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Program Evaluation of Magnet Program Implementation

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Program Evaluation of Magnet Program Implementation

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of the requirements for the degree of
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by

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Abstract

The purpose of this study was to examine the fidelity of the implementation of a magnet program at an area intermediate rural school. A case study approach was used to conduct the study, based on observations and perceptual information. The following research questions were developed to address the problem of this study: (a) How does the magnet curriculum affect the delivery of magnet instruction in core content areas? (b) How do participants perceive the strengths and weaknesses of how the magnet program was implemented? The quantitative research consisted of classroom observations to determine if magnet curriculum was being implemented in classrooms. The qualitative research consisted of interviews with school-based participants, to examine the perceptions of participants regarding strengths and weaknesses of magnet program implementation.

Results revealed that there were seven components where improvement is needed in order to fully achieve the intended objectives of the magnet school. On the other hand, there were five components of the magnet school that were observed to be present to a high degree in their school and are achieving the objectives of the magnet school as intended. The interview findings presented: (a) new teachers were not aware that the school had magnet programs; (b) the overall mission, vision, and goals varied amongst participants; (c) some veteran teachers perceive that magnet theme-based instruction should still be delivered in classrooms, while other veteran teachers perceived this as not being the case; (d) During the initiation process, all veteran teachers express that they were implementing the magnet theme-based curriculum in core content areas; (e) all teachers have been motivated at some point to use innovative approaches with teaching and assessments as it relates to the magnet integration because of how students were engaged and the liberty it provided, enabling teachers to be creative with instructional strategies; (f) parental involvement is still an expectation across the board.

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Over the past few years, I have received support and encouragement from a great number of individuals. Foremost and overall, I give all praise and honor to my Lord and Savior, Jesus Christ. Without Him, I could do nothing.

I would like to thank my parents, Willie and Pearline Newell, who have supported me in every area of my life and have encouraged me to not give up on accomplishing my goals. I would like to also thank my husband, Marray who has stepped into my life when I needed him most. Thanks for making continuous sacrifices for our family and supporting me. When I thought I could not start this process again and complete it, you all provided the necessary tools for me to do so. Jaylen, Eryn, and Marray – you were my continuous motivation to keep striving.

I would like to thank my dissertation committee, Dr. John Pijanowski, Dr. Kara Lasater, and Dr. Kevin Brady for their support throughout the completion of this program of study.

Dedication

To my grandmothers, Jessie Mae McGregory and Jimmie Newell, who sacrificed so much to afford their children and grandchildren the opportunity of education.

Table of Contents

List of Figures

List of Tables

CHAPTER ONE - INTRODUCTION

Introduction

The purpose of this study was to examine the implementation of a magnet program at an area intermediate rural school. The overall purposes for magnet programs are to (1) reduce minority group isolation, (2) promote specialized curriculum, (3) promote professional development to support program activities, and (4) increase test scores overall (Ballou, Goldring & Liu, 2006).

In recent years, the rural intermediate school was reorganized/reconfigured as a Math and Science middle school. As a recipient of a grant in 2013, the district opted to convert the school into an intermediate 5th and 6th grade magnet school. The intermediate school encompasses academies of International Studies, Language Immersion, STEM and Visual and Performing Arts. The idea of creating schools within a school was based on the fact that the elementary feeder schools are currently magnet schools with the above themes with Magnet Resource Coaches in place to support the implementation of all academy themes. As the intermediate school moved into full magnet program implementation for the 2016-2017 school year, the question became whether full magnet program implementation supports and increase student achievement and reduce minority-group isolation.

In recent years, the district has seen a dramatic drop in the enrollment of non-black students. These students have enrolled in private and parochial schools near and outside the district. In addition to the minority group isolation based on enrollment, the district has also seen a high percentage of 5th and 6th grade students not performing at proficient and advanced levels in math and reading. As a result, the goal was to increase math and reading proficiency in order to avoid school improvement and increase student achievement overall. The lack of foundational skills in math and reading skills for most students, particularly, low-performing students, can

compile over time and lead to students not fully being prepared to enter college and compete at the college level. In this case, minority students are more likely to encounter barriers that influence retention and graduation rates (Barr, 2002; Brock, 2010).

The target school is unique in the case where most rural schools are not afforded the opportunity to receive substantial grant funds that provide resources for magnet program development. Although the target school has resources to support magnet program implementation, there is a considerable gap with the connection of theme-based interest for students. Magnet programs generally provide theme-related focus that promotes interest in certain career options, which are generally available in the region of the school's campus. While there are various magnet options offered at the target school, there is a gap between the community industry of opportunities that are available as opposed to the option of a magnet school in an urban setting. There is also a considerable factor of the types of partnerships that are available to promote the development of the magnet program. As such, rural area schools are not privy to collegiate and top industry partnerships.

Problem Statement

In this study, I set out to identify if full magnet program implementation was taking place. The administration has structured the school into Academies, including International Studies, STEM, and Visual and Performing Arts. The academy structure encompasses specialized instruction based on each academy theme. The following inputs are envisioned for full implementation: staff, partnerships, technology, funding, professional development, community/parental support, research-based materials and resources, and equipment.

Therefore, the problem is, "do we know if what is being done is working and meeting the intended goals." The magnet program's intended goals include a) reduce minority group isolation, b) promote specialized curriculum, c) promote professional development to support magnet program activities, and d) increase student achievement. Therefore, how the program is

2

implemented is essential to meeting the intended goals. Since there has not been any formal evaluation of the magnet program implementation, this study performed a program evaluation of the magnet program implementation.

Table 1.1

Targeted School Implementation Plan

Targeted School Implementation Plan
Objective 1: To reduce minority group isolation.
1a. Will reduce African American minority group isolation by reducing the African American enrollment percentage from (2012-2013 baseline data 100%) to 95% for year 3.
1b. Parents/guardians of students enrolled   at each of the four magnet schools will attend a minimum of one event designed to increase awareness, appreciation, and/or respect for diversity as measured by sign in sheets and parent surveys and documented with programs and/or agendas.
Objective 2: To improve student academic achievement by teaching all students a theme-based curriculum that includes systemic reforms.
2a. **A**ll students will receive magnet themed instruction as exhibited through lesson plans and walkthrough observations for at least 10 hours per week (year 3).
2b. Innovative theme-based classes will increase student participation by 5% over the previous year as measured by semi-annual parent survey information/anecdotal notes relative to student engagement and interest.
2c. 100% of students (year 3), will have access to state of the art technology (desktop computer systems with a variety of software applications, laptops/laptop carts, one-to-one IPADs, interactive Promethean/Smart Boards, etc.) in all classrooms as measured by technology surveys completed by students.

Table 1.1 (continued)

Target School Implementation Plan

Objective 2: To improve student academic achievement by teaching all students a theme-based curriculum that includes systemic reforms.
2d. The school will make available to all students' programs of choice that offer at least two innovative specialized & theme-based offerings that utilize engaging technologies, provide enriched learning opportunities through the theme, and engage in problem solving relative to an understanding of the school specific theme as measured by the master schedule, course description, and syllabus for each class.
2e. The school will employ 100% certified teachers who teach and provide theme-based instruction in magnet theme-based classes to magnet students as measured by appropriately certified educator licenses on file at the school and central office.
2f. Teachers will receive a minimum of 8 hours of professional development in theme-based content and instruction as measured by professional development calendars, agendas, evaluations, and sign-in sheets.
2g. The school magnet management team will receive a minimum of 8 hours of magnet philosophy training and practice as measured by professional development/conference training agendas and sign-in sheets.
2h. In order to sustain programmatic support and funding after Magnet Schools Assistance Programs (MSAP) funds have ended, LEA representatives will systematically review and adjust district funding using local, state, and federal funds while continuing to build partnerships with at least 3 community entities to ensure adequate tax-based funding as evidenced by agendas/sign-in sheets and budget reports kept on file by the business office.
Objective 3: To enable an increasing proportion of students in each NCLB subgroup to meet AYP.
3a. Students from major racial and ethnic groups will meet or exceed Mississippi's Adequate Yearly Progress standard (AYP) in language arts and math.
3b. The magnet programs staff will administer teacher end of course workplace/study skill surveys to determine if strategies are rigorous, thematic, and build student skills for the world of higher education and/or for the workplace as evidenced by a 5% increase of positive respondents in each category over the previous year.

Focus on Instructional and/or Systemic Issues

Both instructional and systematic issues are factors with this problem of practice and center on the implications of magnet program development. The prospective impact magnet program development can have on the instructional practices is substantial. In addition to the curriculum being revamped to include vertical alignment and horizontal coordination of content areas and revised and thorough pacing guides, classroom teachers are also tasked with refining instructional strategies and thematic lesson and unit planning. Magnet program implementation must ensure that teachers have the necessary resources, professional development and support to ensure they have the knowledge and skills to apply magnet curricula.

The systemic issues have an even greater impact on the magnet program implementation. According to American Education Solutions (2011), key stakeholders must be involved in the magnet program development and implementation. Most certainly teachers, administrators, and other stakeholders need to have buy-in and full involvement. Stakeholders must also have a common definition of the magnet theme to produce a like culture. Overall, one must consider the critical components that may compromise the magnet program development.

Is Directly Observable

This problem of practice is directly observable. Currently, the school of study has matriculated through multiple transformations within recent years. From the initial years of implementation, the school's academy format has been revised and divided into STEM, Visual and Performing Arts, and International Studies Academies. Teachers are expected to fully integrate magnet themes into lessons. Because the school is a repeated failing school, a primary focus lies on accountability, particularly in the area of language arts and mathematics where teachers have expressed concerns with the magnet program development. Some teachers feel as though not every student should attend a magnet school. The perception is that magnet schools are for "high achieving" students. If students are not performing, they should be transferred to

another school. Based on the academy structure, some teachers also feel as though some students should not be in certain academies because they seem to have a lack of interest in the academies' magnet theme focus. In this case, a program evaluation can be comprised of a comprehensive needs assessment that can create a common understanding of the magnet program expectations (Callison, 2013).

Is Actionable

The problem is actionable based on the fact that it can be completed and can lead to strategies for improvement in a short timeframe. The program evaluation of the magnet program should be a consistent focus that yields specific data that can constantly be analyzed. In my role as Magnet School Coordinator, I have the ability to assist schools with evaluating magnet programs. The school's performance measures provide an initial framework for program evaluations. While this initial program measurement is available, building administrators are not as familiar with the document and have yet to review this information to evaluate magnet programs. Building administrators and our team knows that program evaluation is essential to determine the fidelity of the intended magnet program. Therefore, this problem of practice will assist building administrators with completing a magnet program evaluation.

Connects to Broader Strategy of Improvement

This problem of practice also connects to a broader strategy of improvement. Latta & Wunder (2013) points out the fact that practitioners should not just focus on general knowledge of the problem; but they should focus on knowledge that can be extracted from additional forms of principles and understanding. As the practitioner and member of the magnet leadership team, I can serve to assist the targeted school with implementing a broader means of evaluation to determine the fidelity of the magnet program. The building administrators have not reviewed nor examined research-based information on program evaluations of magnet schools, whether to

determine the effectiveness of program evaluation nor the most appropriate measures for magnet program evaluation. Building administrators generally rely on the Magnet office staff to provide them with necessary information. There has been adequate amount of time to begin setting up systems to help the building administrators perform a program evaluation to identify program effectiveness with meeting intended goals.

Is High Leverage

The ultimate factor of this problem of practice is that it has essential implications for the practitioner's area of practice, which indicates high leverage. One of the goals of this study is to support the stakeholders of the magnet program in identifying general information about the operation of the program. Through observations, I was able to determine if magnet theme-based instruction is being integrated in core content areas as proposed in the initial program goals and implementation plan. The implications of the program evaluation also included being able to determine whether there has been reduction, elimination, or prevention of minority isolation; student achievement; and promotion innovative practices. According to Bryant (1987), magnet program evaluation should not be underrated, but should evaluate the practices and products in place. Bryant (1987) summarizes the efforts of a magnet program evaluation:

> This type of evaluation is designed to assess the achievement of management timelines and performance of personnel in implementing the program, and detecting, during the ongoing of personnel process, the strengths and weaknesses of the overall implementation effort. The process evaluation provides feedback and quality control data for the implementation method and improves the management system. The process evaluation will answer the question: Do the activities, resources used, etc., flow from the stated objectives of the specific.

Research Questions

The following research questions were developed to address the problem of this study:

- How does the magnet curriculum affect the delivery of magnet instruction in core content areas?

- How do participants perceive the strengths and weaknesses of how the magnet program was implemented?

Overview of Methodology

This study involved a case study approach employing qualitative and quantitative methods, based on mostly observation and perceptual information. Perceptual information, according to Bloomberg and Volphe (2015) refers to the perception of participants in reference to the subject of study. The case study approach was utilized to complete an evaluation of magnet program implementation, with observations and interviews being the primary sources of data collection. The interviews provided feedback on whether various goals and initiatives were being implemented as planned, which were observable during classroom observations also.

Positionality

Researcher's Role

In relation to my current role, I have previously served as a STEM Magnet Resource Coach and the Magnet Curriculum Specialist/Coordinator in this small rural school district. I have a standing connection with the problem at hand and I have worked in coordination with the magnet schools in the district. My role has involved ensuring that Magnet Resource Coaches have the proper training and professional development to assist with magnet curriculum at school sites. Magnet Resources Coaches have been a continuous support for teachers with specialized instruction. I served in the role as Curriculum Specialist/Coordinator starting in 2015 and have previous experience as an instructional specialist, dean of students, math and science middle school teacher, and a high school chemistry/biology teacher. Additionally, I currently hold entry level administrative licensure and an Education Specialist degree in Educational Leadership with building level concentration. I attended school in the district of study, which enables familiarity and contextual understanding of the importance of the problem of practice.

