

ABSTRACT

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Correlates Of Effective Schools As Predictors Of Elementary Magnet School Academic Success
(Major Professor: Glenda Holland)

Since the publication of *A Nation at Risk* in 1983, parents have been searching for alternative choices in education to take the place of neighborhood schools that were not performing at the standards to meet the individual needs of students. One alternative choice has been the concept of magnet schools, schools that are formed with a specialized focus and innovative programs to implement that focus. Magnet schools have also been used as a means of desegregating schools that were suffering from minority isolation in hopes of drawing in a greater diversity of student clientele.

Studies have shown that magnet schools are often perceived to be schools for the brightest, the smartest children. In fact, magnet school students often perform in the median range on standardized tests. The perception remains by parents and the community that magnet schools hold the best students.

Using 13 elementary magnet schools that were formed for the purpose of desegregation in the state of Louisiana, the study examined the presence of Effective Schools Correlates using the *More Effective Schools Staff Survey* of 226 staff members. These correlates are (a) identified school mission statement, (b) high expectations for students, (c) strong instructional leadership, (d) frequent monitoring of student progress, (e) opportunity for learning and time on task, (f) safe orderly climate, and (g) positive home/school relationship. *The School Performance Score* (SPS) assigned to each school in 2002 by the Louisiana State Department of Education determines the level of success of student achievement. The SPS is calculated based upon scores from the Iowa Test of Basic Skills, state designed *LEAP 21*, and average daily attendance. The purpose of the study was to determine which, if any, of the Effective School Correlates could be used to predict the SPS in elementary magnet school.