



Memphis Opportunity Scholarship Trust

A Descriptive Study of the 1999/2000 School Year

By Christian Brothers University

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Elizabeth Nelson, PhD, Jack Hargett, MS, Ellen Faith, EdD

M.O.S.T has afforded me an opportunity to have a choice in making decisions about my
child's education." Parent of a M.O.S.T scholarship student













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850 Ridge lake Blvd., Suite 220

Memphis, TN 38120

(901)-767-7005

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Introduction

“Making the M.O.S.T. of our future” is the motto for Memphis Opportunity Scholarship Trust (M.O.S.T.), Memphis’ only privately funded school choice program. The motto emphasizes its mission to give parents in Shelby County, Tennessee, the financial opportunity to choose the most appropriate school for their children. M.O.S.T. awards scholarships to low-income families, giving them the financial freedom to choose any accredited private school in Shelby County. Founded in 1998 by Memphis entrepreneurs, M.O.S.T. has awarded 1,766 scholarships to date (Havron, 2001).

M.O.S.T. is partnered with the Children’s Scholarship Fund (CSF). The Mission of CSF is to maximize educational opportunity at all income levels by offering tuition assistance for needy families and promoting a diverse and competitive educational environment (Children’s Scholarship Fund, n.d.). Nearly 40,000 children benefit from four-year scholarships to over 7,000 private schools. Thirty-five local scholarship organizations work with families and schools in the community. CSF programs generally have the following characteristics:

1. Support the CSF mission to open the doors of educational opportunity to families.
2. Scholarship winners are selected in a random drawing.
3. Eligibility determined by standards similar to the Federal school lunch program.
4. Fund tuition for grades K-8.
5. Parents find available seats in private schools.

The purpose of the present study is to track the effectiveness of the Memphis Opportunity Scholarship Trust (M.O.S.T.) program as it relates to student achievement

and parental satisfaction. We wish to thank the Hyde Family Foundations for funding this descriptive study. Special thanks go to the parents who participated in the survey. Finally, thanks to our analysts: Dr. Sandra Nicks, Ph.D., Dr. Rod Vogl, Ph.D., and Anna Esquivel, B.A.

Executive Summary

The mission of the Memphis Opportunity Scholarship Trust (M.O.S.T.) is to provide educational opportunities to families in need, and to promote excellence in both public and private education. M.O.S.T. began in 1998 when Memphis area entrepreneurs raised \$2 million as seed money for scholarships awarded to the first M.O.S.T. recipients (Havron, 2001). M.O.S.T., partnered with the Children's Scholarship Fund, awards scholarships to low- and moderate-income families, up to \$1,500 or 75% (whichever is less) toward each child's education at a private school. M.O.S.T. funded 156 children in 1998, 750 children in 1999, and 860 children in 2000. The program currently has a waiting list of 1,200 qualified students.

The following is a summary of the most significant results from the first year of a three-year study funded by the Hyde Family Foundations and conducted by Christian Brothers University. Our purpose is to track the effectiveness of the M.O.S.T. program as it relates to student achievement and parental satisfaction.

The present study looks at student achievement and parental satisfaction for the 1999/2000 school year. Data include responses to a 45-item parent survey, and academic achievement test scores from participating schools.

Survey Data

The following highlights significant results from the parent survey. We mailed surveys to 432 different families of children enrolled in M.O.S.T. Of those families, 213 (49%) completed and returned the surveys.

Background of Recipient Families

- Respondents were typically the mother/female guardians of the child (90%)
- Average (mean) annual household income was \$19,379
- Average (mean) annual educational expense (not covered by M.O.S.T. or other sources) per child was \$2,223
- Race/ethnicity of mother was primarily Black/African American (61%) or White/Non-Hispanic (34%)
- Mothers were divorced/separated (39%), married (33%), or single, never married (23%)
- Average (mean) size of family was 2.70
- Average (mean) number of children in the home participating in M.O.S.T. was 1.43
- 23% of the recipient families received assistance from government programs
- 93% used a personal car to transport their children to and from school

Parent's Perception of Academic Performance Since Entering M.O.S.T. Program

- 61% believed children's academic performance had improved
- 60% perceived children's attitude toward school as improved
- 63% reported children's classroom and study behaviors had improved

Parent Satisfaction with Private School of Choice

- Satisfied to very satisfied with school's academics, principal, curriculum, discipline, teachers, homework and environment
- 62% gave the school an "A"

Reasons for Participating in M.O.S.T.

- Academics (83%)
- Religious Teachings (76%)
- Morals (74%)
- Safety (70%)
- Special Needs (22%)

Parent Satisfaction with M.O.S.T.

- 68% satisfied with M.O.S.T. program as is
- 22% felt the program should give more financial assistance to each eligible family
- 99% reported that M.O.S.T. has positively influenced their families
- 6% had left the program
 - 46% gave financial problems as their reason for leaving

Academic Achievement Test Data

The following highlights significant results from academic achievement test scores for 298 M.O.S.T. students from the 1999-2000 school year. Because the students took different achievement tests, and each test has been standardized against its own set

of norms, national percentile ranks were coded as top (68-100), middle (34-67) or bottom (0-33) rankings

- 69% scored in the middle and top rankings for Total Math
- 72% scored in the middle and top rankings for Total Reading

Recommendations for Future Evaluations

- Surveys to parents early in the school year
- One academic achievement test (TCAP/Terra Nova) administered to all M.O.S.T. students

Memphis Opportunity Scholarship Trust

History

It is the mission of M.O.S.T. to provide educational opportunities to families in need while promoting excellence in both public and private education. M.O.S.T. seeks to provide a stable, long-term funding source through private tax-deductible donations from individuals, corporations, and foundations. M.O.S.T. is a philanthropic charitable organization, not a public policy advocate in disguise.

