions: *The administration and staff are implementing the program goals; however, additional instructional piano staff are needed.*

Introduction

Program Description

The Parker Elementary Music Academy Magnet was established in 1975 as a School-Within-A-School (SWAS) program. A SWAS is one in which a subset of the student population attending the school is served by the Magnet Program at that campus. All students, including those who are zoned to the host school, must apply for admission to the program through the Magnet application process.

The program was designed to offer students in grades kindergarten through fifth extensive instruction in instrumental music. The components of the program

included: Suzuki violin and cello, band, piano, music enrichment, and pre-band. Students received private or small group instruction on a weekly basis. In addition, music specialists offered large-group instruction to all magnet students every afternoon for 45 minutes. Nine full-time and four part-time music faculty provided instruction for participating students. All students at Parker benefitted from general music instruction, opportunities to receive instruction on the dulcimer, handbells, or chorus, as well as the opportunity to perform. The implementation of the Magnet program involved the interaction and support of regular classroom teachers, Magnet staff, and parents so that students received the maximum benefits of their tenure

at Parker. The instruments, music materials, and instruction were provided at no cost to the students. Eighteen Winter Holiday concerts showcased the talent of both magnet and non-magnet participants. Off-campus events provided exposure for Parker students in a variety of settings. The Parker chorus performed in the lobby of Jones Hall prior to the Houston Symphony performance. At The Houstonian, performing violins and dulcimers played holiday selections in the evening. Other off-campus performances included: Brentwood Baptist Children’s Festival, Baylynn Community Center for AARP, Diagnostic Hospital, Vencor Hospital, Aramco, the Galleria, Sheltering Arms, and Hearthstone.

Performances and workshops sponsored by Young Audiences of Houston represented an additional avenue for students to extend their repertoire of classroom experiences and knowledge. The multisensory framework allowed students to fully experience a diverse spectrum of fine arts events, including participation. HSPVA piano students performed at Parker permitting the elementary students to appreciate the talent of high school students making a commitment to the Fine Arts. Grade level field trips to the Museum of Fine Arts, Museum of Natural Sciences, and People Place exposed all Parker students to different fine arts media as well as multicultural settings.

Parental involvement was actively encouraged for both magnet activities and schoolwide events. If students pursued either Suzuki violin or cello, a parent, guardian, or caregiver was required to attend the weekly private lesson. This represented not only a valuable link in the learning process, but also facilitated a support network between the school, the student, and the parent. In addition, parents volunteered their time and lent their expertise with regard to magnet activities and performances. Parents truly reflect a cornerstone of the program.

The educational philosophy of Parker Elementary is to use actual experience in a “hands-on” learning environment to develop self-discipline, problem-solving skills and encourage critical thinking through the integration of academics and music. In addition, the Magnet program goals were to:

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The purpose of this evaluation was to assess the effectiveness of the Parker Elementary Music Academy Magnet in relation to its stated goals and its impact on those students enrolled in the program. The following research questions were addressed:

1. Which components contributed to the fulfillment of objectives at Parker Elementary Music Magnet?
2. What was the number of Magnet student transfers at Parker Elementary for the 2000–2001 school year? How did the number of Magnet transfers compare to the 1998–99 and 1999–2000 school years? Into which Magnet middle schools did Parker Magnet Students enroll for the 2000–2001 school year?
3. What was the academic performance of Parker Elementary Magnet students?
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5. What were the strengths and weaknesses of the Parker Elementary Music Academy Magnet as seen by the students, teachers, and parents?

These goals were accomplished through collaboration of administrative staff, teachers, parents, and students. Active parental involvement was essential toward implementation of the Magnet component, especially ensuring that they participated in their child’s weekly lessons. Furthermore, the scope of responsibilities entrusted to parents in the program truly reflect a unique educational partnership endorsed and fulfilled.

The flexibility and dedication of the teachers was exemplified by the creative and challenging musical

instruction, and by the positive, caring, and nurturing environment. Furthermore, the teaching staff actively pursued every opportunity to continue both professional development and involvement in the Fine Arts community. To accomplish this, innovative teaching methods and/or ideas were developed. One such example is the Suzuki Workshop held every year at Parker. Clinicians from around the United States were invited to participate in this educational endeavor. As the clinicians modeled new teaching techniques, both the Parker students and music specialists benefited. As a culminating event, 174 Parker students from every grade level played in the twenty-second annual Suzuki Workshop Concert. Of particular interest was the debut of an original composition entitled, *Spanish Dance*, written by Michael McLean for the performing strings and commissioned by Parker Elementary. This type of program reflects strong administrative support, goal-directed teacher interaction, a supportive parent and professional community, and a motivated student body.

Of particular importance were the benefits that the Magnet program afforded the general student body. All students attended general music classes taught by music specialists. Furthermore, Non-Magnet students had the opportunity to learn how to play the dulcimer, hand bells, or audition for the chorus. Everyone benefited from the opportunity to experience the fine quality performances and stage presentations. In general, the curriculum encompassed the four strands of the Texas Essential Knowledge and Skills for the Fine Arts. These included: creative expression and performance, cultural and historical context, perception, and response and evaluation. Aside from developing higher level thinking skills, the program participants acquired the skills to understand the appropriate norms of behavior in different environments.

All students have created a positive image for the district not only in the Houston community, but also across the United States. Parker received successive invitations to perform at the 7th and 8th Suzuki International Conference both of which were held in Chicago. Parker's music groups have performed in Galveston, Brenham, the State Capitol rotunda in Austin, and the annual conference of the Texas Music Educators Association in San Antonio. Furthermore, Parker Elementary has been certified by the Texas Education Agency as a registered Provider for School Board Member Continuing Education. To reach school districts throughout the State of Texas, Parker provides

training to teachers and board members of other districts interested in starting a music magnet program. This is accomplished by showing how the music magnet school has enhanced student achievement, by giving information on how a district can accomplish the vision, by reporting on the successful academic results, and by showing unity when all parties visit as a group to gain support for establishment of a similar program.

The Magnet program at Parker instills a lifelong interest in music. This was exemplified by the fact that Parker graduates continue to participate in music endeavors academically and professionally. Graduates from the program continue their music education by attending middle and high schools that offer fine arts programs. This year, the HSPVA string quartet played for Parker Elementary students. Of particular interest is that three of the four musicians were graduates of the program. From a professional standpoint, three of the four rhythm and blues musicians playing in *IDEAL*, were Parker graduates.

Admissions Criteria

Admission into the program centered on the following criteria:

- Expressed an interest in the program,
- Interview (if applicable),
- Satisfactory music aptitude test for grades 1-5,
- Acceptable conduct and attendance, and
- Completed an application.

Once applicants were accepted into the program, an Entrance Agreement was signed by the student, parent, magnet coordinator, and principal. This agreement outlined the expectations of the program. Students who failed to adhere to the expectations in the agreement were placed on a growth plan. A review committee determined if the student had made reasonable progress toward meeting the requirements as stated in the growth plan.

Program History

Since the program's inception in 1975, changes have occurred with regard to teaching personnel, program components, scheduling, enrollment goals, and facilities.

The program was designed to serve students in grades K–6 from applicants who showed interest in an in-depth music program. The music offerings for Parker in 1975–76 included: strings (both Suzuki and

traditional methods); band (woodwinds, brass, and percussion); class piano; electronic guitar lab; chorus, and general music instruction using Orff-Kodaly techniques as enrichment. Prior to the inception of the Magnet program, Parker Elementary was defined as a one-race school (having less than 10% minority groups). The ethnic breakdown for the 1974–75 school year was 1.9% African American, 95.3% White (other), and 2.8% Hispanic. With the inception of the music Magnet program at Parker in 1975–76, the overall school enrollment was 867 students with a total of 17.4% represented by minority groups. The ethnic breakdown was 13.4% African American, 82.6% White (other), and 4.0% Hispanic. During the 1975–76 school year, the Magnet enrollment consisted of 227 students. As the program was initially designed, Magnet students were scheduled for individual and small group instruction during the school day. Private lessons were scheduled during handwriting, spelling, language, science, or social studies since all of these subjects had been allotted more time than was required by the Texas Education Agency. The disruption to the academic regime was minimal as evidenced by the growth patterns documented by scores on the Iowa Test of Basic Skills (ITBS).