Assumptions

Prior to working with magnet schools, I did not have prior experience that would enable me to effectively observe the overall effects of a magnet school. I had previously perceived magnet schools as special schools where certain students attended, particularly high achieving students. After working closely with magnet schools across the south-east region, I have been able to see various school transformations with school culture and the focus on school academic achievement. Therefore, I believe that if properly implemented, full magnet program development can have positive implications for the school, as well as the district.

Definition of Key Terms

This section presents a list of key terms and definitions that may not be familiar to all readers. As such, the following terms and definitions have been provided in relation to the framework of the study.

- *AMO*- Annual Measurable Objectives (MS Department of Education, 2014)

- *Magnet Schools*- Schools that focus on a single or multiple subject theme areas throughout the entire school (Ballou, D., Goldring, E., & Liu, K., 2006)

- *Fidelity of Program Implementation*- How well implemented program matches intended program (The Magnet Compass, 2011)

- *STEM*- Science, Technology, Engineering, & Mathematics

- *VPA*- Visual and Performing Arts

- *International Studies*- Study of international concepts in comparison to American concepts

- *Academy*- A distinguished set of classes (area) within a school

- *Accountability*- The attempt of government officials and school officials to measure academic achievement by way of standardized testing

- *Magnet Resource Coach*- An onsite, specialized lead teacher who supports classroom

  teachers with magnet theme-based curricula

- *Magnet Curriculum Specialist/Coordinator*- A certified district administrator who

  provides technical assistance to all magnet

  school within the district

- *IEP*- A specialized program designed to meet the needs of special education students and

  measure progress (Individualized Education Plan)

- *Inclusion Teacher*- A teacher that provides special services and support to students in the

  special education department

Organization of the Dissertation

Chapter two and Chapter three include the literature review and the inquiry methods. In Chapter two, the literature review focuses on student achievement, magnet schools, and causes of gaps with math achievement. In Chapter three, the inquiry methods focus on a rationale for the proposed methodology of the study. The problem setting and context is presented, which lends to choices of the research sample and data sources. Data collection and data analysis is examined to explain the data methods. Various threats, limitations, and delimitations are discussed in order to examine any restrictions and extortions to the study. Chapter four focuses on quantitative and qualitative data. Lastly, Chapter five will outline summary of findings, data analysis, future research and recommendations.

CHAPTER TWO – LITERATURE REVIEW

Introduction

The purpose of this study is to examine the implementation of a magnet program at an area intermediate rural school. The overall purposes for magnet programs are to (1) reduce minority group isolation, (2) promote specialized curriculum, (3) promote professional development to support program activities, and (4) increase test scores overall (Ballou, Goldring & Liu, 2006).

Overview of the Chapter

Chapter 2 begins with a background of magnet programs, the literature search strategy, and historical perspective. The review of literature explores the definition and characteristics of magnet programs, defines magnet programs, attitudes, and behavior with magnet programs, diversity and integration, best practices and implementation outcomes, curriculum development, training, student achievement, career and college aspirations related to magnet programs, and parental and community partnerships.

Background

Magnet programs have been a controversial topic during the last century and currently sparks the interest of legislators, educational leaders and the community today. The evolving conversation, which originated from desegregation efforts of public schools, has caused a move to educational theoretical issues as it relates to equality versus inequality in education (Ryan, 2002). As a result of the conflict between educational equality and educational inequality, school choices have been made available to students and parents.

While this paper does not solely focus on school choice as it pertains to equality versus inequality, school choice has become a matter that affects student outcomes. The

literature focuses on different opinions and results of student outcomes in magnet programs and alternate school choice options. The controversy lies within whether there is a vast difference between the equality of education with traditional public schools and schools of choice (Rossell, 2005). As specialized public schools, magnet schools allow students from various socioeconomic backgrounds to partake in choice programs that would otherwise not be available in their neighborhood schools (Rossell, 2005). These programs are generally available in the more affluent communities and are afforded to students whose parents have the financial means to support attendance in elite programs.

Search Strategy

A scholarly search was conducted using electronic databases, including EBSCO, ProQuest, JSTOR, and Google Scholar. Articles, books, and dissertations related to the topic of interest were searched throughout each database. The standards used to select articles, books, and dissertations for this review of literature include: (a) applicability, (b) quality, and (c) academic nature. Literature was considered to be applicable if it was relevant to the focus of study, applied knowledge to answer the research question and provided various perspectives to the purpose of magnet programs. The quality of literature is based on several factors: source of publication, author, data of publication, and notability from other authors. The academic nature of literature is based on whether the literature is available to other researchers and produced in an academic setting. With each electronic database, keyword searches were conducted using the following terms: magnet programs and student achievement and math academic achievement.

Table 2.1

Historical Perspective

Author	*Research*	*Focus*	*Findings*
Ballou, 2006	*Journal Article (Non-Peer Reviewed)*	*Historical Factors of Magnet Programs*	*Magnet schools provided more choice for parents than traditional schools. Choice of magnet schools promoted more involvement.*
Ballou, 2007	*Journal Article (Peer Reviewed)*	*Historical Factors of Magnet Programs*	*The percentage of segregation decreased based on the forms of magnet programs. Schools with magnet programs showed higher degrees of diversity.*
Gamoran, 1996	*Journal Article (Peer Reviewed)*	*Historical Factors of Magnet Programs*	*Equitable and economic shifts occurred with the magnet schools. Magnet programs revealed an unbalance type of students with other school-choice options.*
Cullen, Jacob, Levitt, 2006	*Journal Article (Peer Reviewed)*	*Historical Factors of Magnet Programs*	*There was a shift in the balance socio-economics and demographics. The desegregation shifts increased student influx.*
Griffin, Allen, Kimura-Walsh & Yamamura, 2007	*Journal Article (Peer Reviewed)*	*Historical Factors of Magnet Programs*	*Affluent students benefited more than other students as a result of segregation. Magnet schools provided access to community partnerships.*
Rossell, 2005	*Journal Article (Peer Reviewed)*	*Historical Factors of Magnet Programs*	*Magnet schools provided unaffordable opportunities for students and parents. A shift of affluence occurred.*
Bifulco, Cobb, & Bell, 2009	*Journal Article (Peer Reviewed)*	*Historical Factors of Magnet Programs*	*Innovative studies showed an increase in parental and student interest. Support staff increased the development of magnet programs.*

Historical Perspective

Magnet programs/schools were initially intended to provide a model of choice-based desegregation to eradicate segregation within the school systems (Ballou, 2006; Ballou, 2007).

Choice-based desegregation provides access to more diverse and economically-equitable educational environments (Gamoran, 1996; Ballou, 2006; Ballou, 2007). With more diverse and economically-equitable educational environment, disparity among the funding of education and resources for students from various backgrounds and neighborhoods decreases (Cullen, Jacob, Levitt, 2006). The consequences of segregation in the educational systems have contributed to the majority of affluent students being more privileged than minority and low socio-economic students (Griffin, Allen, Kimura-Walsh & Yamamura, 2007).

School choice did not mark the era of an entirely brand-new trend. Private schools have been available as a school choice option for some time. Homeschooling has also been an alternative option parents. Because of neighborhood schools, parents have also opted to choose schools based on their choice of residence, which adds to racial segregation (Rossell, 2005). With the desegregation of schools becoming a grave challenge, school choices were introduced, leading to prejudiced families transferring their students. When parents were faced with modifications connected with school choice, most parents attempted to avoid desegregation. Parents manipulated the process of school choice in an attempt to counterattack racial integration. To provide an option for school choice, magnets schools were developed to offer a more attractive educational opportunity for parents who could not afford to send their child to private schools or those who did not reside in affluent neighborhoods (Rossell, 2005).

Magnet programs enrich the instructional design of a system by endorsing teaching pedagogy that encompasses integration of magnet themes into core content areas, adding multidisciplinary focus of subject areas, and providing innovative programs outside of content areas (Bifulco, Cobb, & Bell, 2009). In addition, magnet programs provide access to resources

that include community networking and partnerships, supplementary support staff that supports program development, and theme integration and resources (Griffin, et al., 2007).

The networking involved with the community partnerships empowers magnet schools to deliver access to a wider sense of connection between academia and workforce (Griffin et al., 2007). Students are able to explore potential career interests within various magnet programs. The support staff helps to support curriculum planning and design, along with supplementary resources for the magnet program (Griffin et al., 2007). Dedicated theme-based instructional resources and materials provide support for instruction and focuses on student interest in core subject areas.

Table 2.2

Forms of Magnet Programs

Author	*Research*	*Focus*	*Findings*
Crain, Allen, Little, Sullivan, Thaler, Quigley & Zellman, 1999	*Journal Article (Peer Reviewed)*	*Career Focus Magnet Schools*	*Career school shifted negative recreational practices for students. Career students has a higher percentage of dropout rates compared to traditional schools.*
Grobstein, 2008	*Journal Article (Peer Reviewed)*	*Career Focus Magnet Schools*	*Non-traditional schools are not as career focused. Career transitions occur sooner than with traditional schools.*
Constantino and Lavadenz, 1993	*Journal Article (Peer Reviewed)*	*School within a School*	*English Language Learners benefit from the school Within a School Model. Skill sets are supported to increase the number of English Language Learners completing school.*

Table 2.2 (continued)

Forms of Magnet Programs

Author	Research	Focus	Findings
Levesque, Lauen, Teitelbaum, Alt, & Librera, 2000	*Journal Article (Peer Reviewed)*	*Vocational Schools*	*Working opportunities increase the outcome of student completion. Vocational students are labeled as workers instead of students.*
Ko, 2006	*Journal Article (Trade Journal)*	*Vocational Schools*	*Rates of retention for vocational graduates are considerably lower than the retention rates of traditional education students in colleges and universities. More vocational students pursue jobs as opposed to continuous education.*

Forms of Magnet Programs

Magnet programs are implemented in different forms. The overall purpose is to attract students by elevating the standards of excellence and focusing on student achievement and students' interests. School districts are led to develop and implement innovative programs that are uniquely different from other programs in order to provide student options. For the resolutions of this study, it avails to give an outline of the following magnet program models: career focus magnet school, school within a school, and vocational school.

Career Focus Magnet School

Career Focus Magnet Schools are school-choice programs that provide training for careers after high school.   Career focus school graduates expressed that the percentage of time they spend smoking and drinking has decreased, allowing them more study time and time to reflect on taking life more seriously as opposed to graduates of traditional schools (Crain, Allen,

Little, Sullivan, Thaler, Quigley & Zellman, 1999). Students also have an environment where they can become more decisive about their career focus (Crain, et al, 199). One another note, career focus schools had higher dropout rates than the rates of traditional schools (Crain, et al, 1999). However, test scores did not vary drastically among career focus schools and traditional schools. Overall, Crain et al. (1999), believed that career focus schools can be effective when implemented effectively.

Ultimately, a good school's intention is to prepare students for college and careers. Therefore, the purpose of career focus schools has often not been clear. Certainly, the mere fact that career focus schools are available infers that other public schools may not focus thoroughly on preparation. Also, with high school students having options for their study focus, integrated curricula are immersed in career focus schools, which also lends to help connect students' study focus with integrated curricula. For years, critics have formed the notion that encouraging school choice highlights issues with traditional non-magnet schools (Grobstein, 2008). With career focus schools, students are provided the opportunity to transition toward interests and learning goals with specifics made by the school.

School within a School

The format of a school within a school is set up as a separate magnet program within a traditional school environment. In this type of format, students are physically located in the same school as other students, but there is a difference in respect to the curricula. According to Constantino and Lavadenz (1993), the school within a school format would benefit English language learners and diverse students that need help with language mastery. This essentially is helpful with English language learners moving through American educational programs.

While the school within a school format may be proposed to benefit students with special interests, the significance of this model is that it provides specialized magnet programs without excluding students from traditional school environments. Although magnet curriculum is entirely distinct from the traditional or core curricula, the students are not segregated from other students.

Vocational Schools

Vocational schools were initially designed to prepare students for entrance into a particular work field. Vocational schools share some similar characteristics and goals of the career-focused magnet school. These programs focus on the interests of students and the workforce needs in order to serve a specialized purpose. There is also a trend to highlight the development of professional skills over a focus on liberal arts, which appears to somewhat challenge the traditional education format.

Graduates of vocational education are unlikely to enroll in and complete a college program, which is different in comparison to students in general educational programs. Because vocational students are able to earn certifications in the selected vocational study, many go directly to the workforce following high school. According to Levesque, Lauen, Teitelbaum, Alt, and Librera (2000), vocational high school students were less likely than their peers to enroll in college within a 2-year timeframe. Moreover, they were more likely to enroll in 2-year colleges than 4-year colleges.

The rates of retention for vocational graduates are considerably lower than the retention rates of traditional education students in colleges and universities (Ko, 2006). Moreover, approximately 26% of postsecondary students who participated in high school vocational programs label themselves as workers as opposed to students (Levesque, et al., 2000). The

outcome infers that graduates of vocational schools are apt to leave college if working is

necessary. Because vocational graduates are receiving training to acquire a skill, these results

are not alarming.

With the various forms of magnet programs, there is no universal setting for magnet

programs. Therefore, there are systems in place that can impact the strengths and weakness of

the magnet programs. While the common thread among the various forms of magnet programs

are students' interests, the continuation of the review of literature will highlight the strengths and

weaknesses through various studies. Table 2.3 depicts literature used to review the attitudes and

behavior of students attending magnet programs.

