

# RESEARCH

***Report on an Educational Program***  
Department of Research and Accountability

**PEOPLE PLACE  
MULTICULTURAL MAGNET CENTER  
1999–2000**

Houston Independent School District



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## EXECUTIVE SUMMARY

### PEOPLE PLACE MULTICULTURAL MAGNET CENTER 1999–2000

#### Program Description

In September 1999, People Place Multicultural Magnet Center (People Place) entered into its twenty-seventh year of operation. Located inside Turner Elementary School, this diversity education program was designed to foster an appreciation, understanding, and respect for cultural differences among HISD students. Further, it assists pupils in developing good citizenship, self-esteem, effective communication skills, and critical thinking abilities.

Annually, over 10,000 students, teachers, parents, and community members participate in People Place's multicultural programming. Additionally, HISD stakeholders utilize the center as a resource to attain cultural information to share with children. The program's curriculum encourages students to explore the heritage of persons from China, France, Germany, India, Mexico, and Nigeria/Africa in a classroom environment. At the time of program creation, these ethnic groups reflected the demographic characteristics of HISD's student population.

Daily students arrive to People Place at 9:45 a.m. They visit the Texas/USA learning environment to attain an overview of the program as well as a basis for comparison when visiting each simulated country. Time constraints prohibit students from attending all six countries. Students are assigned to visit three of the six countries. Each visit to a country lasts forty-five minutes. Lunch is provided at Turner Elementary School for participants, and "home" teachers receive a duty free lunch period.

Students attending People Place identify similarities and differences among cultures, and recognize several important contributions made by ethnic groups represented at the magnet center. Further, they discuss survival skills needed to live in another society; develop the ability to learn and appreciate various backgrounds; realize that culture is learned and not inborn; and acknowledge that all races have made

important contributions to the world. After visiting three countries, students return to the Texas/USA room to discuss their experiences. Teachers and Parents are encouraged to have students exchange their thoughts in the classroom and at home. The goal is to increase the probability that all students garner insight into the cultures of all six countries. Prior to completing their visit, students are required to demonstrate awareness of the contributions made in the United States by persons from the six cultures represented at the magnet center on a program designed assessment instrument.

Goals 2000: Reforming Education to Improve Student Achievement (Goals 2000), Title VI - Innovative Education Program Strategies (Title VI) funding was provided to People Place to cover program administration and instruction and materials for five of six countries. These countries included China, Germany, India, Mexico, and Nigeria/Africa. Because People Place received Goals 2000 Title VI money, it must comply with grant mandates. Goals 2000 stipulates that its programs address the national, state, and local concerns regarding the level of reading proficiency achieved by students prior to entering secondary education. Therefore, the presentation of instruction at People Place was designed to support mastery of the Texas Assessment of Academic Skills indicators (TAAS) for reading. Teachers of this multicultural magnet utilize any combination of TAAS, Texas Essential Knowledge Skills (TEKS), or Houston Independent School Educational Objectives (HISDEO) in their daily lesson plans. Program administrators created an assessment instrument to quantifiably measure student achievement.

Lastly, Title VI requires all programs to be tied directly to at least one of eight national education goals. In this case, People Place addressed four goals: School Completion, School Achievement and Citizenship, Teacher Education and Professional De-

velopment, and Parental Participation. To ensure that state education agencies meet assessment requirements, Local Education Agencies are required to evaluate the effectiveness of their Title VI programs. The purpose of this report was to provide an evaluation of the Title VI funded People Place Multicultural Magnet Center. The following research questions were addressed:

1. What were the demographics of People Place participants?
2. What were the opinions of teachers regarding their visit to People Place?
3. What were the opinions of parents regarding their visit to People Place?
4. What were the opinions of parents who did not visit People Place regarding their child's experience at the multicultural magnet center?
5. How did student participants perform on the People Place designed assessment instrument?
6. What innovative education strategies have been implemented at the People Place program since 1998–99?

### Findings

- During academic year 1999–2000, 10,736 students attended HISD's People Place.
- The demographics for the total student population visiting People Place during school year 1999–2000 were as follows: 51% male, 49% female, 31% African American, 50% Hispanic, 15% White, and 4% Other.
- Over 65% of teachers visited all the simulated countries at People Place, and 99% thought it provided a meaningful experience to the students.
- Approximately 98% of these parents thought People Place provided a meaningful experience to the students, and would recommend the program to others.
- Non-visiting parents indicated that 97% of their children discussed their visit to People Place with them.
- Based on their children's accounts, 97% of these parents believed People Place provided a meaningful experience.
- Ninety-three point six percent of these parents believed their child's experience at People Place broadened his or her education.

### Recommendations

1. Annual reviews of the Houston Independent School District student population will ensure that the cultures represented at People Place represent the ethnic diversity of the district. The HISD Research and Accountability office conducted a three-year longitudinal immigration study of the district covering academic years 1996 through 1999. This report revealed an influx of immigrants into HISD from El Salvador, Guatemala, Honduras, Pakistan, Vietnam, and Yugoslavia. This information can be used to revise the countries represented at this magnet center and the instructional format.
2. Class size is a major determinant in the quality of education students received. The Texas Education Agency and HISD administrators recommend a 1:22 teacher to student ratio. Educators believe this ratio allows for proper instruction and student exchange. When a disproportionate number of students participate in the People Place simulated classroom, instruction is hindered. Therefore, program administrators, teachers, and grant personnel must work together to ensure class size restrictions are adhered to, and participants benefit fully from the resources of this unique magnet center.
3. Since time restrictions limit the degree of information presented to students at People Place and the number of countries student visit, implementing measure to ensure participants fully benefit from the resources of this magnet center is imperative. As such, creating and disseminating pretests to

teachers whose classes are scheduled to visit People Place is essential. Pre-test will expose students to the type of education they will receive at People; provide a viable measure of the program's impact on student achievement; and

facilitate the process of learning cultural information. Students come to the multicultural magnet center with a measurable background in diversity; thereby, providing a true indication of student achievement once post-test results are complete.