The extended day portion for the Magnet program was structured so that students in grades 1 and 2 attended Magnet for 30 minutes per day, from 2:20–2:50, and grades 3 through 6 attended Magnet for 40 minutes per day, from 2:50–3:30. During the extended day period, five full time music staff provided instruction. Additional personnel were needed to fully implement the program. Two part-time employees were hired for one hour, two days each week. The regular general music teacher was enlisted to help for three days during the extended day period. One primary teacher with musical experience assisted several days each week. Parents in the VIPS program were trained to assist the string teacher in her duties. Furthermore, a teacher aid was assigned to assist with the first and second grade students (Magnet School Internal Evaluation Report of Parker Elementary School Music Academy, 1975).

The Magnet program at Parker continued to expand in terms of student enrollment ($n=243$), full time and part-time faculty, and length of the extended day. During the 1976–77 academic year, music instruction increased from three days to five days. In February, a second string teacher was added to meet the increasing demands of a large number of strings students at

various levels of musical achievement. In addition, two string teachers were hired on an hourly basis for the extended day program (Magnet School Internal Evaluation Report of Parker Elementary Music Academy, 1976).

New components were added during the 1978–79 academic year that included the Parker Suzuki Workshop and the incorporation of the stage band, introducing the technique of improvisation, as an additional performing group. By 1981, with the introduction of the Middle School concept, Parker Elementary served students in grades K–5. However, the enrollment goal of 350 students was exceeded ($n=351$), and 64.9% of the students were minorities. Music offerings included piano, chorus, band, Suzuki strings, and music enrichment (Magnet School Internal Evaluation Report of Parker Elementary Music Academy, 1979).

In 1985–86, the Magnet program continued to focus on piano, chorus, band, Suzuki strings, and general music instruction. Chorus was now offered to students in grades 3–5. Prior to this, students were required to be in grade 4 to participate. The instructional time for the extended day increased from the original 30–40 minute time frame to one hour (2:30–3:30). Choir was offered for two days per week during the extended time. The Magnet teaching faculty increased to 8 full time faculty. A decrease in the number of teachers was projected for the 1986–87 school year, although program components remained the same (Magnet School Internal Evaluation Report of Parker Elementary Music Academy, 1985).

As the program is currently structured, the Magnet program components included piano, band, Suzuki strings, and general music instruction. Chorus is no longer a Magnet component. All Magnet students are scheduled for small group or private instruction during the students' planning period. The ethnic breakdown consists of 52.5% African Americans, 26.6% Whites, 15.5% Hispanics, and 5.5% Asians. Students receive private or small group instruction on a weekly basis. The instructional time for the extended day decreased from one hour to 45 minutes (3:00–3:45). Nine full-time and four part time music faculty provide instruction.

Program Participants

Parker's Magnet serves kindergarten through fifth grade students that have expressed an interest in music. **Figure 1** summarizes the Magnet enrollment spanning 1998–99 through 2000–2001. Overall, Magnet enrollment increased by 16% over this three year

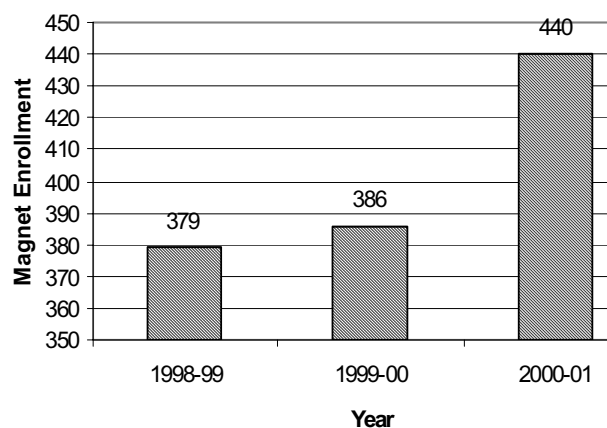


Figure 1: Magnet Enrollment for 1998–99 to 2000–01.

period. For the 2000–2001 school year, the number of students receiving music instruction for each musical component was as follows: piano (n=146), violin (n=126), cello (n=39), advanced band (n=81), beginner band (n=74), pre-band (n=33), and music enrichment (n=60). Enrollment is highest for piano and lowest for pre-band.

Table 1 presents a comparison of the student demographics at Parker Elementary between the regular program and the Magnet program. In 2000–2001, the total number of students at the school was 871. Of those, 431 were in the regular program, and 440 were in the Magnet program. With the exception of third grade where the Magnet program possessed a slightly greater percentage of students, enrollment by grade level was comparable for both programs. With regard to gender, the percentage of males and females for both programs was comparable.

The ethnic composition differed when comparing the regular program to the Magnet program. Whites, African Americans, and Hispanics represented the predominant ethnic groups for the regular program (39.2%, 28.3%, and 27.6%, respectively). For the Magnet program, African Americans, Whites, and Hispanics represented the predominant ethnic groups (52.5%, 26.6%, and 15.5%, respectively).

Student demographics were also reported by certain group affiliation: English as a Second Language (ESL), Bilingual, Special Education, Gifted and Talented (G/T), and the Free or Reduced Lunch program. ESL comprised 14.6% of the regular program compared to only 3.6% of the Magnet program. The percentage of students affiliated with the Bilingual program was comparable. The percentage of students in Special Education for the regular program was 9.3% compared to only 5.0% in the Magnet program. There

Table 1: Demographic Distribution of Parker Elementary Non-Magnet and Magnet Students According to Grade Level, Ethnicity, Gender, and Group, 2000–2001

	Magnet		Non-Magnet	
	n	%	n	%
Grade				
K	59	13.7	58	13.2
First	77	17.9	77	17.5
Second	74	17.2	72	16.4
Third	70	16.2	81	18.4
Fourth	72	16.7	78	17.7
Fifth	79	18.3	74	16.8
Gender				
Male	218	50.6	221	50.2
Female	213	49.4	219	49.8
Ethnicity				
African Am	122	28.3	231	52.5
Hispanic	119	27.6	68	15.5
White	169	39.2	117	26.6
Asian	21	4.9	24	5.5
Native Am	0	0.0	0	0.0
Group				
Free/Reduced Lunch	159	36.9	118	26.8
Special Ed	40	9.3	22	5.0
Bilingual	1	0.2	0	0.0
ESL	63	14.6	16	3.6
Gifted /Talented	53	12.3	57	13.0
Total	440		431	

were a greater number of Gifted and Talented students in the Magnet program compared to the regular program (13% versus 12.3%). The regular program was characterized by a greater percentage of participation in the Free or Reduced Lunch program when compared to the Magnet program (36.9% versus 26.8%, respectively).

Student recruitment was an on-going process. The Magnet Coordinator utilized many venues for recruitment. Performances by Parker students represented one of the most compelling vehicles. The expression on the faces of the audiences when they witness the technical expertise of these accomplished musicians was priceless. Another strong recruitment tool was the positive perception about the program within the community at-large. The invitations received by Parker to perform in both the business and fine arts community attests to the quality of the program. The news media continues to promote a positive image for Parker. Numerous articles in the *Southwest News* and the *Houston Chronicle* have highlighted the accomplishments of the students, teachers, performances, and events. During the 2000–2001 school year, Channel

11 singled out Parker Elementary on two occasions. The first story centered on the Pre-K classes. The second piece entitled, “Instruments in the hands of 5 year olds” highlighted the Magnet program and included interviews with teachers, parents, and students. A certificate of recognition was received by Parker from the Mayor at the Keep Houston Beautiful Mayor’s Proud Luncheon. By actively engaging and promoting the Magnet program among the community, teachers, students, and parents, Parker continues to attract students within the district. Parker parents actively spread an awareness regarding the program throughout the community by sharing information about the program with other parents and students. This was exemplified in a formal context during one of the recruitment meetings in which a Parker parent of four provided a detailed description of program expectations and benefits from a personal perspective.

Program Personnel

There are nine full-time and four part-time music specialists that are responsible for delivering the music curriculum. These teachers are supported by a Magnet Coordinator and a Magnet Clerk. The role of the Magnet coordinator was to recruit students for the Magnet program, assist in determining staff needs, provide instructional support for the teaching staff, and maintain efficient program operation relative to the goals. Furthermore, the Magnet coordinator acted as a liaison with parents and the community scheduling concerts and promoting the Magnet program. In addition, the Magnet Coordinator served on the SDMC, the Courtesy Committee, Landscaping Committee, and the TIF Grant Committee.