Table 2.3

Attitudes and Behavior

Author	*Research*	*Focus*	*Findings*
Bank, B.J., & Spencer, D.A. (1997)	*Conference Meeting (Peer Reviewed)*	*Goals/Aspirations*	*Magnet students have higher educational goals connected to student achievement as opposed to traditional students. There is a sense of higher academic ambition than with traditional schools.*
Bifulco, Cobb, and Bell, 2009	*Journal Article (Peer Reviewed)*	*Attendance; Community Support and Partnerships; Peer Relationships; Student-Teacher Relationships*	*Attendance at magnet schools reveals more positive effects than attendance at traditional schools. Ninth grade students in Connecticut magnet schools reported lack of teacher-student relationships as opposed to peers in traditional school.*
Fairclough, S. L. T. (2005)	*Dissertation*	*Student-Teacher Relationship*	*Upper grade levels show no difference with student-teacher relationships. Student-teacher relationships impact the experiences of students.*

Table 2.3 (continued)

Attitudes and Behavior

Author	Research	Focus	Findings
Enberg, J., Epple, D., Imbrogno, J. Sieg, H., & Zimmer, R. (2011)	*Journal Article (Peer Reviewed)*	*Attendance*	*Attendance at magnet schools reveals more positive effects than attendance at traditional schools. Specialized attention increases student attendance.*
Flaxman, E., Guerrero, A., & Gretchen, D. (1999)	*Journal Article (Peer Reviewed)*	*Attendance*	*Attendance at magnet schools reveals more positive effects than attendance at traditional schools. Specialized attention increases student attendance.*
Lillard, A., & Else-Quest, N. (2006)	*Journal Article (Peer Reviewed)*	*Attendance; Community Support and Partnerships*	*Attendance at magnet schools reveals more positive effects than attendance at traditional schools. Specialized attention increases student attendance.*
Poppel, J.B., & Hague, S.A. (2001)	*Journal Article (Peer Reviewed)*	*Partnerships*	*Partnerships amongst parents have positive implications with magnet programs. The community partnerships also have positive implications.*
Nyman and Styron (2008)	*Empirical Study/Journal Article (Peer Reviewed)*	*Perceptions*	*Parents revealed positive experience with magnet schools. Parents believe specialized program is beneficial to students.*
Chestnut and McIntire (1996)	*Empirical Study/Journal Article (Peer Reviewed)*	*Perceptions*	*Students report a higher sense of belonging. Students also report less racial tension.*
Harter, 1999	*Empirical Study/Journal Article (Peer Reviewed)*	*Perceptions*	*Diversity levels are perceived at high levels. Students are more connected to the school, which impacts how they perform.*

Attitudes and Behavior

In the absence of a universal model for magnet programs, schools are able to develop and

design programs as they see fit to meet students' needs and interests. A key factor to developing

and designing programs is ensuring that students will have a positive experience attending magnet programs. The key to establishing a favorable learning environment includes setting up a school environment that promotes participation, trust, dedication, openness, pride, and responsibility (Nyman and Styron, 2008). Many magnet schools have sought out to set up such an environment. Students and parents are the main stakeholders impacted by the program design of establishing a favorable learning environment with the aforementioned components. Attendance is one component of the attitudes and beliefs about schools. Students are more prone to consistent attendance when they have positive school experiences. Attendance at magnet schools reveals more positive effects than attendance at traditional schools (Flaxman, E., Guerrero, A., & Gretchen, D., 1999; Bifulco, Cobb, and Bell, 2009; Enberg, J., Epple, D., Imbrogno, J. Sieg, H., & Zimmer, R., 2011). The students display positive academic attitudes and behaviors while attending magnet schools. Students find that the ability to have choice with specialized curriculum engages their interest to attend school on a consistent basis (Flaxman, et al., 1999; Bifulco, Cobb, and Bell, 2009; Enberg, et al., 2011).

Another component of the attitudes and beliefs about schools relates to how students perform academically. Oftentimes, when students are not having a positive experience, there can be a shift with the sense of academic achievement. Magnet students have higher educational goals connected to student achievement as opposed to traditional students (Bank and Spencer, 1997). The relationship experiences for students are also essential to supporting students with social and academic achievement. There is a sense of higher academic ambitions with magnet students versus traditional students. The relationships students experience are a direct connection to partnerships within the school and outside the school. According to Lillard & Else-Quest (2006) and Bifulco, Cobb, and Bell, 2009, (2009), students feel a stronger sense of

community and support at magnet schools through partnerships. Partnerships are essential to the attitudes and behavior related to the magnet school culture. Due to the promotion of partnerships at magnet schools, community and parental involvement are at higher levels than non-magnet schools (Poppell and Hague, 2001).

Magnet programs promote a more diverse environment than some traditional schools. Students report less racial tension and more favorable intergroup relations with peers because of a more diverse environment in magnet schools (Bifulco, Cobb, & Bell, 2009). Through various resources magnet school students expressed a more positive attitude towards school than did the non-magnet school students (Brown and McIntire, 1996). Overall, students'' attitudes and beliefs are related to the sense of belonging to a school (Harter, 1999).   A sense of belonging is essential to student development and academic achievement.

Schools and what they do to establish a positive school environment truly matters. While there is no perfect magnet nor traditional school, the attitudes and behavior of students can vary. In some environments, the attitudes and behavior of students in magnet schools versus students in traditional schools reveal no differences. According to Fairclough (2005), the attitudes of Black magnet students are no different than the attitudes of Black non-magnet students. Although relationship experiences for students are essential, the attitudes and behavior of students can also vary, particularly with student-teacher relationships. Ninth grade students in Connecticut magnet schools reported lack of teacher-student relationships as opposed to peers in traditional schools (Bifulco, Cobb, & Bell, 2009). In upper grade levels, no significant difference with teacher-student relationships was reported (Bifulco, Cobb, & Bell, 2009).

Table 2.4

Diversity and Racial Integration

Author	*Research*	*Focus*	*Findings*
Christenson, B., Eaton, M., Garet, M.S., Miller, L.C., Hikawa, H., & Dubois, P. (2003)	*Evaluation Report*	*Diversity*	*Higher levels of racial integration occur at the elementary levels as opposed to the secondary levels. Higher levels of diversity also exist with whole magnet school in comparison to magnet programs that are only offered to a select number of students.*
Frankenberg & Siegel-Hawley, 2008	*Journal Article (Peer Reviewed)*	*Diversity*	*Larger number of students enroll in magnet schools. Competitive criteria increase diverse student populations.*
Heistad, 2007	*Journal Article (Peer Reviewed)*	*Diversity*	*Diversity exists at traditional schools just as much as it does at magnet schools. Locations of schools at to diversity levels.*
Poppell & Hague, 2001	*Journal Article (Peer Reviewed)*	*Diversity*	*Many traditional schools are just as diverse as magnet schools. There is leveled percentage of various ethnic groups at traditional schools.*

Diversity and Racial Integration

Racial integration levels are based on the type of magnet school. In most cases, higher levels of racial integration occur at the elementary levels as opposed to the secondary levels. Higher levels of diversity also exist with whole magnet school in comparison to magnet programs that are only offered to a select number of students (Christenson, B., Eaton, M., Garet, M.S., Miller, L.C., Hikawa, H., & Dubois, P., 2003; Frankenberg & Siegel-Hawley, 2008). As such, when magnet schools are not limited to competitive criteria, a diverse student population is enrolled. Whereby, larger quantities of minority students are able to enroll in magnet schools. Also, greater levels of integration exist when magnet school have lotteries and provide transportation for students (Christenson et al., 2003; Frankenberg & Siegel-Hawley, 2008). While an overall goal is to reduce minority group isolation with magnet schools, there are areas where this goal is not met or no need for the goal. Many traditional schools are just as diverse as magnet schools (Poppell & Hague, 2001; Christenson et al., 2003; Heistad, 2007).

Table 2.5

Implementation

Author	Research	Focus	Findings
Archbald, 2014; Hadderman, 2012	*Journal Article (Peer Reviewed)*	*Implementation*	*The perception of teachers is that principals are the vital component to program success. Administrative leadership impacts the implementation of magnet programs.*
Rhea, A., & Regan, R., 2007	*Empircal Study/Journal Article (Peer Reviewed)*	*Impact of Implementation*	*Administrators have found it difficult to implement magnet programs. The visions of programs have to be consist and aligned with what is expected. that implementation of magnet programs needs continuous revisits of implementation plans.*

Implementation

Researchers have argued that instructional reform endeavors such as magnet programs could impact instructional practices in a positive way (Hadderman, 2012; Archbald, 2014). Changes with program implementation can impact the direction school's instructional leadership (Archbald, 2014). While building up a successful school, teachers comprehend that the direction of school's instructional leadership is vital to the success of program implementation. There is a focus on how the school groups roll out new initiatives and the difficulties they are confronted with as they continue to roll out the initiatives. Implementation of new programs, particularly magnet program is no simple task. The instructional leadership team must have a clear vision and passion for the implemented program. The key is to begin by implementing the program as designed, while being flexible to make necessary adjustments as needed in order to meet intended goals (Rhea, A., & Regan, R., 2007).

Table 2.6

Outcomes/Successes

Author	*Research*	*Focus*	*Findings*
Desiderio, 1996	*Conference Meeting (Peer Reviewed)*	*Outcomes w/ Magnet Programs*	*Effective schools should meet certain criteria to succeed. Staffing has considerable implications for magnet schools.*
Hunter, 1994	*Conference Meeting (Peer Reviewed)*	*Outcomes w/ Magnet Programs*	*The connection of administrators with teachers increases the success of magnet programs. Full implementation also increases program success.*

Table 2.6 (continued)

Outcomes/Successes

Author	*Research*	*Focus*	*Findings*
Crissman, Spires, Pope, and Beal, 2000	*Journal Article (Peer Reviewed)*	*Vital Components of Success*	*School character is perceived as a vital component of school success. Developing relationships with the community is also a component that presents positive outcomes for magnet schools.*
Portin, Schneider, DeArmond, and Gundlach, 2003	*Journal Article (Peer Reviewed)*	*Variances of School Administration*	*Instructional leadership provided vital components of success for schools. Human resource is also a factor of success.*
Gauthier, Pecheone, and Shoemaker, 1985	*Journal Article (Peer Reviewed)*	*Parental Support*	*Parents support the basic mission of magnet schools. Parents add to the success of magnet schools from continuous involvement.*

Outcomes/Successes

Effective magnet programs present qualities that include high academic and behavior standards, dedicated staff, parental involvement, magnet theme integration across the school, and a desire to decrease segregation (Desiderio, 1996). An effective magnet school has a reasonable admissions process, positive community and parental involvement, and clear school objectives and goals (Hunter, 1994). Also, the supporters of magnet schools trust that magnet schools provide opportunities of choice, tap into students' interest and provide an overall satisfaction for staff members. While all of the above factors are essential during implementation of a new

magnet school, there is also a connection among principals and educators as assets as they are identified with magnet school achievement (Hunter, 1994). Factors such as school staff may have significant effects on the overall outcome of magnet schools (Hunter, 1994).

The perspectives of communities concerning new initiatives at elementary schools. focuses on the significance of school character, encountering a sense of community, and emerging a sense of human organization (Crissman, Spires, Pope, and Beal, 2000). Teachers observed these three topics to be vital in a successful school (Crissman, et al., 2000).

There are other variables that seem to add to the achievement of magnet schools. Instructional leadership is an essential component to the successful outcomes of magnet schools (Portin, Schneider, DeArmond, and Gundlach, 2003). An instructional leader's essential responsibility in magnet schools or any school is to perform a needs assessment and determine a plan to meet the needs. In addition, the instructional leaders should guide in various areas: administration, classroom instruction, school culture, community outreach, human resources, and various political issues that relate to education (Portin, et. al., 2003).

Successful schools perceive that parents and the community are partners in school success (Gauthier, Pecheone, & Shoemaker, 1985). It is highly recommended that instructional leaderships include parents and the community as essential stakeholders in school development. This will prompt a profitable working relationship inside and outside the school. In achieving schools, "parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission" (Gauthier, et. al., 1985, p. 391).