# PEOPLE PLACE MULTICULTURAL MAGNET CENTER 1999–2000

**Purpose:** *To ensure that the Title VI funded People Place Multicultural Magnet Center meets assessment requirements as established by Title VI.*

**Design:** *Quantitative and Qualitative.*

**Population:** *First grade students enrolled in selected HISD schools.*

**Methods:** *Site visits, interviews, analysis from student, teacher, and parent surveys, and review of the results from the People Place designed student assessment instrument.*

**Findings:** *During academic year 1999–2000, 10,736 students attended HISD’s People Place Multicultural Magnet Center. Nine thousand nine hundred and seventeen (92%) students were HISD first graders. The remaining, 819 (8%) participants were pupils from private schools. Over 65% of teachers visited all the simulated countries at People Place, and 99% thought it provided a meaningful experience to the students. More than 50% of participating parents visited all the simulated countries except Nigeria/Africa. Parents indicated that 97% of their children discussed their visit to People Place with them. Based on their children’s accounts, 97% of parents believed People Place provided a meaningful experience, and 94% of these parents believed their child’s experience at People Place Multicultural Magnet Center broadened his or her education. People Place testing results were attained for a sample of 430 students representing 28 HISD schools from program administrators. To that end, 96% (411) of participants received a score of 80% or higher.*

**Conclusions:** *By designing the People Place curriculum to address TAAS, TEKS, and HISD objectives, this multicultural magnet center ensures that students were explicitly prepared to master essential skills like reading. Student achievement outcomes suggest that People Place’s diversity education program is effective. However, the lack of pre-test indicators limits the soundness of this finding.*

## Introduction

### Program Description

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ment instrument to quantifiably measure student achievement. A copy of this evaluation measure can be attained by contacting the program coordinator.

Lastly, Title VI requires all programs to be tied directly to at least one of eight national education goals. In this case, People Place addressed four goals: School Completion, School Achievement and Citizenship, Teacher Education and Professional Development, and Parental Participation.

The Improving America's Schools Act of 1994 encourages comprehensive systemic reform and promotes coordination of resources for improving education for all children. Authors of this Act amended the Title VI Elementary and Secondary Education Act to include five distinct goals for this program:

- Support local education reform efforts which are consistent with and support statewide reform efforts under Goals 2000: Educate America Act;
- Support state and local efforts to accomplish the National Education Goals;
- Provide funding to enable state and Local Educational Agencies to implement promising educational reform programs;
- Provide a continuing source of innovation, and educational improvement, including support for library services, and instructional and media materials; and
- Meet the special educational needs of at-risk and high cost students.

The authorization of Goals 2000 was based on recognition of fundamental principles that underlie effective change: all students can learn; lasting improvements depend on school-based leadership; simultaneous top-down and bottom-up reform is necessary; strategies must be locally developed, comprehensive, and coordinated; and the whole community must be involved in developing strategies for system-wide improvement.

As a result, Goals 2000 legislation and State and local implementation concentrated on comprehensive change, school improvement, and achievement for all children. It supports the development of comprehensive reform plans for adopting high student standards for aligning assessments and accountability, professional development efforts, and broad community involvement and coordination. **Appendix A** illustrates the TAAS; TEKS; and HISD EO covered by People Place's five Title VI funded instructors in their classes to students daily. A description of sample TAAS,



TEKS, and HISD EOs and the related activities addressed in each simulated country is located in **Appendix B**.

### **Program Rationale, Goals, and Objectives**

The continuous immigration of people from foreign lands into the United States and especially the City of Houston has increased the population of minorities into the Houston Independent School District. The results of this phenomenal growth have spawned a continuous struggle to prevent racial isolation and inequities among the children in the school district. To that end, Houston Independent School District contends that it is incumbent on the District to maintain a unified school district. People Place Multicultural Magnet Center was created to increase the understanding and positive acceptance of all persons regardless of nationality among HISD students. Moreover, this multicultural magnet center was designed to promote understanding, respect, and appreciation among HISD students by highlighting some of the cultures found in the Houston community and throughout our state and nation. Through visitation and participation, students achieve the aforementioned goal by experiencing the six simulated cultural environments.

People Place provides opportunities for students to participate in learning experiences where personal barriers of race, social and economic status, and intellectual differences no longer divide, but unite them in a joint adventure of interrelations. Students visit classroom-simulated environments depicting the United States/Texas, Mexico, Africa/Nigeria, Germany, India, and China. Instructors are charged with the task of conveying information about the cultures in an organized and concise format through a plethora of activities. Through this process of interrelations, children are prompted to raise their level of understanding of different cultures by discussing the contributions of those societies to the United States and the World.

Participants attending this multicultural learning center are encouraged to share opinions, misconceptions, and misunderstandings about the cultures represented. Instructors stimulate discussion, and resolve disparities. Teachers encourage students to participate in hands-on activities like using chopsticks, cooking tortillas, and doing tie-dye. These experiences provide participants with a positive attitude towards persons of different ethnic populations, and a good feeling about themselves.

### **Program Personnel**

People Place Multicultural Magnet Center is managed by one non-instructional program coordinator, and taught by six teachers. Turner elementary school administrators also provided administrative assistance to this magnet program. Salaries for the program coordinator and five of the six teacher are provided by Title VI funds.

Teachers for People Place are required to have their natural origins in the countries they represent. They are also required to be Bi-lingual; however, many are multilingual. Thereby, speaking fluently in both the language of the country they teach, English, and Spanish. In 1998–99, 94% of the limited English proficient students in the Houston Independent School system spoke Spanish (TEA, PEIMS data files, 1998–99). Further, all State of Texas certifications for teaching must be followed.

Because of funding limitations and the specialty of the fields the instructors at People Place teach, professional development activities have been limited. This constant has dampened employee morale, as teachers have indicated their need for continuing education. One hundred percent of the program staff's time is devoted to the operation of the multicultural magnet.

### **Program Participants**

The curriculum for People Place participants is designed for first graders, and meets specific TAAS, TEKS, and HISD objectives. All first grade classes in the Houston Independent School District are scheduled for a visit to People Place on a rotating basis. Private schools throughout the Greater Houston area are also invited to participate in this program when cancellations make spaces available. People Place provides buses for HISD students to transport participants to and from Turner Elementary School. Each teacher, chaperon, and parent is provided an assessment instrument designed to evaluate this magnet program.

Classes from two HISD elementary schools are scheduled to visit People Place daily. Still, permission from students' parents must be attained prior to their visit to People Place. Program administrators' pre-select students randomly to visit three of the six countries represented at People Place. Color-coded identifiers are provided to teachers for students before the visits. After completing the orientation exercises, students, teachers, and parents are given their schedule of visits for the day.

### **Budget and Administrative Arrangements**

For the 1999–2000 academic year, \$333,500 was allocated from Title VI funding to provide salaries for the Program Coordinator and five teachers. Title VI funding was also provided for instructional materials and the transportation of participants to and from the home campus for HISD students. The sixth country represented at People Place, France, was funded primarily by private sources, and supplemented by Turner Elementary school.