Resource Management

When the Magnet program became established in 1975, the music program was housed in a permanent wing of the building which had several classrooms available. Plans were approved for building instrument storage cabinets, installation of carpeting and painting of rooms in the music wing (Magnet School Internal Evaluation Report of Parker Elementary School Music Academy, 1975). The Magnet wing houses classrooms for cello, piano, advanced band, violin, and general music (n=2). Temporary buildings house additional music classes for violin (n=2), band (n=1), and a resource room. Performances on-campus take place in the cafeteria. For the 2000–2001 academic year, the following instruments were utilized: 145 band

instruments, 38 cellos, 122 violins, 8 acoustical pianos, 13 digital pianos with headphones, and 20 recorders (2 purchased by each child).

Funding Source and Program Cost

The resource allocation reported in the HISD 2000–2001 adopted school budget handbook (HISD, 2000) for the Magnet program at Parker Elementary School totaled \$453,724. For co-curricular activities, Parker was allocated \$7,101 for general supplies and equipment. For instruction, Parker was allocated \$23,650 designed for extra duty pay and general supplies. Fees and dues for Young Audiences totaled \$3,400. **Table 2** summarizes the requests for instrument repairs and one-time funds received by the Magnet Department from 1998–2001. One-time instructional expenditures covered Magnet instructional needs considered out-of-the ordinary (e.g. replacement of musical instruments that are old and/or cheaper to replace than repair; books for specialty classes). Replacement instruments (cymbals, tenor saxophones, alto saxophones, digital piano) and one metronome were purchased using one-time funds. To purchase the digital piano, onetime funds were combined with magnet funds. Additional funds for the Magnet program were raised by the PTO.

Table 2: Parker Monetary Magnet Requests for Repairs and One-Time Funds, 1998–2000

Academic Year	Repairs	One-time funds
1998–1999	\$16,396.66	\$ 272.00
1999–2000	\$10,378.69	\$9,373.00
2000–2001	\$12,000.00*	\$1,356.00
	*approximation	

Purpose of the Evaluation

The purpose of this evaluation was to assess the effectiveness of the Parker Elementary Music Magnet in relation to its stated goals and its impact on those students enrolled in the program. The following research questions were addressed:

1. Which components contributed to the fulfillment of objectives at Parker Elementary Music Magnet?
2. What was the student transfer rate at Parker Elementary for the 2000–2001 school year? How did transfer rates compare to the 1998–99 and 1999–2000 school years? Into which Magnet

middle schools did Parker Magnet Students enroll for the 2000–2001 school year?

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Review of the Literature

There continues to be a growing resolve among educators and policymakers to assure the place of a solid arts education in the nation's schools, primarily because of the contribution the arts make to the quality of education (Persky et al., 1998). As stated in the *Improving America's Schools Act of 1994*, "The Congress finds that the arts are forms of understanding and ways of knowing that are fundamentally important to education." Therefore, it is necessary for the nation's schools to provide instruction so that students develop the necessary skills to create and understand different art forms.

With the national shift toward school accountability, research focusing on the relationships of music in improving the performance of our schools and academic achievement of our students has increased. Howard Gardner's (1983) theory of multiple intelligences demonstrated the variety of ways in which we learn. Two of the original seven described, music and spatial (art) intelligences, related to the fine arts. A new line of research is uncovering the processes of how the human brain functions, and the role stimuli provided through the arts play in healthy brain development (<http://aep-arts.org>). As a recent example, studies have focused on music, the brain, and behavior (DeMorest and Morrison, 2000; Flohr, Miller, & deBeus, 2000; Fox 2000; Hodges, 2000; and Monsour, 2000). It appears that there has been a shift away from music for its intrinsic value toward emphasizing its effects on core academic subjects such as reading or mathematics. "To use the arts primarily to teach what is not truly distinctive about the arts is to undermine the justifying conditions for the arts in our schools" (Eisner, 1999).

In 1997, the National Assessment of Educational Progress (NAEP) conducted a national assessment in the arts at grade 8. The framework for this assessment encompassed the following three arts processes: Cre-

ating, Performing, and Responding. These processes were defined by Persky et al. (1998):

- Creating refers to expressing ideas and feelings in the form of an original work of art, for example, a dance, a piece of music, a dramatic improvisation, or a sculpture.
- Performing refers to performing an existing work, a process that calls upon the interpretive or recreative skills of the student.
- Responding refers to observing, describing, analyzing, and evaluating works of art.

Using this framework, the following findings for music represent excerpts from the Executive Summary prepared by Persky et al. (1998):

- Most students could select appropriate functional uses for different types of music and could partially justify their choices in writing.
- Students showed some skills in critiquing simple music performances.
- Students showed limited abilities in creating music. For example, when students were asked to create a rhythmic embellishment based on the first two phrases of "Ode to Joy," 24 percent of the students were able to perform music that was scored "Adequate" or above in overall appeal and interest.
- Students singing abilities across various aspects of musical performance were mixed. For example, 78 percent of the students were able to sing the rhythms of the melody with generally acceptable accuracy. In contrast, only 24 percent sang with a tone quality considered appropriate in most sections of the music.

The Texas Essential Knowledge and Skills (TEKS) for the Fine Arts are aligned with the scope and sequence established on the national level. The fine arts objectives are organized within four strands or components: perception, creative expression/performance, historical/cultural heritage, and response/evaluation. Furthermore, the curricular elements for the Houston Independent School District are aligned with those established at the State level.

Methods

Data Collection

Demographic data were collected from the Public Education Information Management System (PEIMS),

and the Schools Administrative Student Information (SASI) system by the programming staff. Student transfer data were provided by the Attendance Boundaries and Transfer Department.

Students' academic achievements were measured by the Texas Assessment of Academic Skills (TAAS). More specifically, the percent of students passing the minimum expectations set forth by the state (70%) were compiled for 2000 and 2001. Performance on the TAAS was further analyzed using a cohort analysis. Non-magnet Parker students were not selected since they benefit from instruction delivered by specialists and opportunities to perform both on-campus and off-campus.

Student's academic performance was also measured by the Stanford 9 Reading and Mathematics subtests. Testing information was reported for Magnet students in grades kindergarten through 5. Performance on the Stanford was further analyzed using a cohort analysis. A quasi-experimental design was utilized to compare a cohort of students from Parker elementary with a control group over a two year period. Only students with two years of testing data were included. The control group was selected from schools that indicated in a 1998–99 survey that fine arts instruction was not delivered by specialists on the campus.

Although the research design incorporates the utilization of test scores from reading and mathematics, these results may reflect ancillary outcomes that may or may not be program-related. Furthermore, the quality of a fine arts program needs to primarily reflect those outcomes related to the subject matter of the fine arts curriculum. Eisner (1999) outlines three different levels for assessing arts-based outcomes. The first level focuses on outcomes specifically related to works of art; the second level examines the aesthetic features of the general environment; while, the third level examines the effects of art education on student performance in other academic areas. "We do the arts no service when we try to make their case by touting their contributions to other fields. When such contributions become priorities the arts become handmaidens to ends that are not distinctively artistic and in the process undermine the value of art's unique contribution to the education of the young" (Eisner, 1999).

Information on the program's goals and history was collected during interviews with the Magnet coordinator and principal. Classroom observations were made of band, cello, violin, chorus, and dulcimer/handbell

classes. Performances and workshops represented an opportunity to conduct observations. The Magnet teachers were informally interviewed on December 14, 2000. Perceptions about the program, delivery of the program, along with weaknesses and benefits were addressed. Program history was obtained by summarizing Magnet School Internal Evaluation Reports of Parker Elementary School Music Academy (1975, 1976, 1979, and 1985).

Survey Data

To determine student, teacher, and parent perceptions of the Parker Elementary Magnet, a population of fourth and fifth grade students ($n=195$) were surveyed. Participating students had to be present on March 22 or 26, 2001 when the survey was conducted. Parents of the fourth and fifth grade students defined the parent population ($n=195$). Parent surveys were distributed on February 20, 2001.

The format used in conducting the surveys differed among the groups. All Magnet students completed their surveys during the Magnet period. Parent surveys were distributed using the communication folders.

A total of 195 parent surveys were sent home, and 112 were returned, reflecting a response rate of 57%. Forms were collected from 100% of the students surveyed ($n=195$).

The survey items were developed from a previous instrument. Additional items were created by considering the program's goals and objectives, and by consulting with the school's teachers and administrators in order to reflect additional ideas and interests. A Likert-type scale was used to rate the degree to which students and parents agreed or disagreed with a statement. In addition, a series of open-ended questions to determine positive and negative aspects of the program were included. Parent surveys included one additional item that addressed those factors that played a role in choosing Parker.