In 1991, J. Patrick Rooney created the CHOICE Charitable Trust in Indianapolis, Indiana. The privately funded private scholarship movement gained momentum in 1994 with the Children's Educational Opportunity Foundation (funded by the Walton Family Foundation). In 1998, entrepreneurs in the Memphis area joined together and raised \$2 million as seed money for scholarships awarded to the first M.O.S.T. recipients (Havron, 2001). The M.O.S.T. scholarships, with matching funds

from the Children's Scholarship Fund, are for low- and moderate-income families committed to making the best educational choices for their children.

Financial eligibility is determined by a sliding scale (based on the federal government's free or reduced lunch program guidelines).

**Annual Income Eligibility Scale for 1999-2000 School Year
Maximum Income Based on 1998 Adjusted Gross Income**

Household Size	Up to 75% Tuition (100% Poverty)	Up to 50% Tuition (185% Poverty)	Up to 25% Tuition (270% Poverty)
2	\$10,850	\$20,073	\$29,295
3	\$13,650	\$25,253	\$36,855
4	\$16,450	\$30,433	\$44,415
5	\$19,250	\$35,613	\$51,975

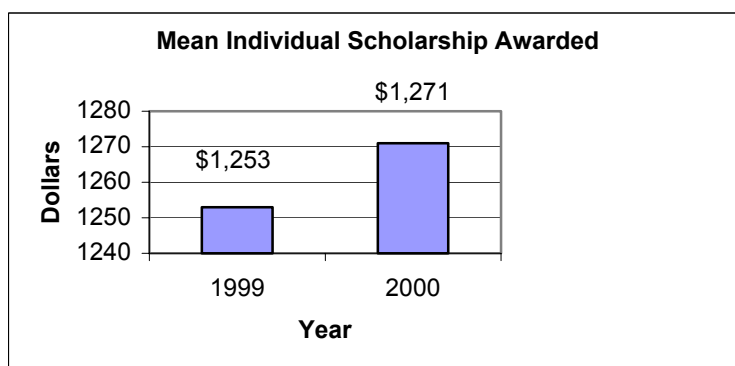
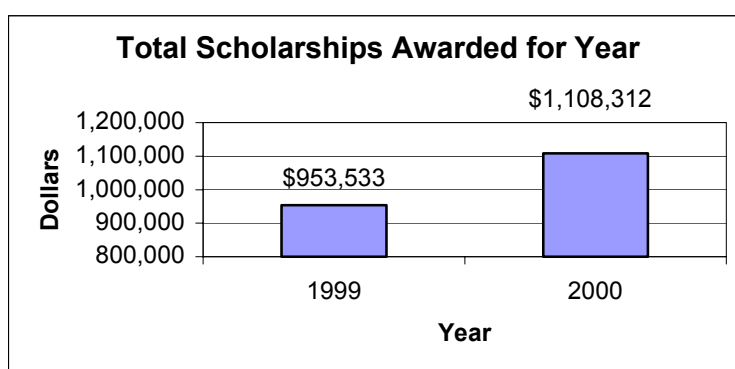
In 1999/2000 M.O.S.T. students attended 68 different private schools of their choice from grades kindergarten through eight. In 1999, 56% of applications came from families of students attending public schools; 44% were currently attending a private school. The same information for 2000 revealed that 60% of applications were attending public schools; 40% were currently attending a private school.¹ M.O.S.T. recipients must meet the school's admission standards and maintain its academic requirements.

How the M.O.S.T. Scholarship Program Works

M.O.S.T. provides \$1,500 or 75%, whichever is less, of the private school's tuition. Families must complete a formal application and show evidence of residing in

¹ Information obtained from M.O.S.T. ACCESS database of scholarship recipients from 1998 to 2000.

Shelby County (Memphis, Tennessee) and meeting M.O.S.T.'s financial requirements. Scholarship recipients are chosen by random lottery. M.O.S.T. awarded scholarships to 158 children in 1998, 750 children in 1999, and 860 children in 2000. The mean scholarship awarded was \$1,253 in 1999 and \$1,271 in 2000. The total amount of scholarship funds awarded was \$953,533 in 1999 and \$1,108,312 in 2000.² There is currently a waiting list of 1,200 students.



Purpose of the 1999/2000 Descriptive Evaluation

The Hyde Family Foundations funded a 3-year evaluation of the M.O.S.T. program for the academic years 1999/2000, 2000/2001, 2001/2002. This report represents the evaluation for the first academic year (1999/2000). The purpose of the study is to

² Ibid.

evaluate how M.O.S.T. is affecting the lives of children in Shelby County both at school and at home. The report covers the following areas relevant to this purpose:

1. Background of recipient families
2. Parent/guardian perception of child/children's academic performance
3. Educational activities at home
4. Parent/guardian involvement in child/children's education
5. Parent/guardian satisfaction with private school of choice
6. Parent/guardian satisfaction with M.O.S.T.
7. Student academic achievement

Study Design

Rationale

Many studies have been conducted on the effectiveness of private scholarship programs on student academic performance. Most notably, Green, Peterson and Du (1999) report analyses of a randomized experiment on the Milwaukee Choice program that avoids the problems of earlier studies such as selection bias (unobserved background characteristics of scholarship recipients). Selection bias can occur under a variety of circumstances such as when scholarships are given out on a first-come, first-served basis, or when families are required to pay part of the tuition. Both of these examples of bias may be based on student and/or parent motivation. More highly motivated students and parents would more aggressively seek out scholarship opportunities and be more willing to spend their own money on their education. And, more highly motivated parents and students will result in higher student academic achievement. Randomization effectively

eliminates these sorts of biases. Due to unique circumstances that involved a random selection of students not directly applying to the Choice program (therefore minimizing the motivation bias), Greene et al. were able to conduct a randomized experiment and collect data that allowed comparisons to be made between public and private school student academic achievement.