Table 2.7

Evaluation

Author	Research	Focus	Findings
Hadderman, 2002	*Journal Article (Trade Journal)*	*Key to Evaluations*	*An ideal evaluation of magnet schools would include achievement of magnet and non-magnet students. An examination of how a magnet school's leadership, staffing, policies, and curricula can affect an entire district.*
Bifulco, Cobb, and Bell, 2009	*Empirical Study/Journal Article (Peer Reviewed)*	*Connecticut Evaluation*	*There have been various gaps in the efficiency of magnet schools. Based on findings from the University of Connecticut, continuous work in schools has occurred to shed light on the adjustment of magnet schools.*
Reimer and Cash, 2003	*Journal Article/Report (Trade Journal)*	*Components of Evaluations*	*Accountability is a key factor in how magnet programs are evaluated. Administrative practices outline consistent efforts of program evaluations.*
Bank and Spencer (1997); Bell et al. (2007); Desiderio (1996); Hadderman (2002); Penta (2001); Plucker, Cobb, and Quaglia (1996); Poppell and Hague (2001); and Yang, Li, Tompkins, and Modarresi (2005)	*Journal Articles (Peer Reviewed)*	*Program Evaluation*	*The greater part of the measurements utilized as a part of the evaluations are scores from tests taken amid their magnet school admissions. Magnet school evaluations present implications for school performances with various components taken into consideration.*
Hausman and Goldring, 1996	*Conference Meeting (Peer Reviewed)*	*Program Evaluation*	*Factors of magnet program evaluations includes how teachers assess instructional leaders. Student success in magnet versus non-magnet schools is also a considerable component of program evaluations.*

Evaluation

Based on program evaluations, "An ideal evaluation of magnet schools would include achievement and other outcomes of magnet and non-magnet students; an examination of how a magnet school's leadership, staffing, policies, and curricula influence outcomes; and in-depth study factors such as policies and access that affect the entire district" (Hadderman, 2002, p. 5). Since the beginning of the 21st Century, there have been various gaps in the efficiency of magnet schools. Nonetheless, the latest discoveries from the University of Connecticut discovered continuous work in schools since the period of integration that shed light toward an adjustment in magnet schools (Bifulco, Cobb, and Bell, 2009). In looking at various programs and their general assessment for program structure and overall results, the evaluation has been based on crucial components or classifications, which include:

> Rudimentary (poor performance); Developing (below expected standard); Proficient (meets expected standard); Accomplished (above expected standard); or NA (does not apply). The ten categories are: (1) accountability measures such as benchmark data that can create a consistent baseline such as grades, attendance, state test scores; (2) administrative structures and policies that include well developed and written policies that should be regularly examined for fairness and aligned with the school's goals; (3) an innovative and flexible curriculum; (4) the selection of staff members that fit into the vision of the school; (5) a well maintained and inviting school grounds; (6) school leadership that reacts in time of 28 crisis and deals with district and local decisions fairly and on time; (7) student support services that encompass a strong school counseling with parenting classes; (8) an open learning community which involves parents, community members and educators; (9) sufficient program funding that is adaptive to the local and federal political climate is an important; and (10) a positive and synergistic school climate. (Reimer & Cash, 2003, p. 25-30)

Magnet programs lead to progressive results, the greater part of the measurements utilized as a part of the evaluations are scores from tests taken amid their magnet school admissions (Desiderio, 1996; Plucker, Cobb, and Quaglia, 1996; Bank & Spencer, 1997; Penta,

2001; Poppell and Hague, 2001; Hadderman, 2002; Yang, Li, Tompkins, and Modarresi, 2005; Bell et al., 2007). Subsequently, evaluations of magnet programs have also been performed by gathering information from former students of magnet and non-magnet programs.   An additional factor of magnet program evaluations includes how teachers assess instructional leaders and student success in magnet versus non-magnet schools (Hausman and Goldring, 1996). Teachers evaluate magnet school instructional leaders as more successful leaders than non-magnet principals based on student success.

Table 2.8

Career/College Aspirations

Author	Research	Focus	Findings
Hadderman (2002)	*Journal Article (Peer Reviewed)*	*Post-Secondary Avenues*	*The social engagement of magnet schools is equivalent or better than students at non-magnet schools. Career/college aspirations of magnet schools are also generally equivalent or better than students at non-magnet schools.*
Crain, R. L., Allen, A., Thaler R., Sullivan, D., Zellman, G. L., Little, J. W., & Quigley, D. D. (1999)	*Journal Article (Peer Reviewed)*	Post-Secondary Avenues	*Students in scholarly vocation magnet training take more school courses and earn higher wages. These students also participate in less careless practices in their post-secondary school graduate years.*
Plucker, J., Cobb, C., & Quaglia, R. (1996)	*Journal Article (Peer Reviewed)*	*Goals/Desires*	*Magnet school students reported larger amounts of yearnings and accomplishment. Magnet students also had inspiration, general happiness regarding life, and positive views of school atmosphere.*

Career/College Aspirations

Magnet schools have an essential impact on secondary school graduates. The social engagement and career/college aspirations of magnet schools are generally equivalent or better than students at non-magnet schools (Hadderman, 2002). Students in scholarly vocation magnet training take more school courses, earn higher wages and participate in less careless practices in their post-secondary school graduate years (Crain, R. L., Allen, A., Thaler R., Sullivan, D., Zellman, G. L., Little, J. W., & Quigley, D. D., 1999). Magnet school students reported larger amounts of yearnings, accomplishment, inspiration, general happiness regarding life, and positive views of school atmosphere (Plucker, J., Cobb, C., & Quaglia, R., 1996). Providing that the study was performed with just eleventh and twelfth grade students at one rural magnet school, the outcomes will not generalize to a more urban, non-private, magnet program.

Table 2.9

Parental/Community Partnerships

Author	*Research*	*Focus*	*Findings*
Krueger and Ziebarth, 2002	*Education Brief (Trade Journal)*	Parental Involvement	*High levels of fulfillment with school choice programs were the sentiments of parents. This impact is based on parental input as stakeholders with the school curricula, administration, and instruction as opposed to other schools.*
Epstein, 1995	*Journal Article (Peer Reviewed)*	Parental Involvement	*Parental involvement was found to be a key component of study. Parental fulfillment is a crucial part of the accomplishment of any school and its students.*

Table 2.9 (continued)

Parental/Community Partnerships

Author	Research	Focus	Findings
U.S. Branch of Education, 2004	*Policy Report*	Parental Partnerships	*Parental fulfillment is a crucial part of the accomplishment of any school and its students. Parents have rights and roles as it related to the partnerships with schools.*
Blank, 1984	*Journal Article (Peer Reviewed)*	Parental/Community Involvement	*Magnet schools have higher levels of parent satisfaction than do non-magnet schools. The level of fulfillment with the nature of instruction provided by the magnet schools is reliably higher.*
Levine, D. U. & Eubanks, 1980	*Journal Article*	Parental/Community Involvement	*Magnet schools have higher levels of community satisfaction than do non-magnet schools. Enhance development of curriculum and instruction is higher at magnet schools.*

Parental/Community Partnerships

Parental and community partnerships is key elements for magnet schools and non-magnet schools. Parents tend to have high levels of fulfillment with school choice programs such as magnet programs (Krueger & Ziebarth, 2002). This impact is based on parental input as stakeholders with the school curricula, administration, and instruction as opposed to other schools. Additionally, parental partnerships can have some implications with student accomplishment in schools of choice.

Scholars have considered the significance of parent fulfillment and approval in the assurance of the success of schools. Parental fulfillment is a crucial part of the accomplishment of any school and its students (U.S. Branch of Education, 2004; Epstein 1995). Magnet schools have higher levels of parent and community satisfaction than do non-magnet schools (Levine, D. U. & Eubanks, 1980; Blank, 1984). Not only is the level of association of magnet school parents just marginally higher than that of non-magnet parents, but also the level of fulfillment with the nature of instruction provided by the magnet schools is reliably higher (Blank, 1984).

Table 2.10

Magnet Programs and Student Achievement

Author	*Research*	*Focus*	*Findings*
Betts, Kitmitto and Levin, 2015	*Journal Article (Peer Reviewed)*	*Diversity Levels/Student Achievement*	*Magnet schools serve a higher share of students from outside the neighborhood after being converted to magnet programs. The levels of diversity increase, along with student achievement of the diverse groups.*
Ballou, D., 2007	*Journal Article (Peer Reviewed)*	*Magnet Environment*	*The implementation of magnet programs has increased student achievement at traditional schools. Magnet programs have been designed to promote student achievement.*
Hadderman, 2002	*Journal Article*	*Student Achievement*	*Magnet schools, as often as possible, beat their routine secondary school peers in math, reading, science, and social studies. With the consideration of student capacity in assessment outlines, there are points where magnet students perform at lower levels than non-magnet students.*

Table 2.10 (continued)

Magnet Programs and Student Achievement

Author	*Research*	*Focus*	*Findings*
Yang, Li, Tompkins and Modarressi, 2005	*Empirical Study/Journal Article (Peer Reviewed)*	*Student Achievement*	*Magnet schools positively affected students' mathematic performance. In addition, student's reading performance was positively affected.*
Bifulco et al., 2009	*Empirical Study/Journal Article (Peer Reviewed)*	*Student Achievement*	*Attendance at an inter-district magnet high school has positive effects on the mathematics and reading achievement of central city students. Inter-district magnet middle schools have positive effects on reading achievement.*
New York City Board of Education (1994)	*State Report*	*Student Achievement*	*There are areas where magnet schools did not necessarily lead to more prominent scholastic accomplishment. This may be a result of the nature of magnet program curriculum.*
Penta, 2001	*Journal Article (Peer Reviewed)*	*Student Achievement*	*There are no contrasts in students' academic achievement results between students in magnet and non-magnet basic schools. The curriculum at non-magnet school can promote academic achievement.*

Magnet Programs and Student Achievement

Magnet schools, as often as possible, beat their routine secondary school peers in math, reading, science, and social studies (Hadderman, 2002). With the consideration of student capacity in assessment outlines, there are points where magnet students perform at lower levels than non-magnet students. Innovative and specific educational curriculum for the magnet

schools, positively affected students' mathematic and reading perusing or mathematic

performance (Yang, Li, Tompkins and Modarressi, 2005). The effects of student achievement

with magnet schools demonstrate:

> Our best estimates of the effects of interdistrict magnet schools on
> student achievement indicate that attendance at an interdistrict magnet
> high school has positive effects on the mathematics and reading
> achievement of central city students and that interdistrict magnet
> middle schools have positive effects on reading achievement. That
> interdistrict magnet schools, on average, succeed in providing their
> students more integrated, higher-achieving peer environments and that
> they also, on average, have positive effects on achievement; suggesting
> that they represent a promising model for helping to address the ills of
> racial and economic isolation. (Bifulco et al., 2009, p. 341)

Although, some researchers have found that magnet schools have positive implications

on students' achievement, there are areas where magnet schools did not necessarily lead to more

prominent scholastic accomplishment (New York City Board of Education, 1994).   This may be

a result of the nature of magnet program curriculum. There are no noteworthy contrasts in

students' academic achievement results between students in magnet and non-magnet basic

schools (Penta, 2001).

Student achievement is an essential factor affecting the success of many schools. With

magnet programs in place, schools are striving to create an environment where students are

engaged and achievement is a top priority (Ballou, 2007). Prior to magnet implementation, the

educational curriculum at traditional schools have included core content areas, physical

education, health, and remediation courses. With the implementation of the magnet programs,

students experience integration of the various magnet program themes in core content areas and

magnet related electives (Ballou, 2007).

Magnet schools serve a higher share of students from outside the neighborhood after

being converted to magnet programs (Betts, Kitmitto & Levin, 2015). In destination magnets,

these students come from different neighborhoods. As a result, there have been some increases in diversity. Traditional magnets improved academically, but there is no evidence that the conversion played a role in neighborhood student achievement. Destination school achievement has been stable while their districts improved.

Table 2.11

Conceptual Framework

Author	Research	Focus	Findings
Griffin, Allen, Kimura-Walsh & Yamamura, 2007	*Journal Article (Peer Reviewed)*	*Magnet program design*	*Magnet programs can have long-term effects on collegiate interests. The multi-disciplinary focus brings insight to student interest for college.*
Rouse, 1998	*Journal Article (Peer Reviewed)*	*Career Goals*	*Career-based focus in magnet programs are leading factors to various career options. Magnet programs can impact long-term career goals.*

Conceptual Framework

The original focus of magnet programs/schools was to provide a model of choice-based desegregation to eliminate segregation. Choice-based desegregation provided access to less racially educational environments and less economically isolated educational environments. Less racially educational environments create more diversity for students, while less

economically isolated environments decrease disparity among the funding of education and resources for students from various backgrounds and neighborhood. As a result of segregation, minority and low-income students have been at a disadvantage with majority and affluent students.

Magnet programs enhance the instructional format by promoting teaching pedagogy that includes integration of magnet themes into core content areas, multidisciplinary focus of subjects, and specialized instruction of magnet themes outside core content areas. In addition, magnet programs also provide access to resources that include community partnerships and networking, additional support staff, and specialized theme-based instructional materials and resources. The community partnerships and networking enable magnet schools to provide a broader sense of connection with the real-world and academia. Students are able to have opportunities of application focused on the specified theme of the magnet program. The additional support staff helps to support curricula planning and design, along with outsourcing additional resources for the magnet program. Specialized theme-based instructional materials and resources help to support instruction in core-subject areas and are geared more towards student interest.

Magnet programs can have long-term effects that lead to college preparation, collegiate access, and various career interest and outcomes (Griffin, et al, 2007). The supplementary support and resources provided in magnet schools work together with a college preparatory emphasis (Griffin, et al, 2007). The instructional focus is rigorous and interest-based where students are able to gain access to pertinent information for college access. The choice to enroll in a magnet program of parent/student interest can spark interest in long-term career goals for

students that will have lasting impact (Rouse, 1998).