Data Analysis

Statistics were used to analyze the data. Qualitative analyses were based on observations conducted by the research specialist of student participation in workshops, performances, and classroom observations. Qualitative data obtained from student and parent surveys along with the interviews of Magnet staff were grouped according to content and frequencies were calculated.

Results

Which components contributed to the fulfillment of objectives for Parker Elementary Music Magnet?

Student Impact

In order to fulfill its objectives as a Music Magnet program, Parker students participated in a variety of activities both on and off-campus. Students had opportunities to compete with surrounding schools and to work in group or individual contexts within a classroom or performance setting.

The program was designed to offer students in kindergarten through fifth grade a comprehensive program in music using a “hands-on” instructional approach. Magnet students have the opportunity to choose instruction in Suzuki strings, piano, music enrichment, or band. For students in kindergarten or first grade, music enrichment is offered once a week. The exposure that students experience from the music enrichment class prepares them to make an informed decision regarding the area of music that will be pursued. Pre-Band is a class offered to first grade students who would like to be in the beginner band when they reach second grade. The students are exposed not only to basic music theory, but also practice music using the flutophone. When students reach second grade, beginner band instruction commences. Each student receives a school instrument, a small group lesson during the school day, and large group instruction after school each day. Advanced Band is offered to third, fourth, and fifth grade students who have spent at least one year in the Beginner Band. Each student receives a school instrument, a small group lesson during the school day, and large group instruction after school each day. Piano instruction follows a traditional approach whereby students receive a group lesson once a week for forty-five minutes during the school day. For students in grades kindergarten through fifth, violin and cello lessons are offered using the Suzuki Method of Instruction. Each student receives an instrument and a 20-minute private lesson once a week during the school day. Lessons take place during the students planning period. The students in Grades 1 through 5 also receive large group instruction each afternoon after school. Parents of kindergarten, first grade, and any beginning student are required to attend the 20-minute private lesson. The parent attending the lesson serves in the capacity as a home teacher.

During the 2000–2001 school year, there were 48

students at Parker that auditioned and participated in the HISD Elementary All-City Honor Band under the direction of Dr. Benjamin Butler. The 22nd Annual Parker Suzuki Workshop culminated in a performance involving 174 strings students. Eighteen piano students participated in a Master Class with renowned pianist and professor, Mr. John Hendrickson, held at the Houston Baptist University. Furthermore, the piano students benefited from a theory class and a tour of the campus. Parker Elementary hosted the annual HISD Solo and Ensemble Music Contest which benefited hundreds of area students. Thirty-six of the 48 students participating in the All-City Orchestra were Parker students.

Suzuki Cello Observation

In the Suzuki cello classroom, 32 students in grades 1 through 5 were tuning their instruments to the piano. All of the students were seated in a semi-circle around the teacher. During the warm-up exercises, students worked on bowing exercises, fingering, and tempo changes as they practiced their Twinkle variations. Twinkle variations represented the first musical pieces that were mastered during the kindergarten year. Advanced students that had mastered shifting continued to play as the younger students watched and listened. This type of modeling was typical for Suzuki methodology. Students practiced matching tempo and rhythm with the remaining musical pieces. Students were attuned to listening and playing together as a group. At the end of class, the students were instructed to put away their instruments carefully.

Advanced Band Observation

The Advanced Band students arrived at 3:00 for instruction during the extended day by getting their instruments and music. Warm-up exercises commenced with students playing scales and then changing the tempo. Students reviewed the concepts of dynamics and *Legato*. The trombone section was directed to play, after which two of the trombone players were instructed to clap the rhythm for a selected section. This was further reinforced as the band director modeled the correct way the piece should be played by singing.

A second piece of music was being distributed to the band students for practice. The band director asked the students what they should do when they received a new piece of music. The students were

instructed to look at the key signature, and then point to it. Students were instructed to finger-snap their part.

Working with the different sections, the band director instructed students to clap and sing the melody by breaking down the song measure by measure. Woodwinds followed the example of the brass instruments. At the end of class, students were directed to practice the new piece at home by clapping it out. Students were reminded about All-City seat challenges.

Music Enrichment Observation

The teacher began the lesson by asking the class of ten kindergarten students to identify the different instruments in the string family. Students were then asked to compare and contrast the different instruments in the string family by size. As the teacher showed the class pictures of a violin and a cello, they were then asked what the difference was between a cello and a violin. Students responded by saying the bowing position was different. For the cello, the students responded that the bowing position was from side to side, and when played, the cello was not tucked under the chin. The lesson continued as students named the different parts of the bow. Students continued to compare and contrast the sounds produced by the violin and viola as the teacher played “the alphabet song” on the two instruments. Using this multisensory framework, the teacher made the connection between the size of the instrument and the sound produced. As the bass was introduced to the class, the teacher identified the parts and continued to compare and contrast these features to the other stringed instruments. The children were completely engaged, attentive, and observant. After the demonstration, the students were given a picture of the bass to color.

Advanced Band and Pre-Band Winter Holiday Concert

Upon entering the concert area, each guest was given a holiday program. Aside from the musical selections and arrangements, the participants were all listed, along with special accomplishments such as section leader or All-City Band member. Furthermore, acknowledgments to volunteers and school staff were included. The stage in the cafeteria was transformed into a winter wonderland decorated with snowflakes hanging against a blue backdrop. A *Merry Christmas* banner was centered towards the front of the staging area. The band was seated on the stage. Students

were dressed in red shirts, blue pants, and black shoes. The principal was present and assisting with the program. The Magnet staff and volunteers were involved in videotaping and taking pictures with a digital camera. The audience consisted of parents, community members, and students (grades 1 and 5). The introduction to the performance by the Magnet coordinator imparted important information about concert etiquette and the role of the audience. Cross-age instructional strategies were employed as the younger students were directed to watch the behavior of older students if they were not sure when to clap.

The Advanced Band and Pre-Band played their respective holiday concert numbers. As a group, the musicians played together and in-tune. Holiday highlights showcased students in a clarinet ensemble and flute ensemble. As a special component, a professional flutist was invited to play *We Wish You a Merry Christmas* and share with the audience different types of flutes. Students in the flute ensemble took turns playing the concert flute, alto flute, bass flute, and piccolo. In an interactive format, the audience was asked to compare and contrast the sound produced by the different flutes. Two rare flutes, the e flat flute and contrabass flute were also discussed.

In the closing remarks by the Magnet coordinator, the performance was praised as well as the good listening skills of the first grade students.

Teacher Impact

The qualifications, professional networks, collaboration, flexibility, and devotion of the teaching faculty represent a program strength. Although the music teachers may primarily provide instruction on one particular instrument, everybody unites to address the needs of the students. For example, the “cello” and “violin” teachers also provide instruction for music enrichment classes. The “beginning band” teacher provides instruction for beginning music classes. Two “violin” teachers and a “general music” teacher provide instruction in art. For selected performances, the “violin” teacher was the accompanist. The students are the beneficiaries of this flexible system. The collaboration among the Magnet teachers, the regular classroom teachers, and the administration serves to ensure that the students receive the maximum benefit of their tenure at Parker.

Staff development for the teaching staff was ongoing. Specific goals were accomplished by participating in District inservices, participating in workshops, and

assisting with community fine arts endeavors. Membership in professional organizations and positions held with professional organizations were numerous among administration and staff. These included the following: Houston Area Suzuki Strings Association (currently serving as the historian); International Suzuki Association; Suzuki Association of the Americas; Board of Directors, Publicity Director, and Assistant Concertmaster of the Houston Civic Symphony; PACE committee of Young Audiences; Texas Music Educators Association; Magnet Schools of America; Music Director for North Harris County Dulcimer Society; founded the Davy Crockett Dulcimer Society, Houston Area Acoustic Musical Society; Sam Houston Friends of Traditional Music; National Academy of Recording and Arts and Sciences; Panelist for the Cultural Arts Council; Powerhouse Recording Studio; The Society of Professional Audio Recording Services; Musical Fraternities (i.e. Kappa Kappa Psi); American Federation of Musicians; Choral member of the Houston Chamber Choir; American Choral Directors Association; Houston Association of School Administrators. Furthermore, Parker faculty teach workshops during the summer or on the weekends benefiting teachers and students. Furthermore, the Parker faculty participated on school committees. These included: Faculty Advisory Committee, Safety, Shared Decision Making Committee, Social Committee, and Courtesy Committee.