However, other researchers cite potential bias problems inherent in most private scholarship program studies that cannot be randomized. For example, Lanese (1999) reports selection reasons confounding results of a study of the Cleveland Scholarship and Tutoring Grant Program. Capell (1981) studied alternative educational programming in the elementary schools of California's Alum Rock School District and found the following problems: the experimental group (students in the alternative program) and the control group (students in the regular program) did not represent randomized samples; no information was gathered concerning parent motivation; test data were imperfect. A study of the Washington Scholarship Fund Program used randomized samples from all qualified applicants (recipients were chosen by lottery), yet could not control for selection bias (Peterson, Greene, Howell, McCreedy, 1998). A later study of the Washington Scholarship Fund program compared student academic success before and after entering the private scholarship program (Wolf, Howell, Peterson, 2000). Students had previously been attending public school, but had changed to private ones. The researchers collected data from student scores in reading and mathematics as well as other educational and social outcomes. This study had the advantage of having collected baseline data from its recipient students. However, it still did not control for motivational factors. Howell and Peterson (2000) conducted a similar study in Dayton, Ohio. Prior to a

lottery awarding scholarships to private schools, the researchers collected baseline data on student test scores and family background characteristics. One year later, students were retested and parents surveyed about their children's academic experiences. Even though it was a tightly controlled study, motivation was not measured.

As with most studies of private scholarship programs, the present study does not have the unique advantages afforded the Milwaukee study. Although there are limitations to the conclusions that can be drawn from the data, we have used a design and measurements similar to those of previous studies. We have used reading and math scores from standardized achievement tests (Wolf, et al., 2000); National Percentile Rankings from standardized achievement tests (Howell, Wolf, Peterson, & Campbell, 2000); and survey data on family background, school experience, educational outcomes, classroom behaviors, motivation for participating in a private scholarship program, parent satisfaction, and parent involvement (Goldhaber, Brewer, Eide, & Rees, 1999; McKinley, 1996; Peterson, Myers, & Howell, 1999; Wolf, et al., 2000). The following limitations apply to this study: no baseline data were available; data were collected from private scholarship recipients only.

Procedure

The legal guardian (called "parent" for the remainder of this report) of record for the M.O.S.T. student was sent a parent survey. We also obtained archival data from all applications to the M.O.S.T. program. We asked participating schools to send

achievement test data for M.O.S.T. students attending their schools during the 1999/2000 academic year.

Instrument Design

The researchers designed a parent survey to be distributed to all participating families. The researchers included experts in the field of education, in survey studies, and in quantitative methods. Working from the goal to provide the M.O.S.T. administrators and its donors with descriptive information about the scholarship program for the year 1999/2000, we designed a 45-item questionnaire which included 14 items concerning the parents, 8 items concerning the child/children, 3 items addressing parental perceptions of child/children's school attitudes and performance, 3 descriptive items regarding the household, 2 items about parental involvement in the school, 2 items directed toward parental perceptions of the school, 2 items concerning transportation to school, 9 items asking the parent to evaluate specifics about the M.O.S.T. program, and 2 items to comment on the survey itself. There were 33 forced-choice items; the remaining items were open-ended. Respondents included their name on the questionnaire as well as the names, addresses and phone numbers of the parents.

Data Collection

On February 6, 2001, we mailed parent surveys to 432 different families of children enrolled in the M.O.S.T. program. The mailing included a letter describing the importance of their completing and returning the surveys, and a stamped return envelope.

A follow-up mailing to the same families went out on February 28, 2001. Of those families, 213 (49%) completed and mailed the surveys back to us by April 4, 2001. We received no other survey responses after that date. Forced-choice data were scanned directly into an SPSS (Statistical Package for the Social Sciences, version 10.0.7) file. Open-ended data were coded and then entered into an SPSS file.

M.O.S.T. provided archival data from all applications to the program in the form of ACCESS files. Information from this database was selected for relevancy and entered into an SPSS file.

M.O.S.T. requested all participating schools to send student academic achievement test scores. Thirty schools sent usable test scores (from six different standardized achievement tests) representing 298 students. A usable test score was defined as a national percentile rank for total reading and total math. The test had to be a recognizable, standardized test. Usable data came from the following tests: TCAP, CTPIII, Stanford, Iowa, Spring Conference Achievement Test, and Metropolitan Reading Test. Twelve schools sent academic achievement data that was not used for the following reasons: sent report cards only, sent scores from an earlier school year, or test scores had no national percentile rank. School, type of test, national percentile rank for total reading, and national percentile rank for total math were entered into an SPSS file. Because the students took different achievement tests, and each test has been standardized against its own set of norms, national percentile ranks were coded as top (68-100), middle (34-67), or bottom (0-33) rankings and entered into the same SPSS file as an additional variable. In this way, we could meaningfully pool together all the test data from the 30 schools.

Results

Background of Recipient Families

Respondents were typically the mother/female guardians of the child (90%). Average (mean) annual household income was \$19,379. Average (mean) annual educational expense (not covered by M.O.S.T. or other sources) per child was \$2,223 (computed for 9 months or 30 weeks).