### **Purpose of the Evaluation Report**

To ensure that state education agencies assessment requirements are met, Local Education Agencies are required to evaluate the effectiveness of their Title VI programs. This assessment is used to determine: if the educational service will continue to be funded; identify students and staff members affected by the services; and describe the educational impacts of those services on curriculum and instruction, school staff, and students. Title VI services must be linked to student results or some other reasonable educational reform goal. The purpose of this report was to provide an evaluation of the Title VI funded People Place Multicultural Magnet Center that determines the effectiveness of the initiative as an innovative education strategy. The following research questions were addressed:

1. What were the demographics of People Place participants?
2. What were the opinions of teachers regarding their visit to People Place?
3. What were the opinions of parents regarding their visit to People Place?
4. What were the opinions of parents who did not visit People Place regarding their child's experience at the multicultural magnet center?
5. How did student participants perform on the People Place designed assessment instrument?
6. What innovative education strategies have been implemented at the People Place program since 1998–99?

### **Review of Literature**

The following review of literature is provided in two sections. The first group of writings addresses multiculturalism and the second class size reduction. Attaining a comprehensive understanding of both subjects was essential in evaluating HISD's People Place Multicultural Magnet Center.

### **Multiculturalism**

Lingens (1997) discusses the maturity level of children and their preparedness for various educational challenges. The author contends that the years of early education are the most crucial for the development of a child. During this time, the foundations are laid for success in further educational pursuits and ultimately for success in adult life. Many countries have a long tradition in this area, and try to provide the best education possible. The introduction of multicultural education to students should begin with compulsory schooling. This type of education usually begins at approximately six years old. Students entering this stage of development are in an exploratory mode, are very curious, and want to learn. This is the stage in their lives where their personalities unfold and patterns of learning are established.

Therefore, educational curriculums established at the primary level should be truly comprehensive, offer a school for all, and address the whole child and his/her advancement from every starting level. Aside from learning language, mathematics, science, and other subjects considered important for socialization, personal development plays a great role at this time in a child's life. To that end, school systems throughout the world must deal with the great diversity of children's needs by increasing their awareness of the world around them. This must be done in a manner that allows the student to understand their place in the global society as well as develop an appreciation for the backgrounds of their peers. In a time where ethnic diversity and multiple languages are common, teachers must challenge students to develop culturally. Elementary education is a great place to begin multicultural education.

Lucero (1997) addressed the importance of introducing diversity education at the elementary school level. The author studied one particular school, Griegos Elementary School, whose student population was characterized as multiracial. In this case more than two-thirds of the 373 students in grades one through five were Hispanic, less than one-third were Anglo, and the remaining five percent were made up of Native Americans, African Americans, and Asian Americans. Moreover, the socioeconomic diversity was equally pronounced. Students from intact families whose parents were doctors, lawyers, and health administrators shared classrooms and playgrounds with youngsters from foster homes and shelters. Conversely, the immediate and absolute need for quality multicultural education was essential. Research indicated that

introducing multicultural concepts reactively after a negative incident like a confrontation on the playground or the use of racial epithets is not the most productive approach. Further, school personnel should not wait for children to outwardly ask specifically about racism before beginning to teach about diversity. The fact is that children do ask in many subtle ways that adults fail to hear, or out of personal discomfort, choose not to hear. The author addressed five lessons impacting the integration of diversity education into the school curriculum. They are as follows:

1. Ignoring diversity is not an option;
2. A proactive approach to multiculturalism is more effective, in both the short run and the long term, than a reactive one;
3. When children are encouraged to talk about their concerns and develop vocabulary to express their feelings, they rarely resort to physical confrontation;
4. From a very early age, children are aware of people's differences — in their color their physical features, and their speech. Student's attitudes toward these differences are strongly influenced both by observation and by the reaction of their peers and of adults who are close to them. These attitudes are intensified when they enter school; and
5. Schools that ignore the importance of addressing issues of diversity in the early grades are missing some important "teachable moments." They are also allowing the seeds of prejudice and racism to gain footholds that will cause greater problems in middle and high school.

Educator's silence about "sensitive" issues like race and culture deprives youngsters of the opportunity to develop the vocabulary needed to express their feelings, and ask questions in a positive way. Instead, their unexpressed feelings such as confusion, anger, and hurt find outward expression in physical and verbal assault. Otherwise, students turn their feeling inward in the form of depression and eroded self-esteem. To counteract this dysfunctional behavior, school personnel are encouraged to provide opportunities for students to talk about racial and cultural difference in non-threatening and supportive environments. This enables students to share feelings engendered by prejudice, and helps to reduce tension among students from diverse backgrounds. Moreover, it reinforces children's natural sense of fairness and equity.

Lastly, Corte (1996) provided insights into the goals of multicultural education and the need to introduce students to this concept at an early age. According to Mr. Corte, diversity education need not lead to divisiveness. However, failure to develop inter-group understanding through constructive multicultural education virtually guarantees societal division based on ignorance and ethnocentrism. Multicultural education belongs in all schools, not just in districts with large multiracial or multiethnic student bodies, because all students will share the same multicultural nation. Elementary school is an ideal place to begin developing this concept and the ability to apply it. Likewise, all elementary school students should be exposed to a broad range of our nation's racial, ethnic, cultural, and religious diversity.

Schools do not determine whether or not multicultural education will occur. The societal curriculum, a metaphor developed to describe the massive, ongoing, informal curriculum of family, peer groups, neighborhoods, churches, organizations, institutions, mass media, and other socializing forces that educate all of us throughout our lives, guarantees that it will. Schools can only choose whether or not to participate in this inevitable process. To that end, the author introduces three fundamental concepts that all elementary schools should introduce to students if they implement a multicultural curriculum. They are as follows.

First, pupils must understand the relationships associated with individuality and group identity. As such, students need to comprehend the significance of groups such as racial, ethnic, gender, cultural, religious, and linguistic, and how they benefit from belonging to them. Unknowingly, many students are associated with a particular group based on their birth, choices, and experiences. Therefore, youngsters, ought to be presented with both positives and negatives of such affiliations. Moreover, students must learn that not only do all groups have unifying elements, but their cultures also change over time.

Second, the multicultural education attained by pupils inevitably involves the study of the subjective and objective culture. Objective cultural education consists of experiencing external elements like food, clothing, music, art, and dance. However, the instruction must not stop there. Still, young people need to understand the subjective culture. In this case, students' education must include exposure to the group's worldview in terms of values, norms, expectations, and beliefs. Subjective culture influences the interpre-

tation and expression of universal values. For example in one multicultural rich elementary school, behavior rules were listed. “Students will show respect at all times.” But when teachers asked how they would know if students were following the rule, many admitted they had not considered the culturally diverse ways of expressing respect. By researching and discussing the various ways people around the world express their values such as conversational distance, eye contact, gestures, body language, or the nature and timing of responses, students gain an understanding of the diversity in their community.