The Parker faculty were involved with the Fine Arts Community. For example, members of the faculty have played in the Baytown Symphony, the Houston Civic Symphony, Woodland Symphony, Contradance Band *Permanent Wave*, and the Spring Branch Fiddlers Fest. Faculty have indicated that they participate in community choirs. More specifically, one teacher sings in the Houston Chamber Choir and the choir at Christ Church Cathedral. The Parker faculty provides inservices, workshops, and private lessons outside of the school day. For example, selected Parker faculty have indicated that they were involved with running summer strings workshops, or served as clinicians outside of the Houston community.

At the end of the school year, the number of professional development hours submitted by all of the Magnet teachers at Parker were analyzed. A total of 1,330 hours reflects the total for the Parker Magnet teaching staff. The minimum number of hours submitted was 63 and the maximum was 747.5. Representative topics pertaining to music included: TCU Suzuki

Institute, Parker Suzuki Workshop, Music staff development, Texas Music Educators Association, Winter Festival of Acoustic Music, Mardi Gras Dulcimer Festival, Old Time Music Week, Dixie Elementary Dulcimer Festival, Digital Music Workshop, All-City Band Workshop/rehearsal/performance, Clinic of Concert Band at Dowling Middle School, Ottawa Suzuki Institute, HASSA Spring Workshop, Music Selection Committee, Summer Acoustic Festival, Sigma Alpha Iota Professional Music Fraternity Convention/Conference, Young Audiences Previews, All-City Elementary Orchestra, HISD Fine Arts inservice, Presentation for Channel 11, Clear Lake Symphony Competition, Young Audiences PACE Presentation, Fort Bend Symphony Concerto Competition, HISD Solo and Ensemble Contest, Music Inservice (Dupont Training), All-City Orchestra, Judging Sutton Multicultural Music and Dance Festival, Suzuki Association of the Americas Leadership Conference/Retreat, and Cultural Arts Council Panelist

To profile the experience of the teaching staff at Parker, teachers were asked to provide the number of years of teaching experience. All seven teachers responded. The total number of years ranged from 14 to 28, with an average of 22 years.

Parent Impact

Parents represent one of the cornerstones of the program. In fact, Parker alumni continue to dedicate their time and efforts to support the music program. Parents were invited to join the PTO, serve on the PTO Board, or chair a committee. There were nine positions on the Board dealing directly with Magnet or music activities. These positions included the following: Magnet fund-raiser, band, chorus, dulcimer, handbells, strings, piano, and Solo and Ensemble. All parents were invited to become involved in each of the different areas, and alerted to monthly meetings to keep everyone abreast of magnet activities and needs. Every opportunity to solicit parental involvement was undertaken. For example, in the literature for the Magnet Open House held in August, parents were not only invited to volunteer, but also the meeting schedule was presented so that parents could make appropriate arrangements to take an active role in their child's school. Program personnel identified ways in which parents could assist. These included: preparing the stage, building scenery, working the lights, and assisting with the children. In addition, each magnet area required parents to help with stage decorations. To

ensure high responses by parents, reminders were sent at a later date. To further attest to the commitment of Parker parents to the Magnet program, there were over 100 volunteers whose efforts were organized by two co-chairs making the 2001 Suzuki Workshop such a success.

A second organization, the Parker VIPS (Volunteers in Public Schools) program provided additional opportunities for parents to become involved in the school. Furthermore, parents may become involved in one of the Shared Decision Making committees (SDMC).

In addition, the Magnet program facilitated the establishment of stronger family relationships through parent/child participation in the Suzuki strings program. Parents showed their support of the program by ensuring that their child was prepared for weekly lessons and performances. Parent involvement was also encouraged through different contacts to the parents from the school through the school newspaper, special report cards, the PTO newsletter, meetings, and conferences.

The PTO produces a truly comprehensive newsletter that is edited by a former Parker parent. Parents are continually kept abreast of future activities (grade level field trips, community concerts) and performances, facilitating their ability to attend important events and to volunteer to help with events. The parent and student perceptions reported in the newspaper are reflective of a quality program.

The flow of communication in a timely fashion, the genuine appreciations extended to all volunteers, and the camaraderie of the school community represent program strengths. Furthermore, strong leadership was evident by the presence of administrative staff at the performances, coordination and collaboration of all teaching staff, videotaping of all performances on campus and off campus, and scheduling of all activities, as well as incorporating and recruiting parent and community volunteers.

Community Impact

The Magnet program continues to be actively promoted in the community through many different venues including student performances, media, and through the membership of Parker staff in professional networks and affiliations. Eleven winter holiday concerts showcased the talent of Magnet participants. Off-campus forays included: The Houstonian, Brentwood Baptist, Baylynn Center, Memorial Club, Diagnostic Hospital, Galleria, and Sheltering Arms.

Through the media, the community was kept abreast of on-campus and off-campus performances with articles in *The Houston Chronicle* and the *Southwest News*.

What was the number of Magnet student transfers at Parker Elementary for the 2000–2001 school year? How did the number of Magnet transfers compare to the 1998–99 and 1999–2000 school years? Into which Magnet middle schools did Parker Magnet Students enroll for the 2000–2001 school year?

One of the major goals of any Magnet program, including the music program at Parker, was to decrease the mobility of students out of the school’s zone to other Magnet programs and increase the mobility of students into the school’s Magnet program. **Table 3** describes the trends in the number of students that transferred into and out of the Parker Elementary school zone to other Magnet programs from 1998–2001.

Table 3: Number of Students Transferring In and Out of Parker’s Magnet Program, 1998–2001

Academic Year	Transfer In	Transfer Out
1998–1999	417	108
1999–2000	430	113
2000–2001	454	118

The data in Table 3 suggest that during the last three school years, a total of 339 students left the Parker zone to enroll in other programs. In contrast, a minimum of 417 students transferred from other zones in the last three years into the Parker zone. Clearly, transfers into the program exceeded those out of the program. Furthermore, the number of transfers into Parker have increased from 1998–99 to 2000–2001. Additional analysis of the 2000–2001 transfer data indicated that the schools that received the largest number of students from the Parker zone were Herod (n=37) and Kolter (n=26). Herod’s Magnet program was a Vanguard Program and Kolter’s Magnet Program was in Foreign Languages.

Another method for evaluating the success of the music program was to analyze the middle schools that attracted Parker fifth grade students for the 2000–2001 academic year. **Table 4** summarizes the number of students enrolled as a Magnet student, the Middle

School selected, and the Magnet program. The majority of students enrolled in Johnston Middle School which is a Performing Arts Magnet (n=48). Of the 54 students, 51 were enrolled in a Fine Arts Magnet Program.

Table 4: Magnet Middle Schools Selected by Parker Graduates, 2000–2001

School	Enrollment	Magnet Program
Johnston	48	Performing Arts
Pershing	2	Fine Arts & MYP-IB
T.H. Rogers	2	Vanguard
Gregory-Lincoln	1	Fine Arts
Fondren	1	Math, Science, & Computer
Total	54	

What was the academic performance of Parker Elementary Magnet students?

The academic performance of the Parker Music Magnet students was assessed using the TAAS achievement data and the Stanford 9.

English TAAS

The academic performance of the Parker Music Magnet population can be described using the English TAAS results. **Table 5** contains the number of students taking the test, the percent passing by grade level, and the differences in performance between 1999–2000 and 2000–2001. As shown in Table 5, the

Table 5: Parker TAAS Results According to Number Taking and Percent Passing, 2000 and 2001

Subtest	Grade	1999–2000		2000–2001		Diff
		N	%	N	%	
Reading	3	64	98	73	96	-2
	4	74	93	72	99	+6
	5	64	92	71	97	+5
Math	3	64	91	72	83	-8
	4	73	89	72	88	-1
	5	64	98	70	97	-1

percent passing for Parker increased in reading for grades 4 and 5, but decreased in grade 3 for reading. When examining the percentage of students passing the TAAS for the mathematics subtest, decreases occurred at all grade levels. With the exception of

fourth grade, the number of students tested increased when comparing subtest results from 1999–2000 to 2000–2001. The range in percentage passing was 89% to 98% for 1999–2000 and 83% to 99% for 2000–2001.

Table 6 shows the English TAAS results for All Students Not in Special Education Districtwide. When examining the Districtwide results, increases in percent passing occurred at all grade levels with the exception of grades three and four for the reading subtest. The largest increases were reflected in the fifth grade reading and math and fourth grade mathematics. When Districtwide results were compared to Parker’s Magnet students, higher percentages of Parker’s students passed reading and mathematics on all grade levels with the exception of fourth grade mathematics. For 1999–2000, the highest differences occurred in third grade mathematics, where Parker Magnet students outperformed those in the District by 19 percentage points.