Female guardian/mother

The female guardians (henceforth referred to as “mother(s)”) ranged in age from 24 to 74, with a mean age of 39 (n=210). They were primarily Black/African American (61%) or White/Non-Hispanic (34%). They were most often divorced/separated (39%). Thirty-three percent were married. Less frequently, they were single, never married (23%). They had had some college education (46%) with twenty-four percent graduating from college (24%). Fifteen percent were high school graduates. Mother’s religion was 39% Baptist, 15% Catholic, 15% other Protestant, 9% Pentecostal. Seventy-five percent of mothers worked outside the home with a full- or part-time job.

Male guardian/father

Male guardians (henceforth referred to as “father(s)”) ranged in age from 24 to 71, with a mean age of 40 (n=159). They were primarily Black/African American (57%) or White/Non-Hispanic (38%). They were most often married (53%). Thirty percent were divorced/separated. Less frequently, they were single, never married (14%). Thirty-six percent had had some college education, with fifteen percent graduating from college. Twenty-five percent had graduated from high school. Father’s religion was Baptist

(46%), Catholic (14%), other Protestant (13%), and no religion (10%). Ninety percent of fathers had a full- or part-time job outside the home.

The families had 1 to 8 people currently living in the household (mean=2.70). Although 1 to 5 children in the home participated in M.O.S.T., the average number of children was 1 or 2 (mean=1.43). Therefore, data is reported here for the oldest and second-oldest child only.

Oldest child

Gender was equally represented (51% female, 49% male). The oldest child was in the fifth grade (17%), kindergarten (16%), second grade (16%), first grade (15%), fourth grade (15%), third grade (11%), or sixth grade (6%). Grades higher than sixth made up only 5% of the oldest children. The oldest child was primarily Black/African American (59%) or White/Non-Hispanic (33%). Thirteen percent of the oldest children had a learning or physical/mental challenge.

Respondents cited the following physical/mental challenges (percentages are based on total reported number of children with a physical/mental challenge): 21% attention deficit disorder, 21% attention deficit hyperactivity disorder, 13% learning disability, 5% autism, 5% dyslexia, 5% reading disorder, 5% central auditory processing disorder, 3% retention problem, 3% developmental delay, 3% short term memory problem, 3% depression, 3% hearing loss, 3% compulsive, 3% immature, 3% cerebral palsy, 3% fetal alcohol syndrome.

Second oldest child

Gender was slightly biased toward the males (54% male, 46% female). The second oldest child was in the first grade (31%), third grade (24%), other grades

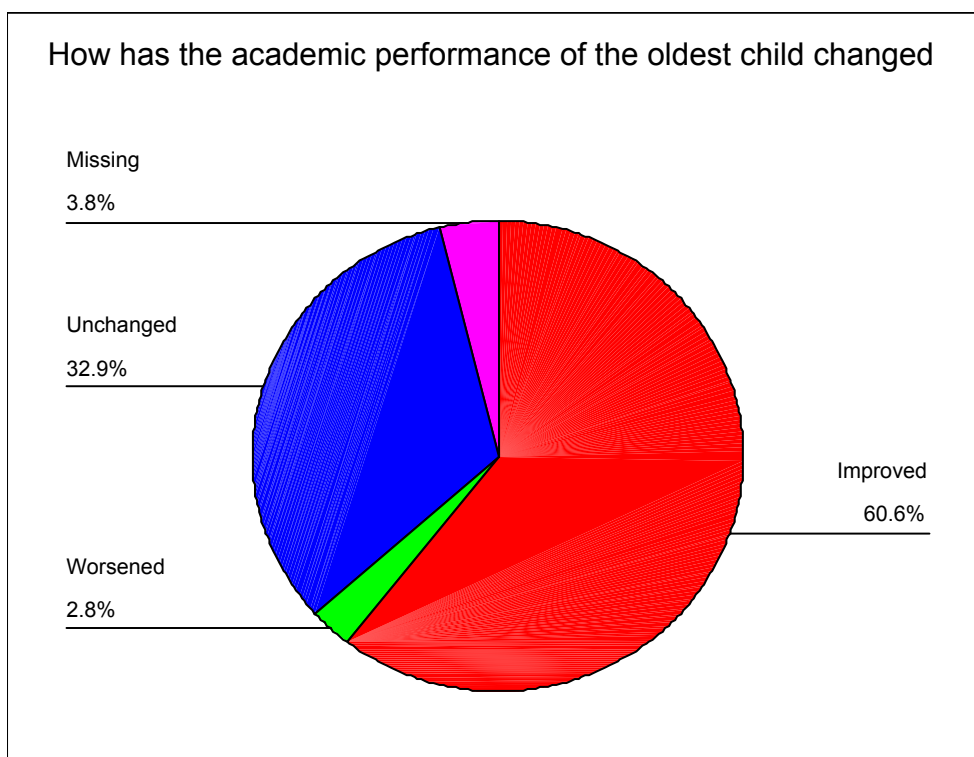
combined (45%). The second oldest child was primarily Black/African American (65%) or White/Non-Hispanic (26%). Eight percent of the second oldest children had a learning or physical/mental challenge.

Twenty-three percent of the recipient families received assistance from government programs (AFDC, SSI, Food Stamps, Social Security, HUD, etc.). Ninety-three percent of the families used a personal car to transport their child/children to and from school. Families rarely used public transportation (.9%), walking (1.4%), or car pools (4.7%). Mother usually provided the transportation (87% mother, 16% father).