Third, while learning about the many variations in people’s racial, ethnic, gender, religious, and cultural experiences is important, students also need to recognize commonalities, which serve as bases for building inter-group and interpersonal bridges. Building common ground is vital, and this requires practice. Simply preaching tolerance, proclaiming acceptance, or publicly celebrating diversity does not suffice. Schools can provide safe settings in which students are encouraged to draw on their cultures, traditions, and unique heritages in class discussions, individual projects, responses to literature, or analyses of social studies topics. Further, students can carry on cross-cultural conversations and exchange ideas about cultures, beliefs, and perspectives in a civil manner.

The multiple perspectives, differences, approach must be linked with the common ground concept. Therefore, educators must be cautioned that when diverse individuals and groups come together with different experiences, traditions, subjective cultures, and worldviews, perspectives diverge, collide, and sometimes come into conflict. To that end, schools must continually foster environments that recognize and comprehend multiple perspectives, even if this leads to varying conclusions and vigorous disagreement. By creating a safe, multicultural responsive environment, elementary schools can be ideal setting for students to discover commonalities without having to discard cultural uniqueness, and to learn to build a stronger sense of community that embraces multiple backgrounds.

### **Class Size Reduction**

Finn (1999) indicated that there is no longer any doubt that small classes in the primary grades have a positive impact on students’ academic achievement. After years of debate and dozens of studies, an investigation titled Tennessee’s Project STAR (Stu-

dent-Teacher Achievement Ration) demonstrated an array of benefits associated with attending a small class in kindergarten through grade 3. Small classes resulted in improved academic achievement in all subject areas, improved learning behaviors (e.g., attention to the teacher, effort spent in learning, initiative taking in class), less disruptive behavior, and fewer discipline problems. Teachers of small classes spent more time on direct instruction and less time on classroom management.

According to the author, the small-class advantage was found for White and minority students alike, but was two to three times greater for minority students attending inner-city schools. The minority-White achievement gap was reduced substantially, especially in passing rates on the criterion-referenced reading and mathematics tests. In grade-equivalents, at the end of kindergarten, small-class students are about one month ahead of the regular-class students in all subjects.

McRobbie (1998) found that veteran teachers who were freed of their accustomed load of 30 or more students could hardly find enough superlatives to support the initiative. Findings from teacher interviews revealed that time once taken up managing the group was now going into instruction and personal attention to student needs. In reading, for example, students attained more practice time. Teachers were afforded more opportunities to move around the classroom, and give pupils individualized attention. Moreover, curriculum coverage was faster, and the quiet, “good” students were noticed.

Results for this study support a Tennessee review called Project STAR. This report found that children in early grades benefit from small classes, at least in reading and math. Moreover the benefits of class size reduction appeared to last over time, even if the children later moved to larger classes. Further, these results applied to disadvantaged minority students as well as advantaged majority pupils.

Lastly, Malone (1998) critiqued the benefits of class size reduction. In this writing, the authors discuss a study conducted by the Poway Unified School District. Administrators of the District wanted to be sure that the difference made by reducing class size was also reflected in student achievement. As such, the school system set the ground work: academic standards for K–12 in language arts and mathematics; a district-wide Writing Assessment Plan; and a commitment to literacy for K–3. To that end, all



1st–3rd grade students participated in an pre- and post-writing assessment. Student work was rubric-scored via standardized process. This included the selection of district-wide anchor papers, training for teachers regarding scoring procedures and standards, and scoring of the papers by two instructors other than the classroom teacher of record. However, mathematics did not have an uniform assessment in place. Nevertheless, the district used its mathematics standards as a foundation, and teachers aligned assessment standards to those principals.

Results following mid-year testing of students' reading, writing, and mathematics skills, instruction practices were refined to enable students to move forward successfully. Year end results found that the district's efforts to increase student achievement by reducing class size was successful. Specifically, results indicated the following:

1. All first through third graders showed significant learning gains between February and May;
2. In the total battery of Metropolitan Achievement Test-Section 7 (MAT-7) reading and mathematics scores, third grade students went from 86 percent at or above grade level as second graders to 92 percent as third graders;
3. In mathematics, on MAT-7 scores alone, the increase was 11 percentage points up from 86% to 94T at grade level or above; and
4. Performance-based testing not only drives instruction, but it also can lead to improvement in standardized test scores as well.

In conclusion, Poway Unified School District found that smaller class size makes it possible for teachers to diagnose student's learning gaps, and teach to those gaps by building on identified strengths. Moreover, parents, teachers, and principals believe that class size reduction resulted in improved learning for students. Test scores and assessment data from this study indicate that class size reduction made a difference in student achievement.

## Methods

Qualitative analysis was used to review the following: interviews with the People Place program coordinator and six teachers; and findings from the site visits to the multicultural magnet. Quantitative analysis was used to examine the correlation between student achievement and the instruction received at the People Place Multicultural Magnet Center. Results from pro-

gram created assessment instruments were used to determine the effectiveness of the program. Moreover, surveys were created to attain teacher and administrator insights into the effectiveness of the program, professional development services, and innovative educational program strategies.

## Data Collection

Interviews were conducted to assess the success of the multicultural magnet according to program objectives, performance indicators, and insights and perceptions of program personnel. Specifically, People Place program coordinator provided insight in the role of the Turner Elementary school campus as it relates to the implementation of the multicultural magnet center. The program coordinated provided information regarding the implementation of the program; plans to implement innovative educational program strategies during the 1999–2000 academic year; program rationale and scheduling; and participation of parents, community members, and private school students. People Place instructors provided insights in the educational strategies, goals, and objectives implemented in their classrooms to improve student achievement. Program personnel provided insights into the impact of current professional development services on classroom instruction.

Site visits were also performed to view the learning environments of the six countries represented at People Place. Moreover, the program evaluator assessed the instructional method of the teachers, and the student's responsiveness to the same. Interview data and program records were utilized to review the purchase of equipment and supplies, and the reallocation of funding to the program.

Surveys were developed and distributed by People Place staff to all adult visitors to gather their opinions of the program. Moreover, classroom teachers attained surveys for distribution to participants' parents to determine if students shared information from their visit in the home. Surveys completed and returned in by March 2000 were analyzed (n=921). Responses to survey statements were tabulated and percentages computed. Similarly, responses to open-ended questions were grouped and summarized.

Additionally, a program designed assessment instrument was disseminated to students to measure knowledge gained from the presentations at People Place. A sample of the participants was attained for review. The results of test administered through March 2000 (n=430) are presented in this evaluation.

This instrument was used to measure student achievement. Lastly, student demographics were provided by the People Place program personnel to the Office of Research and Accountability for further review. Program evaluators in Research and Accountability analyzed this information as well.