Table 6: HISD English TAAS Results According to Number Taking and Percent Passing, 2000 and 2001

Subtest	Grade	1999–2000		2000–2001		Diff
		N	%	N	%	
Reading	3	10,980	84	10,782	83	-1
	4	10,305	90	11,457	89	-1
	5	11,027	85	12,344	90	5
Math	3	11,233	72	10,799	76	4
	4	10,442	84	11,485	89	5
	5	11,155	90	12,502	95	5

Further Analysis of the Parker Music Magnet with regard to academic performance was accomplished using a cohort analysis to assess the possible impact of the Magnet program on student performance. Cohort analysis involves comparing a given group’s performance with its performance the previous year. For Parker Elementary, the 2000–2001 performance of fifth grade Magnet students was compared to their performance as fourth grade students during the 1999–2000 school year. Only students with scores for both years were included in the analysis. The Texas Learning Index (TLI) was used for the cohort analysis because it is an indicator of student growth from year to year. A passing score on the TAAS is equal to a TLI score of 70. Based upon the structure of the TLI, there would be little or no gain anticipated between grades where students were making typical progress across the years. In other words, the TLI was constructed so that

making typical progress from year to year resulted in the same TLI score.

The cohort analysis of TLI scores showed positive trends. TLI scores for students currently in grade 5 are shown in **Table 7**. In grade 5, students demonstrated academic gains that were found to be statistically significant using a paired *t*-test.

Table 7: Comparison of Two Years of TLI Scores for Cohort of Parker Students, 1999–2000 and 2000–2001

Cohort	N	Mean TLI		Diff.
		2000	2001	
5th Grade				
Reading	70	87.4	89.7	2.4**
Math	69	81.4	84.9	3.5**

** Significant at $p \leq 0.01$

Stanford 9

The Stanford 9 results for reading and mathematics are presented in **Table 8** by grade level for the 2000–2001 school year. Scores were reported using the mean National Percentile Rank. The results indicated that for reading and mathematics, Magnet students scored in the above average range for all grade levels (61NPR to 99NPR). When examining both the reading and mathematics subtest by grade level, the highest scores were achieved by fifth grade students for mathematics (78 NPR).

Table 8: Parker Reading and Mathematics Stanford 9 Results Reported by NPR for Magnet Students, 2001

Grade	Reading	Mathematics
1	75	64
2	76	74
3	70	70
4	73	77
5	66	78

To further examine student performance in reading and mathematics, Normal Curve Equivalent (NCE) scores were used to assess progress from the 1999–2000 to 2000–2001 for a cohort of fifth grade Magnet students from Parker with a control group composed of fifth grade students that did not receive music instruction from specialists. **Table 9** shows the number of

students taking the exam, the mean NCE scores for each year, and the difference. Although an increase in reading and a very slight decrease in mathematics occurred for both groups of students, these results were not statistically significant. Parker’s Magnet students, however, outperformed the control group in reading by 19.4 and 20.3 points and in mathematics by 18.8 and 18.9 points, respectively.

Table 9: Comparison of Two Years of Mean Stanford 9 Reading and Math Scores for a Cohort of Parker Magnet Students, 2000 and 2001

Cohort	# Taking	Mean NCE		Diff.
		2000	2001	
Magnet				
Reading	72	56.6	58.6	2.0
Math	72	66.4	66.3	-0.1
Control				
Reading	87	37.2	38.3	1.1
Math	88	47.6	47.4	-0.2

What were the perceptions of the students and parents regarding the quality of the Parker Elementary Music Magnet?

Student Perceptions

Students’ perceptions regarding the quality of the Parker Music Magnet were measured by asking the respondents to rate their level of agreement with statements about various aspects of the program. **Appendix A** lists the number of responses and level of agreement for each item. A survey was administered to 195 students in grades 4 and 5. Survey items included fifteen statements describing attitudes towards the Magnet program in terms of curriculum, teachers, facilities, instruments, and activities. In addition, three items addressed future educational plans, current grade level, and the area of musical instruction that was selected by the respondent.

Positive responses ranged from 36% to 97%. The three highest rated statements were: *I am very proud to be a student in the Parker Elementary Music Magnet Program* (97%); *My music teachers expect me to work hard* (96%); *I like to participate in the music classes* (93%); and, *Overall, I am satisfied with the Parker Elementary Music Magnet Program* (93%). The level

of agreement with these statements was at least 93%. This finding is very important especially if it is combined with the high percentage of agreement with the following statements: *The music teachers challenge me to do my best* (92%), and *I have had an opportunity to participate in a performance either on-campus or off-campus during this school year* (91%). These findings indicate that the majority of the music students felt that the teachers in the Parker music program had high expectations, challenged, and motivated their students. Furthermore, the students indicated that they were satisfied with the program and they had the opportunity to perform.

There were several statements with a relatively high percentage of disagreement. Forty-five percent of the students indicated that the students in the school were not well-disciplined. In addition, 32% of the students thought that the musical instruments that they played were not in good condition. Twenty-four percent of the students felt that the music teachers did not make the lessons very interesting or exciting. Twenty-six percent of the students indicated that their music teachers did not feel they were important. Furthermore, 36% of the students indicated that they needed more help to improve their performance. It is necessary to examine these findings along with the percentage of students that indicated their future educational plans included participating in a Fine Arts program. Seventeen percent of the students indicated that their future educational plans did not include participating in a Fine Arts program, and four percent of the students did not answer the question.

Parent Perceptions

Parents' perceptions regarding the quality of the Parker Music Magnet program were measured by asking respondents to rate their level of agreement with statements about different aspects of the program. **Appendix B** contains parent responses to survey items by content. Survey items included fifteen statements describing attitudes towards the Magnet program in terms of curriculum, teachers, facilities, instruments, and activities. In addition, respondents were asked to identify the musical component that was selected.

For the survey items, positive statements ranged from 86% to 99%. The four highest rated statements were: *The school provides an adequate number of opportunities for me to be involved in my child's education* (99%); *I would strongly recommend the*

Parker Elementary Music Magnet program to other parents (99%); *The Magnet teachers in my child's school are very well-trained* (98%); and, *the Magnet activities encourage my child to be a proud student* (97%).

The three lowest rated statements were: *I am satisfied with the information provided by the school regarding my child's progress in music* (14%); *The instrument my child uses is of good quality and in good condition* (13%); *My child is able to express his/herself better since enrolling in the Magnet program* (12%).

Parents were asked to identify the musical component selected for their child. Based upon the parent population surveyed, the following represents a breakdown of the choices: cello (8%), violin (21%), piano (36%), band (33%), and chorus (24%). Percentages may reflect multiple selections if parents had more than one child enrolled in the magnet program.

What were the strengths and weaknesses of the Parker Elementary Music Magnet as seen by the students, teachers, and parents?

The strengths and weaknesses of the Parker Music Magnet program were assessed by asking surveyed students and parents to openly respond to questions that were designed to elicit opinions concerning program design (see Appendices A and B). Magnet staff were interviewed and asked to discuss program strengths, weaknesses, and recommendations or changes.

Student Perceptions

On the student survey, the student population was asked in Questions 16 and 17 what they liked the most and the least about the Parker Elementary Music Magnet program (see Appendix A). Regarding what they liked most, 194 students provided at least one response (99.5%). Content analysis of the responses produced the following emergent categories along with the frequency. Each category is followed by representative quotes from the students.

- The Magnet teachers had high expectations of their students and encouraged them to do their best (n=83).

I like the program because they encourage you to be the best you can be with fine arts.

What I like most about the music academy is

my teacher pushes us and encourages us to do our best and practice.

What I like most about the music program is that the teachers push us hard. The result of this is that everybody is a good player. The band has a really neat sound.

- The program developed the students' skills in music and promoted positive student attitudes toward music (n=78).

I like the fact that you are able to take your instrument home and practice, and that we get a private lesson and magnet time. I like the magnet because it's a time we're able to play with other kids.

I like the fact that it gives the children here a chance to play instruments and have fun expressing themselves through music.

The magnet music program is very fun. We learn lots of songs and have an opportunity to express our talents.

I like the way they teach us to play our instruments in different styles.

I like it because I learn a lot about music. I also learn how to have good intonation.

- Students indicated that they liked the opportunity to perform and showcase their talent.