Parent/guardian Perception of Child/children's Academic Performance

Oldest child

The average grades for the oldest child were high: 40% B to A-, 26% A- to A, 14% B- to B, 10% C to B-, and 9% below C. The majority of parents believed the academic performance of the oldest child had improved since entering the M.O.S.T. program (61%) while only 3% felt the oldest child's academic performance had worsened. The majority of parents perceived their oldest child's attitude toward school as improved (61%) while only 3% felt the child's attitude had worsened. Parents reported that their child's classroom and study behaviors had improved (63%) while only 1% saw classroom and study behaviors worsening.



Second oldest child

The average grades for the second oldest child were high: 45% B to A-, 25% A- to A, 29% lower than B. The majority of parents believed the academic performance of the second oldest child had improved since entering the M.O.S.T. program (61%) while 3% felt the second oldest child's performance had worsened. The majority of parents perceived their second oldest child's attitude toward school as improved (61%) while 4% felt the child's attitude had worsened. Parents reported that their child's classroom and study behaviors had improved (63%) while only 3% saw classroom and study behaviors worsening.

Educational Activities at Home

Educational activities were occurring in the home. The most frequent type of educational activity at home was homework. Ninety-three percent of respondents reported that homework occurred at home often (response choices were never, rarely,

sometimes, or often). Other educational activity occurred often at home: reading activities (90%), math activities (83%), writing activities (75%), educational television (49%), and athletic activities (43%).

Parent/guardian Involvement in Child/children's Education

Parents report being involved with their child's school. Parents volunteer for school activities sometimes or often (80%). Parents participate in PTA/PTO meetings sometimes or often (66%). They meet with the principal sometimes or often (61%) and go to parent/teacher conferences sometimes or often (92%). Finally, the parents visit the classroom sometimes or often (86%).

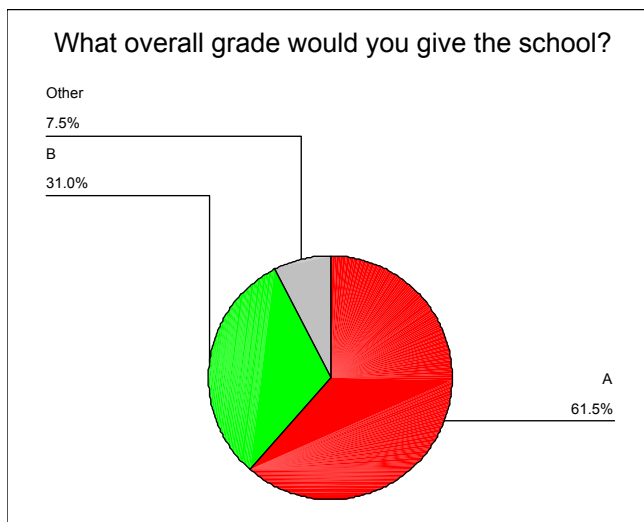
Parent/guardian Satisfaction with Private School of Choice

Parents reported the following mean satisfaction ratings for the following characteristics of their school of choice. Parents rated each school characteristic on a scale of 1=very satisfied, 2=satisfied, 3=dissatisfied, 4=very dissatisfied.

- Location: 1.39
- Safety: 1.32
- Facilities: 1.41
- Class Size: 1.45
- Curriculum: 1.38
- Academics: 1.35
- Principal: 1.43
- Discipline: 1.47
- Teachers: 1.41
- Assigned Homework: 1.48

- Parent Friendly Environment: 1.42
- Child's Happiness: 1.37
- Child's Learning: 1.33
- Child's Effort: 1.43

Sixty-Two percent of parents gave the school an "A"; 31% a "B"; 7.5% less than a "B".



Parent/guardian Satisfaction with M.O.S.T.

Parents heard about the M.O.S.T. program from the following sources:

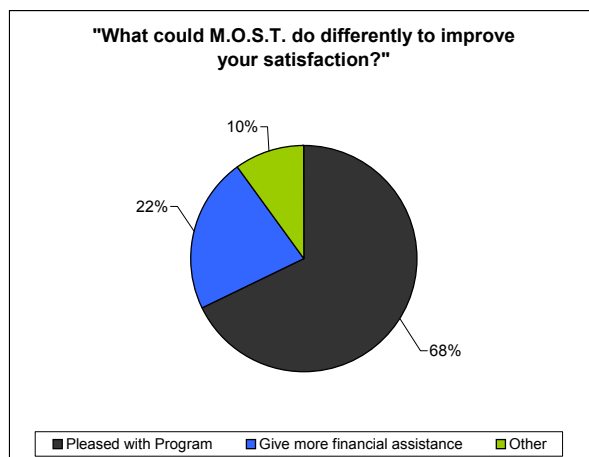
- School: 31%
- Television: 20%
- Radio: 18%
- Church: 3%

Parents chose the following reasons for participating in M.O.S.T.:

- Academics: 83%
- Religious Teachings: 76%

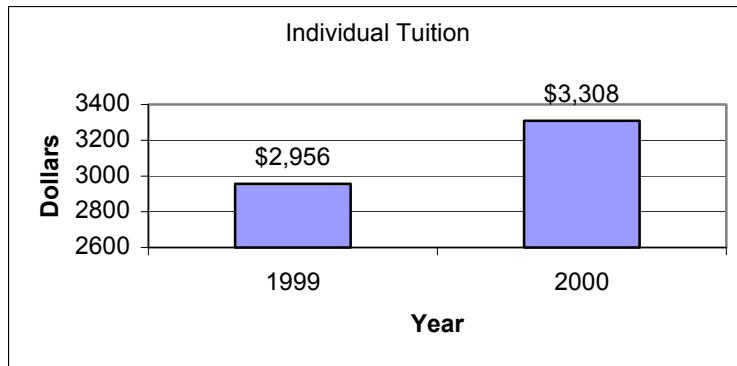
- Morals: 74%
- Safety: 70%
- Special Needs: 22%

Parents gave the M.O.S.T. program a mean satisfaction rating of 1.4, where 1=very satisfied, 2=satisfied, 3=dissatisfied, 4=very dissatisfied. While 68% of the parents were satisfied with the M.O.S.T. program as is, 22% felt the program should give more financial assistance to each eligible family.