Summary of Review of Literature

Magnet schools provide students with specialized programs that glean to students' interest, with the intentional goal of hindering minority isolation and aiming towards equal access (Ballou, 2006; Ballou, 2007; Gamoran, 1996). Most magnet programs have made an effort to become more innovative in order to recruit and attract diverse groups of students. Magnet programs enhance the instructional design of curricula by providing innovative options with teaching pedagogy (Bifulco, Cobb, & Bell, 2009). The instructional design encompasses integration of magnet themes into core content areas (Bifulco, Cobb, & Bell, 2009). Magnet programs tend to develop community partnerships which empowers them to provide connections between school and career interests (Griffin et al., 2007). In addition, resources, such as support staff, assist with curricula planning and design (Griffin et al., 2007). Many studies have also shown increased attendance rates and positive attitudes of students based on experiences at a magnet school (Flaxman, E., Guerrero, A., & Gretchen, D., 1999; Bifulco, Cobb, & Bell, 2009; Enberg, J., Epple, D., Imbrogno, J. Sieg, H., & Zimmer, R., 2011).
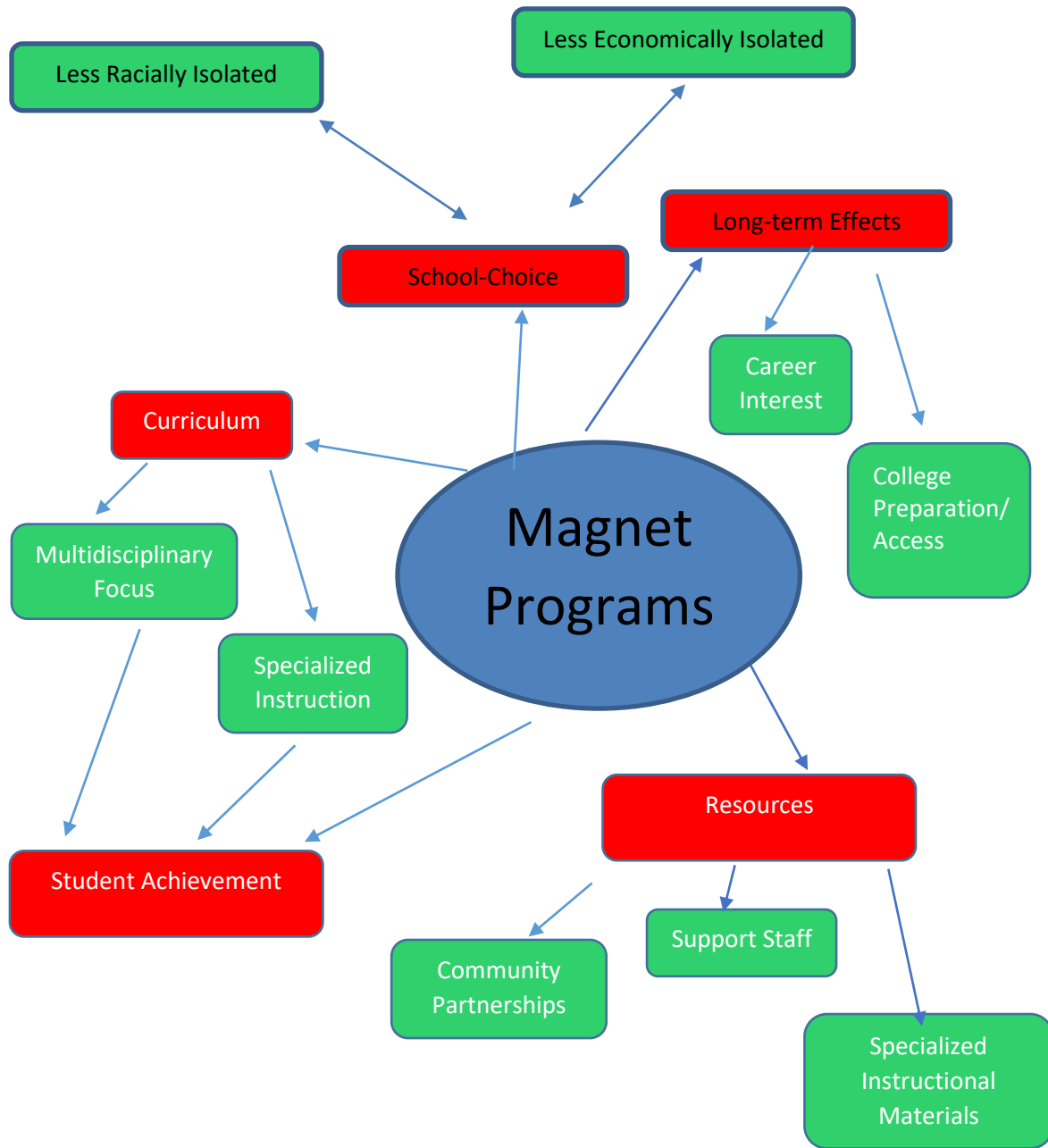
Figure 2.1. Concept Map

CHAPTER THREE – INQUIRY METHODS

Introduction

The purpose of this study was to examine the fidelity of the implementation of a magnet program at an area intermediate rural school. The overall purposes for magnet programs are to (1) reduce minority group isolation, (2) promote specialized curriculum, (3) promote professional development to support program activities, and (4) increase test scores overall (Ballou, Goldring & Liu, 2006). Chapter three provides an overview of the research methodology for this qualitative study designed to measure the fidelity of full magnet program implementation through a program evaluation. Chapter three will outline the problem setting and context, research sample and data sources, and data collection methods.

As the researcher who leads the curriculum team with support of theme-based integration, the area of focus is based on full magnet theme-based instruction and learning. The following research questions were developed to address the problem of this study:

a. How does the magnet curriculum affect the delivery of magnet instruction in core content areas?

b. How do participants perceive the strengths and weaknesses of how the magnet program was implemented?

Rationale

This study employed a case study approach to provide detailed consideration to the development of the magnet program implementation (Yin, R. K., 2003). This case study approach is based on social constructivism theory with data collection and analysis to develop conclusions based on the findings of the study. Constructivism, according to Lincoln and Guba (2012) is primarily influenced by the researcher and the context of study. Given this

constructivist approach within the context of the research questions regarding implementation of a magnet program, constructivism provides a subjective view of individuals' experience, which may produce multiple perspectives. As such, my role is to understand the participants' reality based on their perspectives. According to Bloomberg and Volpe (2016), I must interact and become involved in the reality of the participants and reflect on how my own knowledge and experiences impacts the interpretation of the participants' perspectives. Therefore, I commenced with developing research questions to help with developing an understanding of the data.

Given this study is namely a case study to employ a program evaluation, the constructivism theory outlines an in-depth picture of the program from participants' perspectives. This study produced an in-depth understanding of how individuals perceived the initial plans of the magnet program and the steps and activities in place to reach the intended goals of the magnet program. Simply stated, "Are they doing what they said they were going to do to get the intended outcome?"

Problem Setting/Context

The rural intermediate school, located in the Mississippi Delta, served as an elementary school from 1954 until 1986. During that time, the school's targeted educational population was elementary students in grades kindergarten through six (CMSD, 2014). The school was converted to a junior high school in 1986. The school served seventh, eighth, and ninth grade students and operated as one of the two junior high schools in the school district for twenty-two years. The targeted population consisted of students from across the school district that had an interest in Math, Science and Spanish (CMSD, 2014). In 2004, the junior high school became a middle school serving sixth, seventh, and eighth grade students. During the past four years, the school's student body population has fluctuated from an enrollment of 500 to 426 students with a student population of 97% African American (CMSD, 2014).   Numerous ethnicities make up the remaining 3% of the student population. In regards to social class, twice as many "lower

achieving" students receive support from the federal school lunch program. Additionally, there are significant income differences among the student population. Many of school's parents are employed by the school district, local industries, banks, insurance companies, Department of Corrections, area Casinos, department stores, and grocery stores. A significant number of parents are unemployed or work on minimum wage occupations. In 2013, the school district reconfigured and became a rural intermediate school, housing all of the 5th and 6th graders in the city, approximately 480 students (CMSD, 2014).

In 2009, the school district adopted the magnet school concept and denoted seven of the schools in the district as magnet schools with the targeted school being one of the seven (CMSD, 2014). Until recent, the magnet school concept has been just a concept with no full implementation in this district. This was due to the lack of buy-in, training, resources, and funds. In 2013, the rural intermediate school was one of four schools in the district to receive a grant to assist with magnet implementation. The magnet theme emphasis was then focused on STEM, Language Immersion, International Studies and Visual/Performing Arts.

With 98% majority African-American students and 3% non-African-Americans, the targeted school embodies a mission to link to educational goals that will increase the number of students scoring proficient and advanced on standardized assessments in areas of reading, math, and science. The school also strives to increase meaningful parental involvement that is designed to enhance home, school and community partnerships. As a magnet school, the school also strives to reduce the gap of minority isolation and to improve student academic achievement by providing theme-based instruction that includes STEM, Language Immersion, International Studies, and Visual and Performing Arts.

At the targeted school, a little over 30% of 5th and 6th grade students tested at the proficient or advanced levels in math on the state standardized test (MS Department of Education, 2014). We realize that the low performance trends are a reflection of students' academic performance on other periodic assessments such as benchmarks and unit exams. Administrative and instructional stakeholders believe the root of the problem stems from students' prior knowledge, instructional strategies, test-taking skills, and student motivation to complete and participate in enrichment exercises for math concepts. This problem affects the achievement of the organization's mission, because with low math proficiency, students may lack math skills that will enable them to attend and compete academically on a collegiate level. and the analysis of various magnet program documents. In-depth interviews will be conducted with teachers and school-based professionals. Observations will be conducted in core content areas.

Research Samples and Data Sources

Sampling

Purposeful sampling was used in this research study. Purposeful sampling is the primary sampling method in qualitative research study (Ravitch & Carl, 2016). This participant sample was chosen based on what was appropriate for the study. This means sampling included a limited number of people, including teachers and school-based professionals that have experience and expertise in the magnet program implementation. School-based professionals include: administrators, elective teachers, literacy coaches, and resource coaches. Most teachers and school-based professionals have been participants in the original magnet program design and implementation team and have had some form of magnet training. The essential component of using purposeful sampling enables thoughtful selection of participants that will assist with obtaining information that answers the research questions.

Participants

The participants in this study included teachers and school-based professionals in the school of interest. The teachers of interest consisted of teachers from all magnet academies and inclusion teachers within the school. The school-based professionals included administrators and coaches. Elective teachers focus on areas outside the core content areas, which may include art, music, PE, and health. The inclusion teachers provide special services and support to students with IEPs. The literacy coach and resource coach provide instructional support for teachers with instructional practices, classroom structure and management, and magnet theme-based lesson planning. A total of 8 teachers participated in interviews and observations. Administrator, literacy coach, and resource teachers participated in interviews only.

Data Collection Methods

The method used in this case study involved qualitative and quantitative methods. Qualitative method is descriptive and provides in-depth opportunities to understand the perspective of research participants. In reference to qualitative method, Creswell (2013) stated, "There are four basic types of information to collect: observations, interviews, documents, and audio-visual materials" (p. 120). This use of both quantitative and qualitative methods enabled collection of data based on teachers' observations that were recorded quantitatively to facilitate program documentation analysis and interviews as qualitative data. Once approved by the Instructional Review Board, data collection for this case study approach consisted of interviews and observations classrooms.

Observations

With observations, I was able to observe the demonstration of theme-based instruction and the use of resources (see Appendix A for observation tool). I was also able to

44

observe definite patterns of participant behavior with magnet curriculum. The rationale of using observations in this study was that the observation allowed me to recognize characteristics in the classroom environment that were related to classroom instruction, such as the quality and quantity of student engagement, resources, teaching preferences and styles. In addition, observations were conducted to allow the participants to become familiar and comfortable with the presence of an observer. This allowed for personalized data collection procedures during the process of observations and interviews. In this way, it was assumed that the participants would be more willing to share their involvements at the time of the various communications.

The observations for this study took place four times throughout the semester in each core content classroom, with the purpose of identifying the learning experiences in the classrooms. These observations were informative, in which data was not included in the formal observations conducted by the district. With permission from the school-site administrator and teachers, I met with teachers to discuss the observation method to minimize the sense of "evaluation" associated with observations. The purpose of the observations was only to inform the study rather than evaluating teacher performance.

Interviews

Interviews enable one to "explore and probe participants' responses to gather more in-depth data about their experiences and feelings. One can examine attitudes, interests, feelings, concerns, and values…" (Gay & Airasian, 2002, p. 209). More precisely, data collected during the observations can be deliberated and clarified during the interview process. In this case, participants normally disclose views and beliefs concerning the learning environment and interactions in classrooms and throughout the school. Interviews for this study took place in

group settings. Informed consent forms were distributed to the participants. The interviews took place during the timeframe of the observations, October through December.

The interview questions were designed to answer the research questions (see Appendix B for Magnet Program Implementation Interview Protocol). The interview questions focused on the school climate with magnet program implementation. In addition, interview questions focused on professional development to determine the effects with magnet program instruction and curricula. Furthermore, the interview questions served to outline strengths and weaknesses of the magnet program execution.

Data Analysis Methods

The analysis of data requires various paths to formulate an answer to the research questions in a study. The data analysis of data also assessed data quality. The data collection methods used in this study included interviews and observation. With the use of interview data in this research, the goal was to obtain an overview of the program of study, using the research questions as guidance. The interview analysis aimed to provide an in-depth focus to answer the research questions. To analyze the interview data, the open coding process was applied. Open coding was used to break down information for major portions of interview data to categorize what is presently emerging from the interview data (Bloomberg & Volpe, 2016). Open coding leads to axial coding, which aids with identifying relationships with open coding (Bloomberg & Volpe, 2016).

The process of mapping (Kutsche, 1998) was used with quantitative methods to analyze the data collected from the classroom observations, whereby the participants, physical setting, time, and activity description is taken into consideration. Microsoft Excel was used to encode the classroom observation data. Data were generated based on the observations and interviews.

Qualitative data were summarized and included in the analysis to complement and simplify the data analysis. Quantitative data were analyzed using frequencies and percentages and repeated measures ANOVA. The repeated measures ANOVA was selected to analyze the data to examine differences in the four measures based on the classroom observations. The ANOVAs compare one or more mean scores with each other; they are tests for the difference in mean scores. The repeated measures ANOVA compares means across one or more variables that are based on repeated observations. This analysis measured the factors of interest (the components of magnet schools) on four longitudinal data points. Therefore, there were four levels of the within-subject factor. This study also sought to test whether the data differed significantly over time. Data were converted to SPSS for analysis to address the research questions.

<h3 style="text-align:center">Ethical Considerations & Trustworthiness</h3>

Ethical Considerations

The research study was conducted in the professional setting of the school. Based on my positionality, I have professional insight with the development of the magnet programs within the school of interest. In this case, my positionality could have introduced some form of bias in the study. I served as the Curriculum Coordinator for magnet schools in the district. My position provides support with curricula and professional development to all magnet schools in the district. Therefore, my position is a vital component for teaching and learning in the magnet schools.

Participants in this study were protected under the guidelines of my job description. Based on the district policy, both students and employees have a right to confidentiality. Breech of this policy may have negative implications on my employment. Therefore, upholding ethical standards is a priority in this study.