I like participating in concerts. Also, when I say I participate at Parker Elementary, I get respect because of the quality of the musicians that graduate from it.

I like being able to perform because I am a skilled performer. I would like to be able to perform all the time!

I like to perform for my parents and friends. It makes me feel important.

Regarding what they liked least, 188 students provided at least one response (96%). Content analysis of the responses produced the following emergent

categories along with the frequency. Each category is followed by representative quotes from the students.

- Students indicated that there was nothing that they liked least regarding the Magnet program (n=38).

Nothing. I love it.

There is nothing I don't like.

- Students indicated that the expectations of the teachers were either too high or too low or the pace of the class was either too slow or too fast (n=31).

That I get easy songs and do it over again.

That it is hard for people to play this good and the teachers are kind of hard.

I don't like to learn the songs because some songs are really hard to memorize or play.

- The instruments were in poor condition and the facilities were not adequate (n=24).

They don't supply instruments in good condition.

What I like least about the program is that the instruments are old and the classrooms are too small.

I think the room is much too small for our needs.

Parent Perceptions

On the Parent Survey forms, the parent population was asked a series of open-ended questions regarding the Magnet program addressing strengths and weaknesses. Regarding the strengths of the Magnet program, 79 parents provided at least one response (70%). Content analysis of the responses produced the following emergent categories along with the frequency. Each category is followed by representative quotes from the parents.

- Parents indicated that the instruction provided by a highly qualified teaching staff and the opportunities afforded to the children through exposure to a challenging music program were program strengths (n=35).

Exposing children to challenging music which

makes the program more interesting; Helps to develop the musical ability in the children, many of whom would not have the opportunity otherwise; offers different aspects violin/cello, piano and band, plus the new dulcimers-trying to find what interests the student.

The history of the Magnet program at Parker as a whole. There is nowhere else I'd have my child learn from. My child is a second generation student at Parker. The strengths are the stability at the school and dedication from the teachers and staff. I personally have seen what has become of the children who leave the Parker Music Program. It's the best.

The extraordinary talent of the teachers.

- Parents identified ancillary benefits (self-discipline, appreciation of music, time-management) of the music program (n=30).

I perceive the Parker Magnet program provides not only music skill to my children, [but also] the program provides self motivation skill, skill to work with others in a group, and self discipline skills. I believe these skills are the keys to success for my kids in any other discipline if they apply them.

The program is unique. There is no other public school in the country where you can find such expert musical training. The daily group classes encourage camaraderie across age lines and foster cooperation, not competition. The music teachers demonstrate endless patience in teaching fundamentals to the youngest children. Band and Orchestra leaders and private teachers across the city appreciate and recognize the value of early musical training Parker students receive, and the program reaches all children across the economic spectrum.

Helping with their thinking and build better study habits

- The different musical components and the structure of the program were identified as program strengths (n=33).

Music is incorporated into every school day. Chil-

dren develop increased self-esteem through their advancement in the music program. Children develop skills to perform in front of audiences. Group lessons allow for learning/teaching among peers. Weekly private lessons allow for parental involvement and individual attention.

Great teachers, opportunities for public exposure, private lessons, parental involvement, and the Suzuki Workshop.

The ability to train students at such a young age. Employing the very best clinicians in the city. Overall structure of the program.

Regarding the weaknesses of the Magnet program, 65 parents provided at least one response (58%). Content analysis of the responses produced the following emergent categories along with the frequency. Each category is followed by representative quotes from the parents.

- Parents indicated that there were no program weaknesses (n=15).

I don't see any major weaknesses.

- Parents indicated that time constraints were an issue (n=10).

Piano students don't get enough private time.

The lack of one-on-one time (private lessons). Of course, we are aware of the logistical difficulties.

Teacher Perceptions

Regarding the strengths of the Magnet program, 7 teachers provided at least one response during an interview (78%). All of the teachers expressed the direct and ancillary benefits of the Magnet program including increased discipline, self-esteem, and exposure to musical activities. In addition, the structure of the program was identified as a program strength because students received both private or small group instruction as well as group instruction during the extended day.

Regarding the weaknesses of the program, 6 teachers provided at least one response during an interview (67%). Of the respondents, 50% perceived that there were no program weakness. The other respondents indicated that time was a critical factor. More time was

needed for private or group lessons, or to coordinate among the teaching staff, or to practice basic music skills.

Discussion

The purpose of this evaluation was to assess the effectiveness of the Parker Elementary Music Magnet program in relation to its stated goals and its impact on the students that were enrolled in the program.

Enrollment, Demographics, and Mobility

The enrollment data indicated that 51% of Parker Elementary School's student body participated in the music program. Specifically, 440 students were enrolled in the Parker Elementary Music Program during the 2000–2001 school year. Furthermore, Magnet enrollment has increased over a three year period by 16%. The demographic composition of the whole school differed slightly from the demographic composition of the Magnet program. More specifically, the predominant ethnic groups for the Magnet program were African Americans (52.5%), Whites (26.6%), and Hispanics (15.5%). The ethnic composition for Non-Magnet students was 39.2% White, 28.3% African American, and 27.6% Hispanic. With regard to gender, both groups were comparable.

Parker Elementary continued to attract students as a Music Magnet program. When analyzing student transfer data over three years, only 339 students left the Parker zone to enroll in other programs. In contrast, a minimum of 417 students transferred into Parker's Magnet program each year. Furthermore, the number of Magnet transfers increased from 1998–1999 to 2000–2001.

Student Motivation

By providing opportunities for students to participate in workshops, perform as soloists, learn new pieces, and perform in musical events both on-campus and off-campus, the Magnet program promoted positive student attitudes and behavior towards music. This interest in music was evident by the enthusiasm of the students toward participating in all Magnet related activities. Workshops represented a forum in which students were exposed to a repertoire of new techniques delivered by music professionals. Skill sets and student confidence increased and were witnessed by the community, teachers, and parents during performances. The practice of rotating the

students who performed as soloists permitted a greater number of students to showcase their talent, and motivated students to continue to perfect their repertoire of skills. To enhance student motivation, both cross-age instructional strategies and peer tutoring were highly successful methods in which students were learning with other students.

During the 2000–2001 school year, there were 48 students at Parker that auditioned and participated in the HISD Elementary All-City Honor Band under the direction of Dr. Benjamin Butler. The 22nd Annual Parker Suzuki Workshop culminated in a performance involving 174 strings students. Eighteen piano students participated in a Master Class with renowned pianist and professor, Mr. John Hendrickson, held at the Houston Baptist University. Furthermore, the piano students benefited from a theory class and a tour of the campus. Parker Elementary hosted the annual HISD Solo and Ensemble Music Contest which benefited hundreds of area students. Thirty-six of the 48 students participating in the All-City Orchestra were Parker students.

Innovative Instructional Strategies

The music curriculum at Parker was aligned with the four strands of the Texas Essential Knowledge and Skills for the Fine Arts. These included: creative expression and performance, cultural and historical context, perception, and response and evaluation. The program serves a diverse student body with student enrollment in programs such as: English as a Second Language, Gifted and Talented, Bilingual, and Special Education. To address the needs of these different populations, the faculty at Parker utilizes a variety of strategies to meet the students' needs. Students may receive private instruction, small group instruction for section rehearsals or piano lessons, and large group instruction for performances or after-school practice. Traditional methods of teaching instrumental music as well as the Suzuki approach reflect the music methodological framework. The Suzuki Method of Instruction includes the following features: parent involvement, early beginning, listening, repetition, encouragement, learning with other children, graded repertoire, and delayed note reading. The parent attends the weekly private lesson, acts as the home teacher for daily practice, and makes music a part of the home environment by listening to music, required tapes of pieces that the child will learn, and exposure to events in the fine arts community. The teaching faculty employed

multisensory strategies to address different learning styles. This was supported by classroom observations.

Multicultural awareness was actively promoted by using genre and historical context of the musical pieces as a vehicle, incorporating Young Audiences as an enrichment activity, providing field trip experiences to People Place where students learn about different countries and customs, and promoting the use of multicultural performances celebrating the diversity of the community.

Student Assessment

Through the use of standardized measures, portfolio assessments, and a music proficiency test, student performance was monitored and assessed. Ancillary outcomes for the music program as measured by Stanford 9 subtests in reading and mathematics were conducted for students in grades 1 through 5. The results indicated that Parker Magnet students scored in the Above Average range (61 NPR to 99 NPR) for all grade levels on all subtests. For grades 3-5, student performance was measured using the Texas Assessment of Academic Skills (TAAS) in reading and mathematics. The results indicated that Parker's Magnet students outperformed the District for all grade levels. Music progress was more directly monitored by weekly music lessons, after-school practices, performances, and weekly practice sheets. Towards the end of the school year, student progress was further evaluated by a performance test.