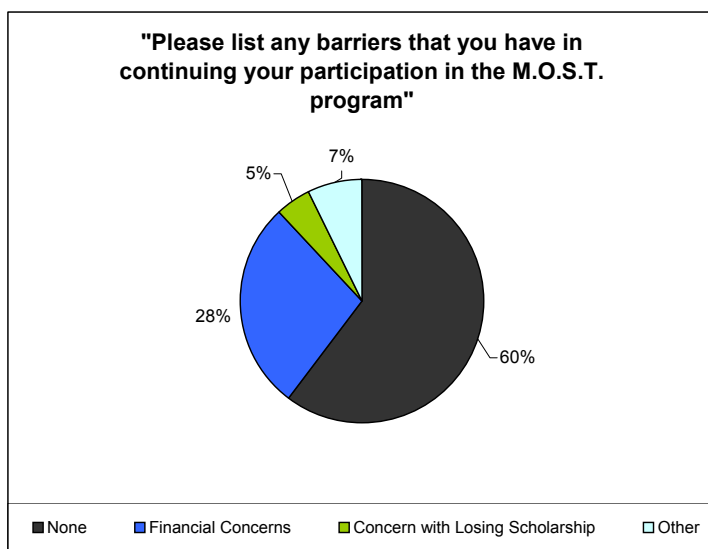


The amount of tuition awarded each student in 2000 did not change significantly (1%) from 1999 even though individual tuition costs increased significantly (12%) for those same years.³

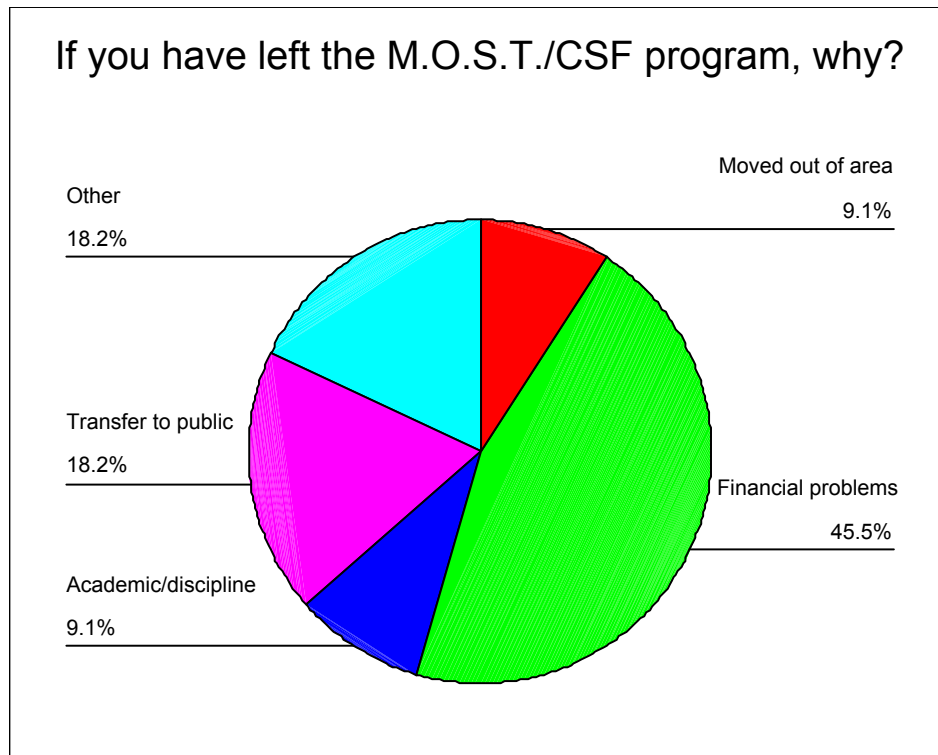
³ There is a statistically significant increase in tuition from 1999 to 2000 [$t(1631)=5.64, p=.000$].



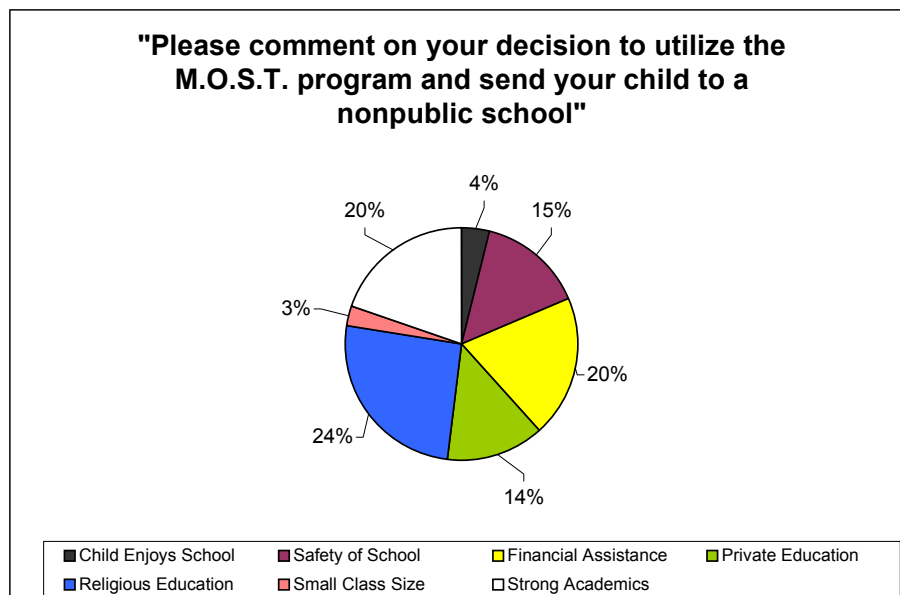
While 60% of the respondents saw no barriers to their continuation in the M.O.S.T. program, 28% listed financial concerns, and 5% noted their concern with losing their scholarship.