Trustworthiness

  According to Lincoln and Guba (1985) trustworthiness of a research study is essential to the added value of the research. Lincoln and Guba (1985) designate various practices that can be used to support trustworthiness in research. The following practices were engaged to assure the trustworthiness of the research study: observation, extended engagement, triangulation, peer briefing, member checking, and auditing of steps. As a credible researcher, I collected reliable information to provide answers to the overall research questions.

  Observation. When determining what was relevant for the study, thorough observations was essential components of the research. I had to know the ins and outs of the study. All data collection was taken into consideration without eliminating any factors based on any preconceived notions or assumptions. Continuous monitoring through observations was conducted to alleviate any discrepancies. The continuous monitoring included multiple classroom observations during the data collection timeframe. Continuous monitoring through observations also checked for the integration of magnet theme-based instruction and students' interactions and engagement.

  Extended engagement. Extended engagement required true intimacy with the research project. I had to know the setting and develop relationships with participants in the study. Mixed methods data collection for this study was conducted over a 3-month period of time. Established knowledge of magnet programs and the program development in the school of interest was an intricate component of the study.

  Triangulation. Triangulation involves the utilization of various data bases to provide an understanding of the trends and characteristics of what is occurring in the research study (Cohen & Crabtree, 2006). The various data sources used in this research study included interviews, observations, and magnet documents. Interviews with teachers and school-based professionals

were conducted within mutually agreed context, while classroom observations were conducted in classrooms at various times. The triangulation process increased the trustworthiness of the research study.

Peer debriefing. Critical feedback was also an essential component of measuring the trustworthiness of the study. Peer debriefing is a method that diminishes biases and errors (Lincoln & Guba, 1985). The peer debriefing method in this study involved allowing an impartial colleague to critically review the research methods implementation process. In this case, I formed collaborative relationships with educational leadership peers to act as peer debriefers regarding the research study. The debriefers provided feedback and helped to identify errors in the study methodology, data collection, and data analysis.

Member checks. Various data collection documents were shared with participants to measure truthfulness and trustworthiness. With regards to interviews, participants were provided the opportunity to make corrections to transcripts, provide clarification, and include any additional comments. This process was considered as member checking, which includes taking various data collection documents back to the participant to check for a true account of the information (Creswell, 2013).

Steps Audit. A research journal was used as a resource for auditing the research study steps. Notes were recorded during each research study step. The research study steps were audited to keep record of what was done in the research study and what was done to authenticate the data. Data were secured electronically through a digital data collection system. Data included collection of magnet documents, interview transcripts, multiple interview recordings, and classroom observation notes.

Limitations

      This program evaluation and future results are limited to one intermediate school. Data collected was derive from only a limited number of participants and direct stakeholders in the school. Additional data was derived from observations and documents produced by the school. Because the results were limited to one school, there is no generalizability to other contexts. However, I am hoping some of the findings are transferable and can be useful in another context.

Delimitations

      This study primarily focuses on the staff perspective of program implementation. To narrow the scope of the study, student participants were excluded from the study. Attaining student perspectives at this time goes beyond the scope of study. Focusing only on limited number of participants and direct stakeholders in the program design and implementation helped to answer the research questions. There will be future considerations to study student perspectives after the magnet program has been in place for some time.

Summary

      Chapter three provided an overview of the research methodology for the qualitative and quantitative study to perform a program evaluation of magnet program implementation. The next chapter, Chapter four, comprises of a data presentation and data analysis. Chapter five recaps the complete study. Further recommendations for the study and conclusions is also presented in Chapter five.

CHAPTER FOUR - RESULTS

Introduction

Chapter Four is a presentation of the results derived from the analyses that were computed to address the research questions that were developed to address the problem of the study. The purpose of this study was to examine the implementation of a magnet program at an area intermediate rural school. This study sought to examine the implementation of a full magnet program at a rural school in Mississippi and identify if full magnet program implementation is taking place. The study sought to examine if what was implemented is working and if the implemented programs are meeting the intended goals. Research questions were developed to address the problem of this study. They are the following:

a. How does the magnet curriculum affect the delivery of magnet instruction in core content areas?

b. How do participants perceive the strengths and weaknesses of how the magnet program was implemented?

Observation – Quantitative Data

The tables that follow present classroom observation data that describes the components of classroom instruction and environment with regards to the magnet program. During the initiation of the magnet program implementation, a Magnet Observation Tool (See Appendix A) was developed to assess whether teachers were implementing the magnet theme-based curriculum, classroom setup, as well as how students responded to the implementation of magnet theme-based curriculum in core content classrooms. The Magnet Observation Tool serves as a non-evaluative, on-going assessment tool. The tool was used to measure 11 components: (1) The theme is evident upon entry into the classroom; (2) The theme is integrated in today's

lesson; (3) The learning environment is conducive to learning and theme application; (4) Students write with a purpose to connect to the lesson and/or theme; (5) The teacher connects the theme to the lesson with ease and precision; (6) Students are required to use inquiry, hypothesis, and/or higher level thinking to connect the theme to the lesson presented; (7) At least 95% of students participate in today's theme-based instruction; (8) Theme based instruction is used to extend or enhance the lesson; (9) Technology is appropriately applied to today's instruction; (10) Students use purchased MSAP materials, software and/or equipment as appropriate for the lesson; (11) Today's lesson provides students with a foundation for basic workplace skills such as: collaboration, inquiry-based discovery, and/or speaking and listening with design and purpose.

The research question A asked: "How does the magnet curriculum affect the delivery of magnet instruction in core content areas?" Classroom observations were conducted to examine whether the various magnet program components were: Observed, Observed but not Limited, Not Observed, or Not Applicable.

The data in Tables 4.1 present whether the theme is evident upon entry into the classroom (Observation 1). As seen in Table 4.1, Observation 1 showed 23.1% of theme being evident upon entry into the classroom was observed. About 46.2% of the theme not being evident upon entry into the classroom.

Table 4.1

Theme is Evident upon Classroom Entry (Observation 1)

	Frequency	Percent
Observed	3	23.1
Observed but not limited	4	30.8
Not Observed	6	46.2
Total	13	100.0

The data in Table 4.2 present whether the theme is evident upon entry into the classroom

(Observation 2). As seen in the table, Observation 2 showed that 15.4% of observations

revealing the theme is evident upon entry into the classroom was observed. About 53.8% of the

characteristic not being observed.

Table 4.2

Theme is Evident upon Classroom Entry (Observation 2)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	4	30.8
Not Observed	7	53.8
Total	13	100.0

The data in Table 4.3 present the whether the theme is evident upon entry into the

classroom (Observation 3). As seen in the table, Observation 3 showed that 15.4% of

observations revealing the theme is evident upon entry into the classroom was observed. About

53.8% of the characteristic not being observed.

Table 4.3

Theme is Evident upon Classroom Entry (Observation 3)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	4	30.8
Not Observed	7	53.8
Total	13	100.0

The data in Table 4.4 present the whether the theme is evident upon entry into the classroom (Observation 4). As seen in the table, Observation 4 showed that 15.4% of observations revealing the theme is evident upon entry into the classroom was observed. About 53.8% of the characteristic not being observed.

Table 4.4

Theme is Evident upon Classroom Entry (Observation 4)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	4	30.8
Not Observed	7	53.8
Total	13	100.0

The data in Table 4.5 present whether the theme is integrated in today's lesson (Observation 1). As seen in the table, Observation 1 showed that 15.4% of observations revealing the theme is integrated in today's lesson was observed. About 53.8% of the characteristic was not observed.

Table 4.5

Theme Integrated in Lesson (Observation 1)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	4	30.8
Not Observed	7	53.8
Total	13	100.0

The data in Table 4.6 present whether the theme is integrated in today's lesson (Observation 2). As seen in the table, Observation 1 showed that 15.4% of observations revealing the theme is integrated in today's lesson was observed. About 61.5% of the characteristic was not observed.

Table 4.6

Theme Integrated in Lesson (Observation 2)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	2	15.4
Not Observed	8	61.5
Not Applicable	1	7.7
Total	13	100.0

The data in Table 4.7 present whether the theme is integrated in today's lesson (Observation 3). As seen in the table, Observation 1 showed that 15.4% of observations revealing the theme is integrated in today's lesson was observed. About 69.2% of the characteristic was not observed.

Table 4.7

Theme Integrated in Lesson (Observation 3)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	2	15.4
Not Observed	9	69.2
Total	13	100.0

The data in Table 4.8 present whether the theme is integrated in today's lesson (Observation 4). As seen in the table, Observation 4 showed that 15.4% of observations revealing the theme is integrated in today's lesson was observed. About 69.2% of the characteristic was not observed.

Table 4.8

Theme Integrated in Lesson (Observation 4)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	2	15.4
Not Observed	9	69.2
Total	13	100.0

The data in Table 4.9 present whether the learning environment is conducive to learning and theme application (Observation 1). As seen in the table, Observation 1 showed that 92.3% of observations revealing learning environment being conducive to learning and theme application was observed.

Table 4.9

Learning Environment Conducive to Learning (Observation 1)

	Frequency	Percent
Observed	12	92.3
Observed but not limited	1	7.7
Total	13	100.0

The data in Table 4.10 present whether the learning environment is conducive to learning and theme application (Observation 2). As seen in the table, Observation 2 showed that 92.3% of observations revealing learning environment being conducive to learning and theme application was observed.

Table 4.10

Learning Environment Conducive to Learning (Observation 2)

	Frequency	Percent
Observed	12	92.3
Observed but not limited	1	7.7
Total	13	100.0

The data in Table 4.11 present whether the learning environment is conducive to learning and theme application (Observation 3). As seen in the table, Observation 3 showed that 92.3% of observations revealing learning environment being conducive to learning and theme application being observed.

Table 4.11

Learning Environment Conducive to Learning (Observation 3)

	Frequency	Percent
Observed	12	92.3
Observed but not limited	1	7.7
Total	13	100.0

The data in Table 4.12 present whether the learning environment is conducive to learning and theme application (Observation 4). As seen in the table, Observation 4 showed that 92.3% of observations revealing learning environment being conducive to learning and theme application being observed.

Table 4.12

Learning Environment Conducive to Learning (Observation 4)

	Frequency	Percent
Observed	12	92.3
Observed but not limited	1	7.7
Total	13	100.0

The data in Table 4.13 present whether students write with a purpose to connect to the lesson and/or theme (Observation 1). As seen in the table, Observation 1 showed that 46.2% of observations revealing students write with a purpose to connect to the lesson and/or theme being observed. About 15.4% of the characteristic not being observed.

Table 4.13

Students Write with a Purpose (Observation 1)

	Frequency	Percent
Observed	6	46.2
Observed but not limited	5	38.5
Not Observed	2	15.4
Total	13	100.0

The data in Table 4.14 present whether students write with a purpose to connect to the lesson and/or theme (Observation 2). As seen in the table, Observation 2 showed that 15.4% of observations revealing students write with a purpose to connect to the lesson and/or theme being observed. About 38.5% of the characteristic not being observed.

Table 4.14

Students Write with a Purpose (Observation 2)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	4	30.8
Not Observed	5	38.5
Not Applicable	2	15.4
Total	13	100.0

The data in Table 4.15 present whether students write with a purpose to connect to the lesson and/or theme (Observation 3). As seen in the table, Observation 3 showed that 15.4% of observations revealing students write with a purpose to connect to the lesson and/or theme being observed. About 38.5% of the characteristic not being observed.

Table 4.15

Students Write with a Purpose (Observation 3)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	6	46.2
Not Observed	5	38.5
Total	13	100.0

The data in Table 4.16 present whether students write with a purpose to connect to the

lesson and/or theme (Observation 4). As seen in the table, Observation 4 showed that 15.4% of

observations revealing students write with a purpose to connect to the lesson and/or theme being

observed. About 30.8% of the characteristic not being observed.

Table 4.16

Students Write with a Purpose (Table 4)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	7	53.8
Not Observed	4	30.8
Total	13	100.0

The data in Table 4.17 present whether the teacher connects the theme to the lesson with

ease and precision (Observation 1). As seen in the table, Observation 1 showed that 15.4% of

observations revealing teacher connecting the theme to the lesson with ease and precision was

observed. About 61.5% of the characteristic not being observed.

Table 4.17

Teacher Connects Theme (Observation 1)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	3	23.1
Not Observed	8	61.5
Total	13	100.0

The data in Table 4.18 present whether the teacher connects the theme to the lesson with ease and precision (Observation 2). As seen in the table, Observation 2 showed that 15.4% of observations revealing teacher connecting the theme to the lesson with ease and precision was observed. About 61.5% of the characteristic not being observed.

Table 4.18

Teacher Connects Theme (Observation 2)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	2	15.4
Not Observed	8	61.5
Not Applicable	1	7.7
Total	13	100.0

The data in Table 4.19 present whether the teacher connects the theme to the lesson with ease and precision (Observation 3). As seen in the table, Observation 3 showed that 15.4% of observations revealing teacher connecting the theme to the lesson with ease and precision was observed. About 69.2% of the characteristic not being observed.

Table 4.19

Teacher Connects Theme (Observation 3)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	2	15.4
Not Observed	9	69.2
Total	13	100.0

The data in Table 4.20 present whether the teacher connects the theme to the lesson with ease and precision (Observation 4). As seen in the table, Observation 4 showed that 15.4% of observations revealing teacher connecting the theme to the lesson with ease and precision was observed. About 69.2% of the characteristic not being observed.

Table 4.20

Teacher Connects Theme (Observation 4)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	2	15.4
Not Observed	9	69.2
Total	13	100.0

The data in Table 4.21 presents whether students are required to use inquiry, hypothesis, and/or higher-level thinking to connect the theme to the lesson presented (Observation 1). As seen in the table, Observation 1 showed that 15.4% of observations revealing students are required to use inquiry, hypothesis, and/or higher-level thinking to connect the theme to the lesson presented is observed. About 38.5% of characteristic not being observed.