## Results

### What were the demographics of People Place participants?

During academic year 1999–2000, 10,736 students attended HISD's People Place Multicultural Magnet Center. Nine thousand nine hundred and seventeen (92%) students were HISD first graders. The remaining, 819 (8%) participants were pupils from private schools throughout the Greater Houston area. The demographics for the total student population visiting People Place Multicultural Magnet Center during school year 1999–2000 were as follows: 51% male, 49% female, 31% African American, 50% Hispanic, 15% White, and 4% Other.

HISD Schools visited the multicultural magnet center on a rotating basis. Transportation for participants was provided by the magnet center. During this school year, students from Argyle, Ashford, Atherton, Burbank, Burrus, Crawford, Jefferson, K. Smith, MacGregor, Mitchel, Poe, Sherman, and Whittier elementary schools did not attend the multicultural magnet center. Private schools were invited to the center when cancellations by HISD schools made opportunities for attendance available. However, these institutions were responsible for attaining and funding their transportation arrangements. Demographics for HISD student participants included the following: 51% male, 49% female, 30% African American, 53% Hispanic, 13% White, and 4% Other.

Twenty-one private schools visited People Place during the 1999–2000 school year. Demographics for out-of-district participants consisted of the following: 50% male, 50% female, 35% African American, 17% Hispanic, 39% White, and 9% Other. **Table 1** presents the gender and ethnicity of HISD and private school participants with the total student count. **Appendix C** and **Appendix D** presents the gender and ethnicity of HISD and private school participants by campus.

Table 1: Gender, Ethnicity, and Student Count of HISD and Private Students Visitors to People Place Multicultural Magnet Center During Academic Year 1999–2000

	<u>HISD</u>	<u>Private</u>	<u>Total</u>
Males	5,101	407	5,508
Females	4,816	412	5,228
African Americans	3,010	290	3,300
Hispanics	5,232	137	5,369
White	1,300	322	1,622
Other	375	70	445
Total	9,917	819	10,736

### What were the opinions of teachers regarding their visit to People Place?

People Place program administrators created an evaluation instrument to assess the experiences of teachers visiting the magnet center. To that end, teachers returned two hundred and ninety-eight surveys to program administrators. Likewise, 60% of the population indicated that this was not their first visit to the magnet center. Conversely, 39% stated that this was their first visit to People Place, and the remaining <1% did not provide a response. Further, over 65% of teachers visited all the simulated countries, and 99% thought People Place provided a meaningful experience to the students. No response to that question was given by the remaining 1%.

Teachers were provided handouts detailing the lessons covered in the classrooms. Program administrators encouraged educators to utilize the information in classroom reviews of their experiences. As such, 92% stated that they were provided handouts, and <1% indicated that they did not receive them. The remaining 8% did not reply. Finally, 100% of the visiting teachers indicated that they would recommend the program to other children.

### What were the opinions of parents regarding their visit to People Place?

A program designed assessment instrument was distributed to parents visiting People Place to attain their insights and perceptions. Two hundred and

forty-six surveys were returned to program administrators from visiting parents. To that end, 81% of the population indicated that this was their first visit to the magnet center. Conversely, 16% stated that they had been to the site on other occasions, and the remaining 1% did not provide a response.

Additionally, more than 50% of parents visited all the simulated countries except Nigeria/Africa. In that case, 52% did not visit that country. Still, 98% of these parents thought People Place provided a meaningful experience to the students. Less than 1% did not agree with that finding, and the remaining 1% did not answer the question. Parents were provided handouts detailing the lessons covered in the classrooms. Program administrators encouraged them to utilize the information in home study reviews of their experiences. Ninety-six percent stated that they were provided handouts, and 2% indicated that they did not receive them. The remaining 2% did not reply. Lastly, parents were asked if they would recommend this program to other children. In response to that question, 100% stated that they would recommend the program, and the remaining <1% indicated that they would not.

#### **What were the opinions of parents who did not visit People Place regarding their child's experiences at the multicultural magnet center?**

Program designed surveys were provided to teachers for distribution to parents' of students that did not visit People Place during academic year 1999–2000. Three hundred seventy-seven completed assessment were returned to the multicultural magnet center administrators. Likewise, parents indicated that 97% of their children discussed their visit to People Place with them. Conversely, 2% indicated that their child did not, and the remaining 1% left the question unanswered. Over 50% of the respondents indicated that their children visited Mexico, 28% Nigeria/Africa, 43% Germany, 50% India, 46% France, and 65% China.

Based on their children's accounts, 97% of parents believed People Place provided a meaningful experience. Conversely, less than 1% did not agree with that finding, and the remaining 3% did not provide a response to the question. Moreover, over 80% of parents indicated that their child provided then with handout from this magnet center to use in home reviews. Approximately, 14% of parents did not attain this information, and the remaining population did not

answer the question. In conclusion, 94% of parents believed their child's experience at People Place Multicultural Magnet Center broadened his or her experience. Still, <1% did not agree with that assertion, 5% did not know, and <1% did not respond to the question.

#### **How did student participants perform on the People Place designed assessment instrument?**

Upon the completion of their visit to three simulated countries, students return to the Texas/USA room to discuss their experiences and prepare for testing. Assessment information was used to determine the impact of People Place on student achievement. Questions addressing similarities and differences among cultures; important contributions made by ethnic groups represented at the magnet center; and skills needed to live in another society were directed to students. Accordingly, a sample of 430 students representing 28 HISD schools was attained from program administrators. To that end, 96% (411) of participants received a score of 80% or higher. Conversely, the remaining 4% did not perform at similar levels. Program administrators and instructors believed Limited English Proficient students were challenged most by the assessment. However, participant's gender and ethnicity were not attained during testing.

#### **What innovative education strategies have been implemented to the People Place program since 1998–99?**

At the start of school year 1999–2000, People Place Multicultural Magnet Center attained a new program coordinator. Consequently, no innovative education strategies were implemented to the program during the first year of operation under this new administration. However, following a review of the program's materials, format, instructors, curriculum requirements, and interviews with teachers and Turner Elementary School administrators, the coordinator developed an action plan for 2000–01 to implement innovative strategies at the magnet center. Plans for the forthcoming school year included developing a distance learning curriculum for People Place. This would allow schools that were not scheduled to visit the site that year, to participate in the program via satellite or video. Incorporating the use of technology into the simulated country experience for students, and creating a multicultural summer enrichment pro-

gram were also included in the strategic plan.

People Place teachers were also surveyed and interviewed to attain their insights about ways to improve the multicultural magnet center programming. Accordingly, 100% believed that greater integration of technology into the program was needed. Moreover, participants indicated that the use of distance learning would allow program administrators to reduce the number of students in the classroom. Thereby, enabling better instructional time for visiting students, and ensuring that all HISD first grade students benefit in some way from the multicultural curriculum.