Six percent of the parents surveyed had left the M.O.S.T. program. Forty-six percent left due to financial problems; 18% because they transferred to a public school; 9% moved out of area; and 9% had academic/disciplinary problems.



Respondents commented on their decision to utilize the M.O.S.T. program and send their child/children to a nonpublic school: 24% wanted their child/children to have a religious education; 20% felt nonpublic schools would provide strong academics; 20% needed the financial assistance from M.O.S.T.; 15% perceived the private school as safer than the public school; 14% wanted a private education for their child/children; 4% wanted their child/children to enjoy school; and 3% wanted the small class size they felt a private school could offer. Ninety-nine percent of the parents' comments were positive in regard to how M.O.S.T. has influenced their family.



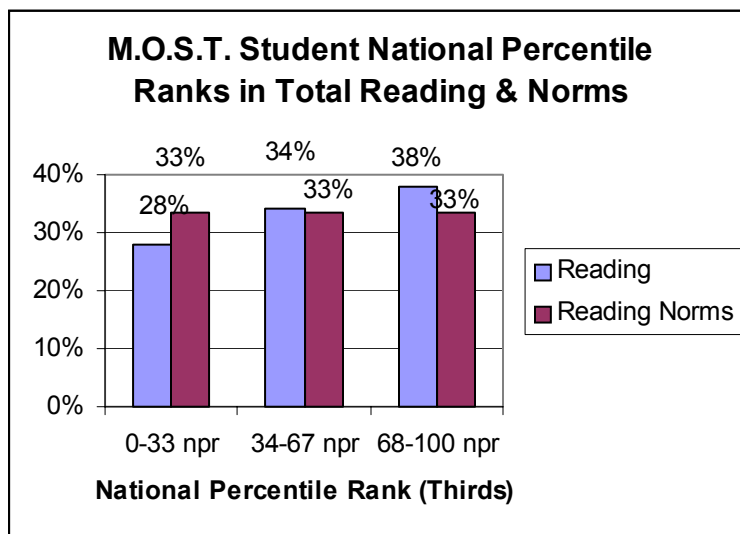
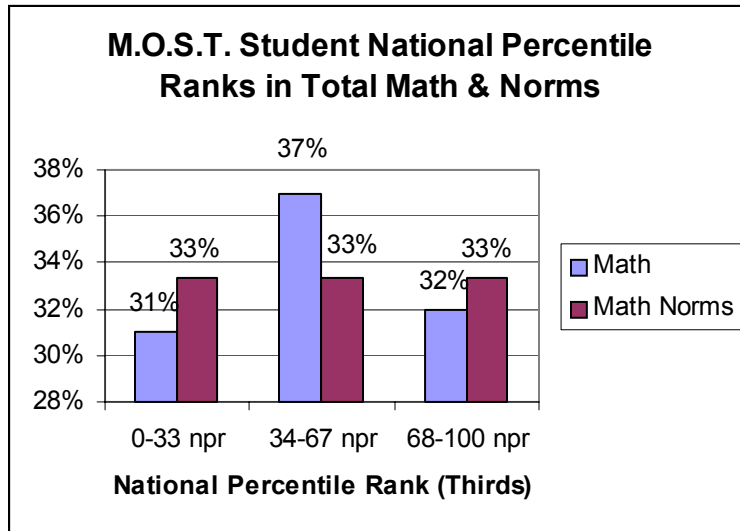
Narrative Responses Concerning the Positive and Negative Influences of the M.O.S.T. Program

- “Always wanted to send children to non public school, but tuition was too high. MOST program made it much easier to afford.”
- “Did not feel that our child was receiving a quality education in Memphis City Schools.”
- “I appreciate everything that this program has enabled me to do for my child.”
- “I can work in peace. I don't worry about her safety or academics. I feel she's getting a very sound foundation.”
- “I feel a sense of safety with having my children in private school. I feel that more attention is paid to my children.”

- “I feel my child is in a safe environment.”
- “I feel my children have benefited greatly. More is expected of them and they are starting to give more. The advanced curriculum gives more choices, as well.”
- “I would not be able to afford private education.”
- “It has helped with the financial burden of private school.”
- “It has made me understand the importance of making sure my children receive a quality education.”
- “It would be a great hardship without MOST.”
- “MOST has afforded me an opportunity to have a choice in making decisions about my child's education.”
- “MOST helps me to keep him in private school.”
- “Most private schools are not equipped to handle children with disabilities. I'm very satisfied with the progress my youngest child has made in his non-public school.”
- “My child's grades have improved greatly and her self-esteem is better than ever before.”
- “Places my children in a positive academic environment where they have good teachers and like-minded parents.”
- “The fund is giving my children and I a foundation for education.”
- “The MOST program is a great blessing. I am a single parent and if it weren't for this program, my son wouldn't be able to go to this school.”