Parker's Magnet Model and Perceptions

The findings from the students' and parents' surveys coupled with the teacher interviews and observations, brought out several areas of strength that characterized the program. Parker's Magnet model consisted of the following components: teachers, parents, administration, students, and program design. The expertise, flexibility and dedication of the teachers and their continued professional development and involvement in the Fine Arts community represented a program strength. Teachers were able to foster a nurturing and cooperative atmosphere in the classroom so that students were motivated to meet the high standards that were established. The methodological framework and the use of multisensory techniques ensured that all students' needs were met. Active parental involvement ensured that the school had continued support for the numerous performances and workshops neces-

sary to bring the event to fruition. Furthermore, parents assisted as the home teacher for their child providing a valuable link in the learning process. The administrative staff exhibited strong leadership and support for the music program. Students felt challenged by the program, expressed dedication, positive attitudes toward music, self-esteem and self-discipline. The design of the program, in which students received private lessons or small group instruction coupled with daily large-group instruction during the extended day, was essential for students to achieve the technical level of expertise expected. The success of the program can be attributed to having developed each of the individual components to its fullest and maximizing the interaction between the program components. The satisfaction and support of the parents, students, and teachers attests to the successful implementation of an effective program.

Discipline, instruments, and time represent three areas requiring further attention. The Magnet students perceived that the students in the school were not well disciplined. It is clear that the Magnet students have developed a sense of self-discipline as part of their training. Although many of the Non-Magnet students received similar instruction, there is a proportion of students that do not have these opportunities. These students require a system of discipline that is imposed rather than self-directed. If resources, time, and staff exist, expanding opportunities in chorus, dulcimer, and handbells to a larger proportion of the student body may represent a positive method for instilling similar values to students not in the program.

Maintaining an instrument inventory that is in good condition has been an on-going challenge, primarily because of financial constraints. When examining the budgets submitted for instrument repairs and one-time funds, it is evident that a proactive measure be developed to ensure that students have quality instruments in good condition. Subsidized renting may be an alternative to costly replacements. Reevaluating the feasibility of offering instruments at no cost to all students may represent a future topic.

A limiting factor perceived by teachers, students, and parents was time. More time was needed for private or group lessons, to coordinate with the teaching staff, or to practice basic music skills. By reincorporating chorus as a Magnet component, and maintaining Magnet enrollment goals, Magnet students could be redistributed enabling students to have more quality time with the instructor. In the context of lessons, the

piano component consisted of 146 students all of whom are taught by one teacher. Students and parents both indicated that more instructional time would be needed. If budgetary allowances permitted the hiring of two part-time piano teachers, the students would clearly benefit from the extra attention.

Recommendations

1. Continue to provide in-depth instruction in instrumental music as stated in the program goals to enhance the educational experiences of the Parker Music Magnet students.
2. Maintain current recruitment efforts since they seem adequate towards increasing Magnet transfers into the school and decreasing Magnet transfers out of the school.
3. To redistribute the Magnet students enrolled in the program, reincorporate chorus as a Magnet component.
4. Since piano reflects the component with the highest enrollment, consider hiring two hourly piano teachers to assist with instruction. If logistically feasible, group piano students by ability for instructional purposes.
5. Project costs over the next three years for replacement and repair of instruments. Develop an action plan addressing methods for maintaining an instrument inventory that is of good quality and in good condition.

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Appendix A

Parker Elementary Music Magnet Program Student Survey (2000–2001)

INSTRUCTIONS: The goal of this survey is to help us understand how you feel about the Parker Elementary Music Magnet. We would appreciate your taking a few minutes to answer the questions in this survey. Your answers are very important to us. Please do not write your name on this survey, so that your answers will be anonymous. When you have completed this survey, please return it to your teacher.

Thank you very much for your cooperation!

Using a #2 pencil, please mark your answers to the following statements on the SCANTRON sheet. Please mark “A” if your answer is “Yes” and “B” if your answer is “No”.

	N	Yes	No
1. I like to participate in the music (band, chorus, violin, cello, and piano) classes.	195	93%	7%
2. The music teachers make our lessons very interesting and exciting.	194	76%	24%
3. The music teachers challenge me to do my best.	195	92%	8%
4. I spend enough time in Magnet classes every day.	194	84%	16%
5. I have had an opportunity to participate in a performance either on-campus or off-campus during this school year.	194	91%	9%
6. The school facilities (e.g. band room, cafeteria, and classrooms) that are used for the Magnet program are sufficient.	192	79%	21%
7. I feel that I made a lot of progress in my Magnet classes since the beginning of the year.	195	86%	14%
8. The students in my school are well disciplined.	193	55%	45%
9. I am very proud to be a student in the Parker Elementary Music Magnet Program.	195	97%	3%
10. I need more help to improve my performance in my music classes.	194	36%	64%
11. The instruments provided by the school are in good condition.	194	68%	32%
12. My music teachers think that I am important.	195	74%	26%
13. My music teachers expect me to work hard.	195	96%	4%
14. Overall, I am satisfied with the Parker Elementary Music Magnet Program.	195	93%	7%
15. I would recommend the Parker Elementary Music Magnet Program to my friends.	191	88%	12%

Appendix A (continued)

16. What do you like most about the Parker Elementary Music Academy Magnet Program?

17. What do you like least about the Parker Elementary Music Academy Magnet Program?

18. Do your future educational plans include participating in a Fine Arts Program?

N=187	82%	Yes	18%	No
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19. What is your grade level?

N=189	47%	4th	53%	5th
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20. Which one of the following areas have you selected?

N=152	41% Band	7% Cello	17% Violin	12% Piano
	1% Chorus			

Thank you very much for participating in this survey.

Appendix B

Parker Elementary Music Magnet Program Parent Survey (2000–2001)

Instructions: The goal of this survey is to help us understand how you feel about the Parker Elementary Music Magnet Program. Your answers are very important to us. Please do not write your name on this survey, so that your answers will be anonymous. When you have completed this survey, please use the enclosed envelope and return it to the Magnet Coordinator, Ms. Cindy Pack. **Thank you very much for your cooperation!**

Please use the scale below to tell us how you feel about the following statements.

Check (3) one selection for each item.

	N	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The curriculum in the Music Magnet is focused mainly on developing music skills.	110	57%	35%	7%	0%
2. I am satisfied with the degree to which the Magnet program challenges and encourages my child to excel.	112	65%	29%	4%	2%
3. My child's music activities encourage critical and analytical thinking.	112	54%	41%	4%	1%
4. The Magnet program at Parker has increased my child's interest in music.	112	63%	30%	5%	1%
5. The Magnet activities encourage my child to be a proud student.	112	62%	36%	2%	1%
6. I am satisfied with the information provided by the school regarding my child's progress in music.	111	53%	33%	12%	2%
7. Magnet and Non-Magnet teachers at Parker are able to maintain good discipline in the classrooms.	110	48%	50%	1%	1%
8. The Magnet teachers in my child's school are very well trained.	111	74%	24%	2%	0%
9. I am satisfied with my child's academic achievements.	111	56%	39%	5%	0%
10. My child's Magnet activities encourage the development of cooperative learning skills through group lessons, rehearsals, and performances.	112	63%	33%	4%	0%
11. The instrument my child uses is of good quality and in good condition.	107	44%	43%	9%	4%
12. The school provides an adequate number of opportunities for me to be involved in my child's education.	112	68%	31%	1%	0%
13. The Magnet teachers are sensitive to my child's needs.	111	48%	48%	3%	2%
14. My child is able to express his/her self better since enrolling in the Magnet Program.	108	41%	47%	10%	2%
15. I would strongly recommend the Parker Elementary Music Magnet Program to other parents.	112	79%	21%	0%	1%

Appendix B (continued)

16. What are the major strengths of the Magnet Program as you perceive them?

17. What are the major weaknesses of the Magnet Program as you perceive them?

18. What one facet would you like to add or change about the Magnet Program? Why?

19. What factors played a role in your choosing the Parker Elementary Music Magnet Program?

20. My child(ren) participate(s) in which of the following? Choose all that apply.

8%	Cello	21%	Violin	36%	Piano	33%	Band	24%	Chorus
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Thank You Very Much!