## Discussion

Houston Independent School District's People Place Multicultural Magnet Center received Goals 2000: Reforming Education to Improve Student Achievement, Title VI - Innovative Education Program Strategies funding. As such, all grant mandates must be followed. In this case, Title VI requires all sponsored programs to address at least one of eight national education goals and the national, state, and local concerns regarding the level of reading proficiency achieved by students prior to entering middle school. Therefore, the design and presentation of projects completed by People Place program must support the mastery of essential reading skills by HISD students.

People Place addressed four goals: School Completion, School Achievement and Citizenship, Teacher Education and Professional Development, and Parental Participation. Moreover, this program ensures that it contributes to the academic success of HISD students by implementing lesson plans that meet TAAS, TEKS, and HISD academic objectives. After participants conclude their visit to People Place they complete evaluations designed to determine the impact the program had on student achievement. The following discussion addresses three driving forces impacting the effectiveness of People Place. These factors included HISD's changing student demographics, class size, and pre- and post-visit supplements.

### HISD's Changing Student Demographics

The 1999 Immigration Report, published by the HISD's Research and Accountability department, illustrated an influx of immigrants into the District since 1997. Longitudinal data indicated that students from El Salvador, Guatemala, Honduras, Pakistan, Viet-

nam, and Yugoslavia represented the largest groups of students enrolling in the district's programs over that time period. To address the needs of these emerging populations, many of the HISD's offices and schools have modified their services to meet the special needs of these increasing student populations. In the same manner, the People Place Multicultural Magnet Center must adapt its program, and assist pupils in understanding, respecting, and appreciating the cultures of these ethnic groups as well.

Research produced by authors in the field of multiculturalism supports People Places' position of providing diversity education to students in primary grades. In fact, Lingens (1997) stated "that the years of early education are the most crucial for the development of a child. During this time, the foundations are laid for success in further educational pursuits and ultimately for success in adult life. Therefore, school systems throughout the world must address the great diversity of children's needs by increasing their awareness of the world around them. This must be done in a manner that allows the student to understand their place in the global society as well as develop an appreciation for the backgrounds of their peers."

Schools systems can not lock themselves into a methodology of presenting the multicultural curriculum, because they do not determine whether or not multicultural education will occur. The societal curriculum, a metaphor developed to describe the massive, ongoing, informal curriculum of family, peer groups, neighborhoods, churches, organizations, institutions, mass media, and other socializing forces that educate all of us throughout our lives, guarantees that it will happen. Therefore, school systems must determine to proactively participate in this inevitable process. Modifying the countries presented at the People Place Multicultural Magnet Center to reflect the current demographics of HISD's student population will be an important step in achieving that end.

### Class Size Reduction

Educators in America's school systems have found that small class sizes resulted in improved academic achievement in all subject areas, improved learning behaviors (e.g., attention to the teacher, effort spent in learning, initiative taking in class), less disruptive behavior and fewer discipline problems. Teachers of small classes spent more time on direct instruction and less time on classroom management.

In effect, Finn (1999) revealed that the advantages of small classes applied to White and minority



students alike. More so, the author found that minority students attending inner-city schools benefited the most. In these cases, the minority-White achievement gap was reduced substantially, especially in passing rates on the criterion-referenced reading and mathematics tests. In grade-equivalents, at the end of kindergarten, small-class students were about one month ahead of the regular-class students in all subjects.

Since People Place services inner-city minority students, and many of them come from economically disadvantaged homes, program administrators must reduce the current teacher to student ratio of 1:22 and sometimes 1:30 to 1:14 or less. Observations of classroom instruction further support this finding as overcrowded classrooms which happened on occasion often lead to disciplinary problem that distracted from the quality of the teachers' instruction. Additionally, results from the magnet center's instructors further indicated that they would like the number of students in the classroom to decrease as well. Survey results point out that 100% of the People Place teachers believed that reducing the number of students in the classroom would improve instructional time for visiting students.

### **Pre- and Post-Visit Supplements**

Since the number of students served daily at People Place is large, and time restrictions limit the number of simulated countries students can visit to three a day, distribution of pre- and post-visit supplements of materials covered at the magnet center to home teachers is essential. This will help to ensure that all students benefit fully from the diversity education program offered at the site. Specifically, a packet of material that program administrators plan to present that includes a pre-test for students can be sent to teachers prior to the visit. This will pre-expose pupils to the cultures that are presented at the center, and allow them to be better prepared for the wealth of knowledge discussed at the time of the visit. Further, when compared to the program's post-assessment scores, pre-test results give a more viable measure of the impact of People Place's instruction on student achievement.

Likewise, post-visit supplements that are used in the classroom or home setting continue the diversity learning process after students complete their visit. The sharing of these materials also allows students to benefit from the experiences of others who visited different cultures. Thereby, facilitating a complete

respect and understanding of the similarities and differences of the culturally diverse school system, city, country, and world they reside in.

### **Conclusions**

By designing the People Place curriculum to address TAAS, TEKS, and HISD objectives, this multicultural magnet center ensures that students were explicitly prepared to master essential skills such as reading. Moreover, upon completion of their visit to three simulated countries, students' understanding of similarities and differences among cultures; important contributions made by ethnic groups represented at the magnet center; and skills needed to live in another society were assessed. Results from a sample of 430 students representing 28 Houston Independent School District schools indicated that 96% (411) of participants received a score of 80% or higher. To that end, student achievement outcomes suggest that the People Place's diversity education program is effective. However, the lack of pre-test indicators limits the soundness of this finding.

### **Recommendations**

1. Annual reviews of the HISD student population will ensure that the cultures represented at People Place represent the ethnic diversity of the district. The HISD Research and Accountability office conducted a three-year longitudinal immigration study of the district covering academic years 1996 through 1999. This report revealed an influx of immigrants into HISD from El Salvador, Guatemala, Honduras, Pakistan, Vietnam, and Yugoslavia. This information can be used to revise the countries represented at this magnet center and the instructional format.
2. Class size is a major determinant in the quality of education students received. The Texas Education Agency and HISD administrators recommend a 1:22 teacher to student ratio. Educators believe this ratio allows for proper instruction and student exchange. When a disproportionate number of students participate in the People Place simulated classroom, instruction is hindered. Therefore, program administrators, teachers, and grant personnel must work together to ensure class size restrictions are adhered to, and participants benefit fully from the resources of this unique magnet center.

3. Since time restrictions limit the degree of information presented to students at People Place and the number of countries student visit, implementing measure to ensure participants fully benefit from the resources of this magnet center is imperative. As such, creating and disseminating pretests to teachers whose classes are scheduled to visit People Place is essential. Pre-test will expose students to the type of education they will receive at People; provide a viable measure of the program's impact on student achievement; and facilitate the process of learning cultural information. Therefore, students come to the multicultural magnet center with a measurable background in diversity; thereby, providing a true indication of student achievement once post-test results are complete.