Student Academic Achievement

Standardized achievement test varied with each school. The tests used were the Stanford Achievement Test (62%), the Iowa Test of Basic Skills (27%), the CTPIII (5%), the TCAP (4%), the Metropolitan Reading Test (1%), and the Spring Conference Achievement Test (1%). M.O.S.T. recipients scored predominantly in the middle and top third of national percentile ranks in Total Math (69%) and Total Reading (72%).



Discussion and Conclusions

Parents gave high grades (A and B) to their children's schools and saw improved academic performance, attitude, and study and classroom behaviors in their children since their participation in M.O.S.T. Parent satisfaction with school academics is very important, as academics (in addition to religion) was the primary reason parents wanted their children in non-public schools.

On average, parents were involved with their children's schools and promoted school-related activity at home. Parental involvement is important for student academic achievement. M.O.S.T. student achievement was comparable to national norms.

Parents' satisfaction with M.O.S.T. was tempered by their concern that their children will not be able to continue in their present schools as tuition increases while scholarship amounts remain unchanged.

Conclusions

M.O.S.T. is fulfilling its mission to provide educational opportunities to families in need while promoting excellence in education. M.O.S.T. seeks to provide a stable, long-term funding source. With increasing school tuition and relatively unchanging scholarship donations, parent responses indicate that M.O.S.T. will have to increase its donation growth rate to at least the level of the average tuition growth rate in order to maintain its current level of operation. Donations will have to increase even further to reach more eligible students in the Shelby County community.

Suggestions for Future Evaluations

The next evaluation of M.O.S.T. will be conducted for the 2001-2002 academic year. As a part of the requirement for receiving a M.O.S.T. scholarship, each student will take the Basic Skills Battery of the California Achievement Test, 5th edition (CAT/5). The test is published by CTB-McGraw Hill, the same publisher and test developer for the Terra Nova, and the test has been normed to the TerraNova. The Memphis city and Shelby county schools use the TerraNova (TCAP) to measure academic achievement in their students. The researchers intend to compare M.O.S.T. student California

Achievement Test scores with Memphis city and Shelby county TerraNova (TCAP) scores. Some M.O.S.T. participating schools administer their own TerraNova exams. Students attending these schools will take the TerraNova only once with their school. All other students will take the California Achievement Test (CAT/5) at Christian Brothers University during the spring 2002 semester.

During the CAT/5 testing periods at Christian Brothers University, the researchers will conduct focus groups with approximately eight parents per group. The purpose of the focus groups is to get additional feedback about the M.O.S.T. program.

When new and returning M.O.S.T. families complete paperwork for scholarships for the 2002-2003 academic year, parents will complete a modified version of the M.O.S.T. Children's Scholarship Fund Parent Survey. The survey will be modified based on results from the 1999/2000 survey and to reflect the 2001-2002 academic year. Parents of M.O.S.T. students not returning to the program will be mailed the modified parent survey with a self-addressed stamped envelope to return to Christian Brothers University.

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Appendix B: Participating Schools

Alcy SDA Jr. Academy	Memphis Catholic Middle and High School
Bishop Byrne Middle and High School	Memphis Junior Academy
Breath of Life Christian Academy	Memphis University School
Briarcrest Christian School	Mississippi Boulevard Christian Academy
Cendrillon Montessori School	Our Lady of Perpetual Help
Central Baptist	Our Lady of Sorrows
Central Day School	Pleasant View School
Christ Methodist Day School	Presbyterian Day School
Christ the King Lutheran School	Rossville Christian Academy
Christ the Rock Christian Academy	Shady Oaks School
Christian Brothers High School	Solomon Schechter Day School
Concord Academy	Southern Baptist Educational Center
Creative Life Preparatory School	St. Agnes Academy-St. Dominic School
Cross Creek Christian Academy	St. Ann-Bartlett
Cross of Calvary Lutheran School	St. Anne-Highland
De La Salle at Blessed Sacrament	St. Benedict at Auburndale
Elliston Baptist Academy	St. George's Day School
Evangelical Christian School	St. George's Day School-Memphis
Faith Heritage Christian Academy	St. John School
First Assembly Christian School	St. Joseph Elementary School
Frayser Academy of Christian Education	St. Louis Catholic School
Frederick Douglas Wesson Christian Academy	St. Mary's Episcopal School
Grace St. Luke's Episcopal School	St. Michael Elementary/Middle School
Great Beginnings School	St. Paul School
Grey Road Christian Academy	The Bodine School
Harding Academy	The Neighborhood School
Holy Rosary School	The Shepherd's School
Hutchison School	Thrifhaven Baptist Academy
Immaculate Conception Elementary School	Tipton-Rosemark Academy
Immaculate Conception Middle School	Wesley School
Immanuel Lutheran School	Westminster Academy
Lamplighter School, Inc.	Woodland Presbyterian School
Lausanne Collegiate School	Woodlawn Baptist Academy
Little Flower Elementary School	Word of Faith Christian School
Lord's Tabernacle Christian Academy	
Macon Road Baptist School	
Madonna Learning Center	
Marcus Mosiah Garvey Institute	
Margolin Hebrew Academy	
Maria Montessori School	

Appendix C: M.O.S.T. Board of Directors

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Rev. Colenzo Hubbard

Mrs. Richard W. Hussey

Mrs. Emily Woodside

Mr. Mike McDonnell

Mr. Bob Solmson

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(Back cover)

(Put classroom pictures here)

Christian Brothers University

650 East Parkway South

Memphis, Tennessee 38104

www.cbu.edu

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