Table 4.21

Students Required to Use Inquiry (Observation 1)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	6	46.2
Not Observed	5	38.5
Total	13	100.0

The data in Table 4.22 presents whether students are required to use inquiry, hypothesis, and/or higher-level thinking to connect the theme to the lesson presented (Observation 2). As seen in the table, Observation 2 showed that 15.4% of observations revealing students are required to use inquiry, hypothesis, and/or higher-level thinking to connect the theme to the lesson presented is observed. About 53.8% of characteristic not being observed.

Table 4.22

Students Required to Use Inquiry (Observation 2)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	4	30.8
Not Observed	7	53.8
Total	13	100.0

The data in Table 4.23 presents whether students are required to use inquiry, hypothesis, and/or higher-level thinking to connect the theme to the lesson presented (Observation 3). As seen in the table, Observation 3 showed that 15.4% of observations revealing students are required to use inquiry, hypothesis, and/or higher-level thinking to connect the theme to the lesson presented is observed. About 53.8% of characteristic not being observed.

Table 4.23

Students Required to Use Inquiry (3)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	4	30.8
Not Observed	7	53.8
Total	13	100.0

The data in Table 4.24 presents whether students are required to use inquiry, hypothesis, and/or higher-level thinking to connect the theme to the lesson presented (Observation 4). As seen in the table, Observation 4 showed that 15.4% of observations revealing students are required to use inquiry, hypothesis, and/or higher-level thinking to connect the theme to the lesson presented is observed. About 53.8% of characteristic not being observed.

Table 4.24

Students Required to Use Inquiry (Observation 4)

	Frequency	Percent
Observed	2	15.4
Observed but not limited	4	30.8
Not Observed	7	53.8
Total	13	100.0

The data in Table 4.25 present whether at least 95% of students participate in today's theme-based instruction (Observation 1). As seen in the table, Observation 1 showed that 84.6% of observations revealing at least 95% of students participate in today's theme-based instruction was observed.

Table 4.25

95% of Students Participate in Theme Based Instruction (Observation 1)

	Frequency	Percent
Observed	11	84.6
Observed but not limited	2	15.4
Total	13	100.0

The data in Table 4.26 present whether at least 95% of students participate in today's theme-based instruction (Observation 2). As seen in the table, Observation 2 showed that 92.3% of observations revealing at least 95% of students participate in today's theme-based instruction was observed.

Table 4.26

95% of Students Participate in Theme Based Instruction (Observation 2)

	Frequency	Percent
Observed	12	92.3
Observed but not limited	1	7.7
Total	13	100.0

The data in Table 4.27 present whether at least 95% of students participate in today's theme-based instruction (Observation 3). As seen in the table, Observation 3 showed that 92.3% of observations revealing at least 95% of students participate in today's theme-based instruction was observed.

Table 27

95% of Students Participate in Theme Based Instruction (3)

	Frequency	Percent
Observed	12	92.3
Observed but not limited	1	7.7
Total	13	100.0

The data in Table 4.28 present whether at least 95% of students participate in today's theme-based instruction (Observation 4). As seen in the table, Observation 4 showed that 92.3% of observations revealing at least 95% of students participate in today's theme-based instruction was observed.

Table 4.28

95% of Students Participate in Theme Based Instruction (4)

	Frequency	Percent
Observed	12	92.3
Observed but not limited	1	7.7
Total	13	100.0

The data in Table 4.29 present whether theme-based instruction is used to extend or enhance the lesson (Observation 1). As seen in the table, Observation 1 showed that 38.5% of observations revealing the theme-based instruction is used to extend or enhance the lesson was observed. About 46.2% of the characteristic was not observed.

Table 4.29

Theme Based Instruction Used to Enhance the Lesson (Observation 1)

	Frequency	Percent
Observed	5	38.5
Observed but not limited	1	7.7
Not Observed	6	46.2
Not Applicable	1	7.7
Total	13	100.0

The data in Table 4.30 present whether theme-based instruction is used to extend or enhance the lesson (Observation 2). As seen in the table, Observation 2 showed that 38.5% of observations revealing the theme-based instruction is used to extend or enhance the lesson was observed. About 53.8% of the characteristic was not observed.

Table 4.30

Theme Based Instruction Used to Enhance the Lesson (Observation 2)

	Frequency	Percent
Observed	5	38.5
Observed but not limited	1	7.7
Not Observed	7	53.8
Total	13	100.0

The data in Table 4.31 present whether theme-based instruction is used to extend or enhance the lesson (Observation 3). As seen in the table, Observation 3 showed that 38.5% of observations revealing the theme-based instruction is used to extend or enhance the lesson was observed. About 53.8% of the characteristic was not observed.

Table 4.31

Theme Based Instruction Used to Enhance the Lesson (Observation 3)

	Frequency	Percent
Observed	5	38.5
Observed but not limited	1	7.7
Not Observed	7	53.8
Total	13	100.0

The data in Table 4.32 present whether theme-based instruction is used to extend or enhance the lesson (Observation 4). As seen in the table, Observation 4 showed that 38.5% of observations revealing the theme-based instruction is used to extend or enhance the lesson was observed. About 53.8% of the characteristic was not observed.

Table 4.32

Theme Based Instruction Used to Enhance the Lesson (Observation 4)

	Frequency	Percent
Observed	5	38.5
Observed but not limited	1	7.7
Not Observed	7	53.8
Total	13	100.0

The data in Table 33 present whether technology is appropriately applied to today's instruction (Observation 1). As seen in the table, Observation 1 showed that 92.3% of observations revealing technology is appropriately applied to today's instruction was observed. About 7.7% of characteristic was not observed.

Table 4.33

Technology Appropriately Applied (Observation 1)

	Frequency	Percent
Observed	12	92.3
Not Observed	1	7.7
Total	13	100.0

The data in Table 4.34 present whether technology is appropriately applied to today's instruction (Observation 2). As seen in the table, Observation 2 showed that 92.3% of observations revealing technology is appropriately applied to today's instruction was observed. About 7.7% of characteristic was not observed.

Table 4.34

Technology Appropriately Applied (Observation 2)

	Frequency	Percent
Observed	12	92.3
Not Observed	1	7.7
Total	13	100.0

The data in Table 4.35 present whether technology is appropriately applied to today's instruction (Observation 3). As seen in the table, Observation 3 showed that 92.3% of observations revealing technology is appropriately applied to today's instruction was observed. About 7.7% of characteristic was not observed.

Table 4.35

Technology Appropriately Applied (Observation 3)

	Frequency	Percent
Observed	12	92.3
Not Observed	1	7.7
Total	13	100.0

The data in Table 4.36 present whether technology is appropriately applied to today's instruction (Observation 4). As seen in the table, Observation 4 showed that 92.3% of observations revealing technology is appropriately applied to today's instruction was observed. About 7.7% of characteristic was not observed.

Table 4.36

Technology Appropriately Applied (Observation 4)

	Frequency	Percent
Observed	12	92.3
Not Observed	1	7.7
Total	13	100.0

The data in Table 4.37 present whether students use purchased MSAP materials, software and/or equipment as appropriate for the lesson (Observation 1). As seen in the table, Observation 1 showed that 84.6% of observations revealing students use purchased MSAP materials, software and/or equipment as appropriate for the lesson was observed. About 7.7% of the characteristic was not observed.

Table 4.37

Students Use MSAP Materials for the Lesson (Observation 1)

	Frequency	Percent
Observed	11	84.6
Not Observed	1	7.7
Not Applicable	1	7.7
Total	13	100.0

The data in Table 4.38 present whether students use purchased MSAP materials, software and/or equipment as appropriate for the lesson (Observation 2). As seen in the table, Observation 2 showed that 92.3% of observations revealing students use purchased MSAP materials, software and/or equipment as appropriate for the lesson was observed. About 7.7% of the characteristic was not observed.

Table 4.38

Students Use MSAP Materials for the Lesson (Observation 2)

	Frequency	Percent
Observed	12	92.3
Observed but not limited	1	7.7
Total	13	100.0

The data in Table 4.39 present whether students use purchased MSAP materials, software and/or equipment as appropriate for the lesson (Observation 3). As seen in the table, Observation 3 showed that 92.3% of observations revealing students use purchased MSAP materials, software and/or equipment as appropriate for the lesson was observed. About 7.7% of the characteristic was not observed.

Table 4.39

Students Use MSAP Materials for the Lesson (Observation 3)

	Frequency	Percent
Observed	12	92.3
Observed but not limited	1	7.7
Total	13	100.0

The data in Table 4.40 present whether students use purchased MSAP materials, software and/or equipment as appropriate for the lesson (Observation 4). As seen in the table, Observation 4 showed that 92.3% of observations revealing students use purchased MSAP materials, software and/or equipment as appropriate for the lesson. About 7.7% of the characteristic was not observed.

Table 4.40

Students Use MSAP Materials for the Lesson (Observation 4)

	Frequency	Percent
Observed	12	92.3
Observed but not limited	1	7.7
Total	13	100.0

The data in Table 4.41 present whether today's lesson provides students with a foundation for basic workplace skills such as: collaboration, inquiry-based discovery, and/or speaking and listening with design and purpose (Observation 1). As seen in the table, Observation 1 showed 46.2% of observations revealing that today's lesson provides students with a foundation for basic workplace skills such as: collaboration, inquiry-based discovery, and/or speaking and listening with design and purpose. About 7.7% of the characteristic as not observed.

Table 4.41

Lesson Provides Students with a Foundation for Basic Workplace Skills (Observation 1)

	Frequency	Percent
Observed	9	69.2
Observed but not limited	4	30.8
Total	13	100.0

The data in Table 4.42 present whether today's lesson provides students with a foundation for basic workplace skills such as: collaboration, inquiry-based discovery, and/or speaking and listening with design and purpose (Observation 2). As seen in the table, Observation 2 showed 46.2% of observations revealing that today's lesson provides students with a foundation for basic workplace skills such as: collaboration, inquiry-based discovery, and/or speaking and listening with design and purpose. About 7.7% of the characteristic as not observed.

Table 4.42

Lesson Provides Students with a Foundation for Basic Workplace Skills (Observation 2)

	Frequency	Percent
Observed	6	46.2
Observed but not limited	6	46.2
Not Observed	1	7.7
Total	13	100.0

The data in Table 4.41 present whether today's lesson provides students with a foundation for basic workplace skills such as: collaboration, inquiry-based discovery, and/or speaking and listening with design and purpose (Observation 1). As seen in the table, Observation 1 showed 61.5% of observations revealing that today's lesson provides students

with a foundation for basic workplace skills such as: collaboration, inquiry-based discovery, and/or speaking and listening with design and purpose.

Table 4.43

Lesson Provides Students with a Foundation for Basic Workplace Skills (Observation 3)

	Frequency	Percent
Observed	8	61.5
Observed but not limited	5	38.5
Total	13	100.0

The data in Table 4.41 present whether today's lesson provides students with a foundation for basic workplace skills such as: collaboration, inquiry-based discovery, and/or speaking and listening with design and purpose (Observation 1). As seen in the table, Observation 1 showed 61.5% observation of the teachers believed that today's lesson provides students with a foundation for basic workplace skills such as: collaboration, inquiry based discovery, and/or speaking and listening with design and purpose.

Table 4.44

Lesson Provides Students with a Foundation for Basic Workplace Skills (Observation 4)

	Frequency	Percent
Observed	8	61.5
Observed but not limited	5	38.5
Total	13	100.0

The data in Figures 4.1-4.11 provides a comparison of the observations. Figure 4.1 provides a comparison of the four observations regarding whether the theme is evident upon entry into the classroom. As seen in the figure, the observation of this component is consistently in the 15.4% range in the four observations with the exception of observation 1 (23.1%).
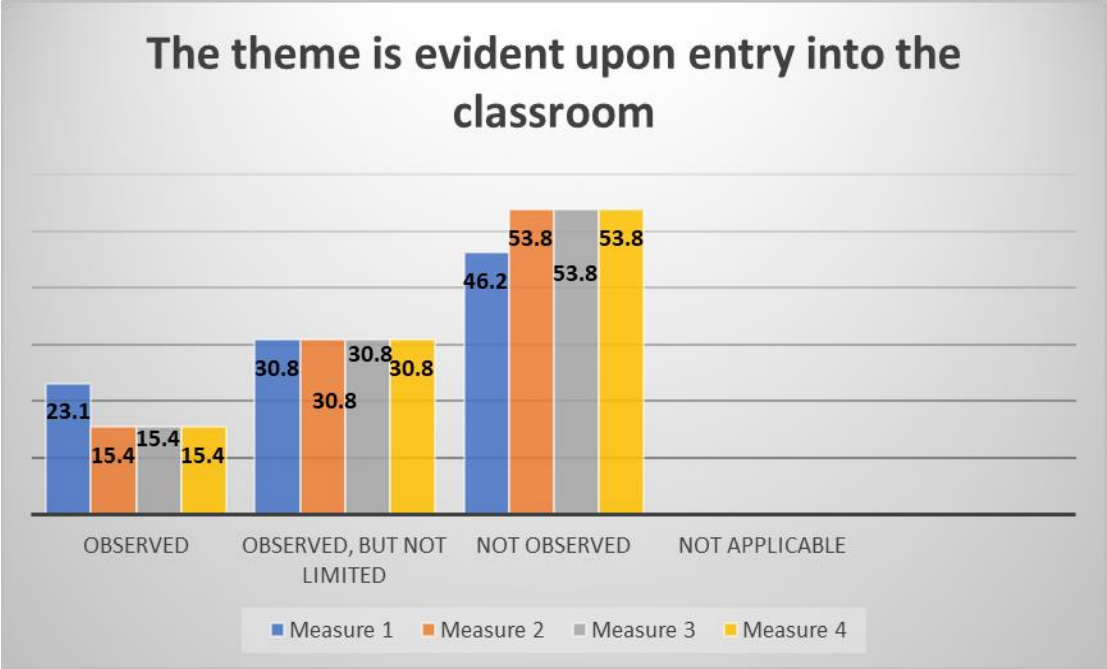
Figure 4.1. Comparison of Four Observations Regarding Theme Upon Entry in Classroom