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## APPENDIX A

### TAAS, TEKS, AND HISD EOs COVERED IN THE PEOPLE PLACE MULTICULTURAL MAGNET CENTER CURRICULUM IN 1999–2000

	<u>China</u>	<u>Germany</u>	<u>India</u>	<u>Mexico</u>	<u>Nigeria/Africa</u>
<b>Skills</b>					
<b>TAAS* Reading</b>					
Obj 1		X			
Obj 4	X	X	X		X
Obj 8			X		
Obj 9			X		
Obj 11	X	X	X		
<b>TAAS Math</b>					
Obj 1			X		
Obj 3			X		
Obj 5			X		
<b>TAAS Writing</b>					
Obj 1	X	X	X		
Obj 5	X		X		
<b>TEKS **Subjects</b>					
Read.				X	
Econ.				X	
Lang.				X	
Math.					X
Geo. 5					
Soc.Stud. 5	X		X		X
Soc.Stud. 6	X		X		
Soc.Stud. 7	X				
Sci. 2	X		X		
Sci. 9	X		X		
<b>HISD EOs***</b>					
Lang. Arts 8	X	X			
Lang. Arts 10	X				
Math 3.1j	X				
Math. 7.e	X				

\* Texas Assessment of Academic Skills

\*\* Texas Essential Knowledge and Skills

\*\*\*HISD Education Objectives

**APPENDIX B**  
**DESCRIPTION OF SAMPLE TAAS, TEKS, AND HISD EOs AND RELATED ACTIVITIES**  
**COVERED IN THE PEOPLE PLACE MULTICULTURAL MAGNET CENTER CURRICULUM**  
**IN 1999–2000**

**China**

## Reading TAAS

- Students will recall facts and details.
- Students will identify the cause and effect relationship.
- Students will distinguish between fact and fantasy.

## Activity

- Students learn about some features in Chinese structures and settings, and participate in role-playing activities.
- Students discuss various customs involved in special events such as weddings, red egg parties, and New Year's celebrations.
- Comparing the sequence of events in *The Very Hungry Caterpillar* and the cycle of the silkworm lifecycle leads the students to distinguish the facts and fantasy features of the two organisms.

**France**

## Geography TEKS

- Students will be given opportunities to identify local, state, national, and world locations with the use of maps and globe.

## Activity

- Students will learn about the national bird of France.
- Students compare the flag of France to the flag of the United States.
- Students learn about the weather in France.

**Germany**

## Music Objective TEKS

- To acquaint students with music and composers of Germany.

## Activity

- Students will learn about and listen to music of famous composers that are a part of the German culture.
- Students will listen to traditional hiking music (as they simulate a hike around the room) and polka music of Germany; music of Haydn (to listen to the cuckoo in the music); music from the Nutcracker Suite (the nutcracker and story "The Nutcracker" originated in Germany).

## Language Arts HSD EO

- Students will use a variety of comprehension strategies before, during, and after listening to stories.

## Activities

- Using the stories from the collection, Grimm's Fairy Tales, students will identify main ideas, central characters, and time, and places using clues given by the teacher. Books of the fairy tales are available for the students to look at in the library area of the classroom.

**APPENDIX B (continued)**  
**DESCRIPTION OF SAMPLE TAAS, TEKS, AND HISD EOs AND RELATED ACTIVITIES**  
**COVERED IN THE PEOPLE PLACE MULTICULTURAL MAGNET CENTER CURRICULUM**  
**IN 1999–2000**

## India

### Math TAAS and TEKS:

- Students will utilize the number concept to compare and order whole numbers.
- Students will interpret and use charts, graphs, and pictures.
- Students will recognize two and three-dimensional shapes, and compare their properties.
- Students will count and use numerals to describe quantity.
- Students will identify the value of a collection of coins.
- Students will demonstrate understanding of addition and subtraction of the Indian Rupees and the U.S. dollar.

### Activity

- Students will review and pronounce the numbers in Hindi and English (sometimes, Spanish) languages to compare the languages in speech and written form.
- Students will view and discuss charts and visual to compare timelines of history and facts of population of the Indian culture and other cultures.
- The student will build patterns of various animals and shapes using the ancient Indian puzzle, map, fruits, and vegetables.
- Students will determine the dollar value of rupees given the Rate of U.S. dollar.
- Students will respond appropriately in writing the purpose of Indian rupees, and perceive relationship to recognize the outcomes in a variety of hands on activities.

## Mexico

### Language Arts TEKS

- The student listens attentively and engages actively in a variety of oral language experiences.
- The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements.

### Activity

- Mini lessons are taught by using twelve centers which make up the assimilated Mexican village. Each center depicts a specific Mexican custom. The student is dressed to fit the roll

**APPENDIX B (continued)**  
**DESCRIPTION OF SAMPLE TAAS, TEKS, AND HISD EOs AND RELATED ACTIVITIES**  
**COVERED IN THE PEOPLE PLACE MULTICULTURAL MAGNET CENTER CURRICULUM**  
**IN 1999–2000**

**Nigeria/Africa**

Mathematics TEKS

- Students will identify some coins and discuss the value of money using real Nigerian money, the Naira, and American money, the dollar. They will compare the niara with the dollar. They will also practice making different kinds of shapes like triangles, rectangles, squares, ovals, and masks.
- Students will learn to tell time with the use of a clock.

Activities:

- Students will examine the Naira, Nigerian money. They will count the different denominations. They will compare the value of \$20 to the value of 20 Naira.
- Students will examine the pyramid and discuss the shapes on the pyramid. They will make mask with paper items.
- They will review the different shapes they have learned such as the triangle, circle, oval, rectangle, square. Facial items like the eyes, nose, and mouth will be used with the shapes.
- Students will look at the map of Nigeria on the internet. They will discuss the time in Nigeria and compare it to the current time in America. Students will determine that Nigeria how many hours Nigeria is ahead of America. This will assist students in developing higher thinking skills as well as their counting abilities.
- Students will count the countries in Africa. The will observe the Nigerian flag. The will determine the number of flags flying in Africa today.
- Students will count the number of state in American and compare that with the state in Nigeria. As such, they will determine which country has more states.

**APPENDIX C**  
**GENDER, ETHNICITY, AND STUDENT COUNT OF HISD STUDENT VISITORS TO PEOPLE**  
**PLACE MULTICULTURAL MAGNET CENTER IN 1999–2000**

<b>School</b>	<b>Males</b>	<b>Females</b>	<b>African Americans</b>	<b>Hispanics</b>	<b>White</b>	<b>Other</b>	<b>Total</b>
Turner	56	31	83	3	0	1	87
A.A. Milne	67	76	108	30	3	2	143
Alcott	47	33	72	7	0	1	80
Allen	29	29	27	30	1	0	58
Askew	19	21	11	11	14	4	40
Bastian	30	53	70	13	0	0	83
Benavidez	149	130	14	248	10	7	279
Benbrook	43	46	9	73	5	2	89
Berry	57	51	2	104	1	1	108
Blackshear	47	45	92	0	0	0	92
Bonham	123	95	104	100	3	11	218
Braeburn	76	52	0	128	0	0	128
Briargrove	85	73	15	22	106	15	158
Browning	41	49	1	85	3	1	90
Bruce	51	52	63	36	1	3	103
Bush	99	81	18	24	104	34	180
Carneigie	87	87	156	8	0	10	174
Carrillo	73	50	1	116	6	0	123
Clemente	22	30	14	38	0	0	52
Codwell	35	30	63	1	0	1	65
Coop	81	61	13	120	9	0	142
Cornelius	80	59	35	96	5	3	139
Crespo	87	84	2	168	1	0	171
Cunningham	92	80	9	154	5	4	172
DeZavala	44	46	0	90	0	0	90
Dotson	130	92	152	62	4	4	222
Durkee	81	84	21	130	14	0	165
E.O.Smith	23	23	30	16	0	0	46
Eliot	47	42	0	89	0	0	89
Elrod	68	63	71	51	5	4	131
Fairchild	44	41	83	2	0	0	85
Foster	83	71	2	150	2	0	154
Franklin	66	59	0	125	0	0	125
Garcia	59	81	12	123	5	0	140
Garden Villas	29	22	10	40	0	1	51
Golfcrest	69	52	3	116	2	0	121
Gregg	31	57	72	15	0	1	88
Grissom	28	21	22	24	0	3	49
Gallegos	59	72	3	128	0	0	131

**APPENDIX C (continued)**  
**GENDER, ETHNICITY, AND STUDENT COUNT OF HISD STUDENT VISITORS TO PEOPLE**  
**PLACE MULTICULTURAL MAGNET CENTER IN 1999–2000**

<b>School</b>	<b>Males</b>	<b>Females</b>	<b>African Americans</b>	<b>Hispanics</b>	<b>White</b>	<b>Other</b>	<b>Total</b>
Halpin	92	66	79	73	1	5	158
Hartsfield	30	27	45	12	0	0	57
Harvard	38	50	0	76	11	1	88
Herod	63	67	20	19	72	19	130
Herrera	70	66	1	131	3	1	136
Highland Heights	12	21	33	0	0	0	33
Hohl	56	48	54	45	4	1	104
Holden	24	27	29	16	6	0	51
Horn	37	31	4	13	43	8	68
J.P. Henderson	57	62	0	116	2	1	119
J.Will Jones	47	37	30	46	2	6	84
Janowski	83	71	2	150	2	0	154
Kate Bell	77	73	86	37	8	19	150
Kolter	33	44	20	13	35	9	77
Lamar	38	26	0	64	0	0	64
Law	72	130	178	24	0	0	202
Lewis	123	93	68	144	2	2	216
Longfellow	42	51	48	15	23	7	93
Lovett	45	41	28	13	35	10	86
Lyons	43	43	0	83	3	0	86
Mading	56	53	93	16	0	0	109
Mark Twain	91	73	25	32	73	34	164
Martinez	73	60	2	129	2	0	133
N.Q. Henderson	41	47	81	7	0	0	88
Neff	77	77	23	92	14	25	154
Oak Forest	66	69	23	49	60	3	135
Oates	59	56	25	81	8	1	115
Parker	52	48	47	13	36	4	100
Patterson	85	75	9	130	17	4	160
Pleasantville	30	43	67	5	1	0	73
Pilgrim	63	61	6	111	3	4	124
R. Martinez	73	60	2	129	2	0	133
Red	51	36	38	26	20	3	87
River Oaks	52	52	14	18	57	15	104
Roberts	55	53	22	7	49	30	108
Roosevelt	37	40	22	49	3	3	77
Sanderson	33	25	35	23	0	0	58
Sands Point	21	24	14	28	3	0	45
Scott	18	32	16	34	0	0	50
Sinclair	49	42	11	37	40	3	91



**APPENDIX C (continued)**  
**GENDER, ETHNICITY, AND STUDENT COUNT OF HISD STUDENT VISITORS TO PEOPLE**  
**PLACE MULTICULTURAL MAGNET CENTER IN 1999–2000**

<u>School</u>	<u>Males</u>	<u>Females</u>	<u>African Americans</u>	<u>Hispanics</u>	<u>White</u>	<u>Other</u>	<u>Total</u>
Stevenson	31	37	0	67	0	1	68
Sunnyside	20	13	5	11	8	9	99
T.H. Rogers	45	41	1	47	36	2	86
Travis	16	15	28	3	0	0	31
TSU Lab	21	20	2	1	34	4	41
Valley West	53	66	4	2	106	7	119
W. University	53	66	4	2	106	7	119
Wainwright	56	55	24	75	12	0	111
Walnut Bend	77	53	24	64	31	11	130
Whittier							0
Will Rogers	43	49	44	39	8	1	92
Wilson	30	36	26	28	10	2	66
Young	55	41	85	11	0	0	96

**APPENDIX D**  
**GENDER, ETHNICITY, AND STUDENT COUNT OF PRIVATE SCHOOL STUDENT VISITORS TO**  
**PEOPLE PLACE MULTICULTURAL MAGNET CENTER IN 1999–2000**

<b><u>Schools</u></b>	<b><u>Males</u></b>	<b><u>Females</u></b>	<b><u>African Americans</u></b>	<b><u>Hispanics</u></b>	<b><u>White</u></b>	<b><u>Other</u></b>	<b><u>Total</u></b>
All Gods	13	15	26	0	1	1	28
Benji's Acad.	20	23	42	1	0	0	43
Beth Yeshunin	18	18	0	0	36	0	36
Harris Academy	58	61	54	40	22	3	119
Hidden Hollow	53	42	1	5	89	0	95
Shadow Oaks	41	31	2	51	18	1	72
Christian Learning	1	1	2	0	0	0	2
Pace Setters	7	8	15	0	0	0	15
Red School House	18	23	2	1	31	7	41
Kandy Stripe	20	19	39	0	0	0	39
St. Christopher	11	10	2	17	2	0	21
St. Francis	25	28	4	8	25	16	53
St. Mary's	25	41	66	0	0	0	66
Torah	17	12	0	0	28	1	29
Valley West	27	22	32	11	2	4	49
Little Red School	18	23	2	1	31	7	41
Village	35	35	1	2	37	30	70