Figure 4.2 provides a comparison of the four observations regarding whether the theme is integrated in today's lesson. As seen in the figure, the observation of this component is consistently 15.4% range.
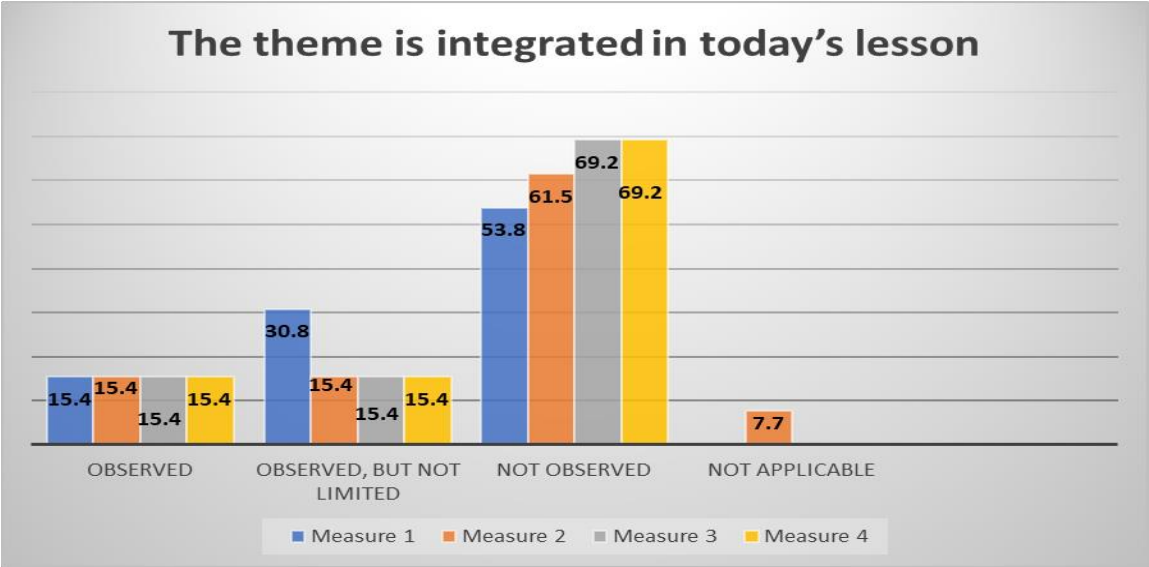
Figure 4.2. Comparison of Four Observations Regarding Whether Theme is Integrated in Today's Lesson

Figure 4.3 provides a comparison of four observations regarding whether the learning environment is conducive to learning and theme application. As seen in the figure, the observed component is consistently in the 92.3% range in the four observations.

Figure 4.3. Comparison of Four Observations Regarding Whether Learning Environment is Conducive to Learning and Theme Application

Figure 4.4 provides a comparison of the four observations regarding whether students write with a purpose to connect to the lesson and/or theme. As seen in the figure, the observed component is consistently in the 15.4% range in the four observations, with the exception of Observation 1 (46.2%).

Figure 4.4. Comparison of Four Observations Regarding Whether Students Write with the Purpose to Connect

Figure 4.5 provides a comparison of the four observations, regarding whether the teacher connects the theme to the lesson with ease and precision. As seen in the figure, the observed component is consistently in the 15.4% range in the four observations.
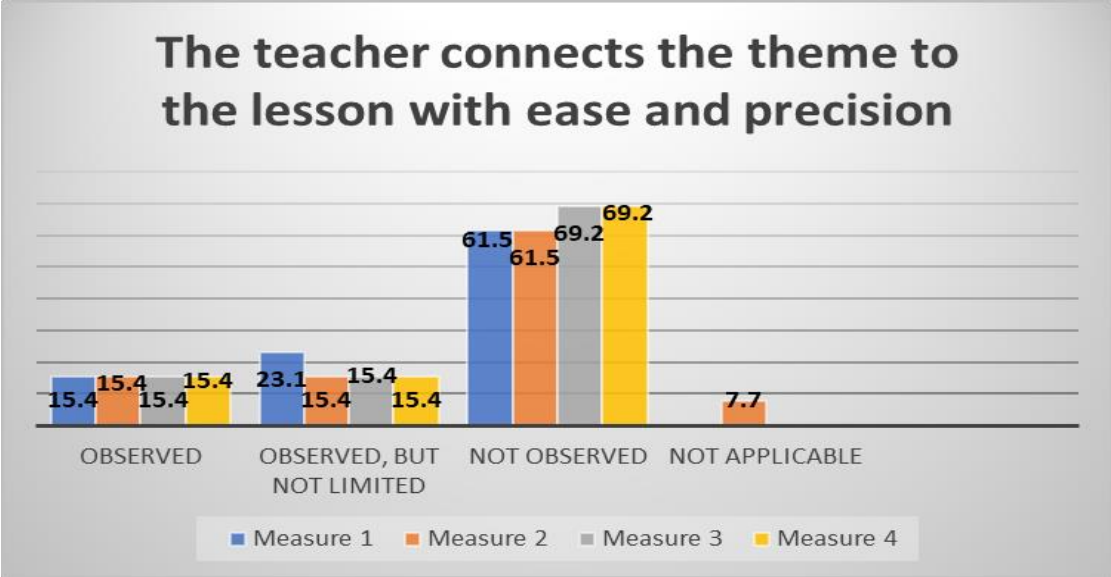
Figure 4.5. Comparison of Four Observations Regarding Whether the Teacher Connects Theme

Figure 4.6 provides a comparison of the four observations, regarding whether students are required to use inquiry, hypothesis, and/or higher-level thinking to connect the theme to the lesson presented. As seen in the figure, the observed component is consistently in the 15.4% range in the four observations.
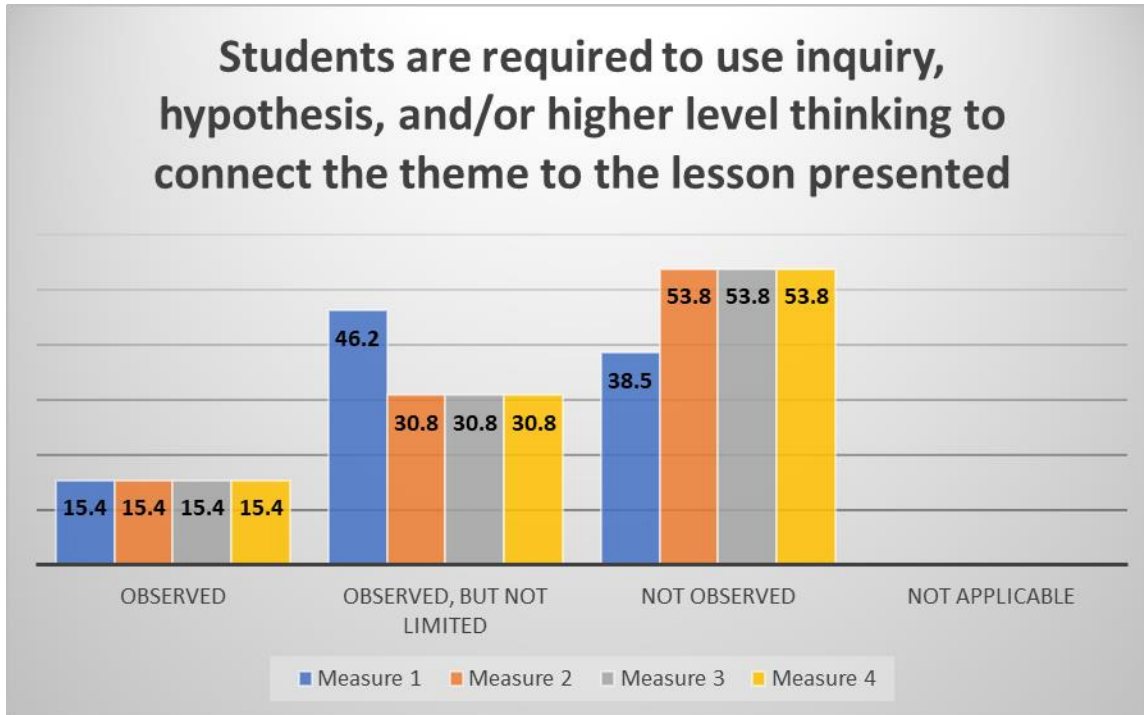
Figure 4.6. Comparison of Four Observations Regarding Whether Students Required to Use Inquiry

Figure 4.7 provides a comparison of the four observations, regarding whether at least 95% of the students participate in today's theme-based instruction. As seen in the figure, the observed component is consistently in the 84.6% - 92.3% range in the four observations.
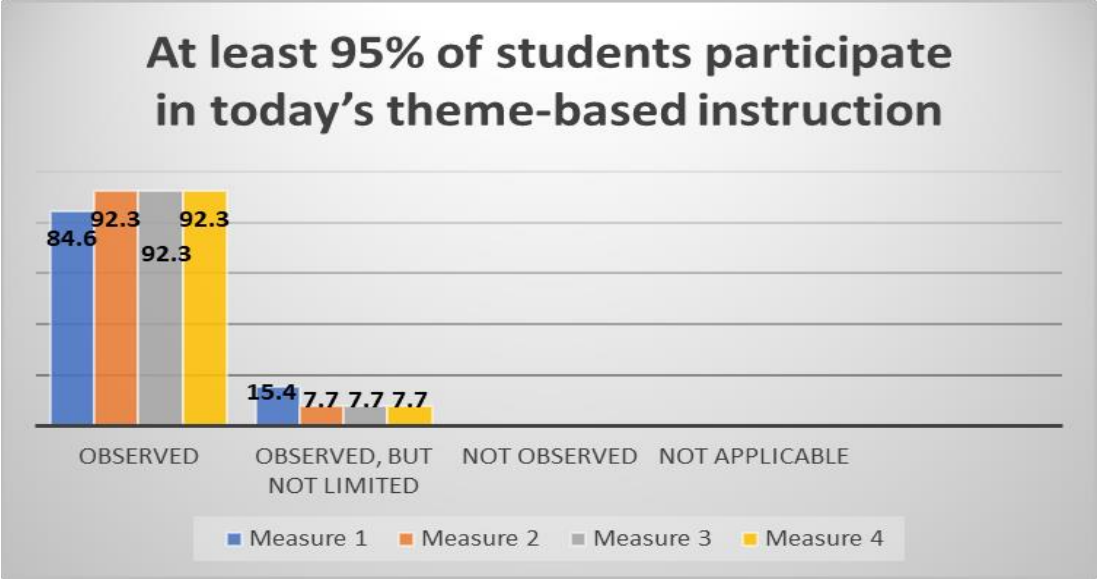
Figure 4.7. Comparison of Four Observations Regarding Whether 95% of Students Participate

Figure 4.8 provides a comparison of the four observations, regarding whether theme–based instruction is used to extend or enhance the lesson. As seen in the figure, the observed component is consistently in the 38.5% range in the four observations.
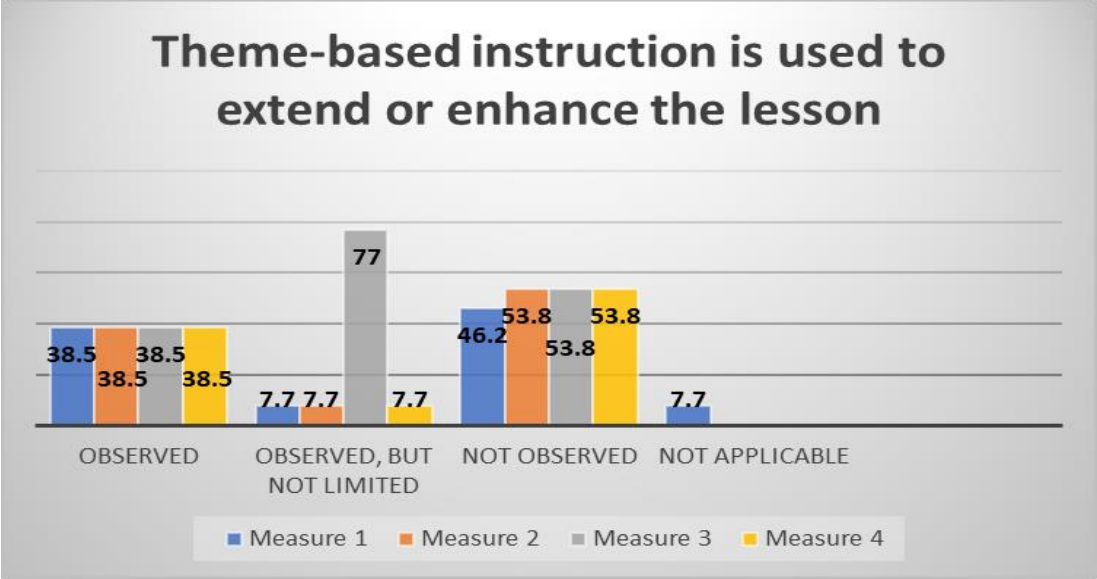
Figure 4.8. Comparison of the Four Observations Regarding Theme–Based Instruction

Figure 4.9 provides a comparison of the four observations, regarding whether technology is appropriately applied to today's instruction. As seen in the figure, the observed component is consistently in the 92.3% range in the four observations.
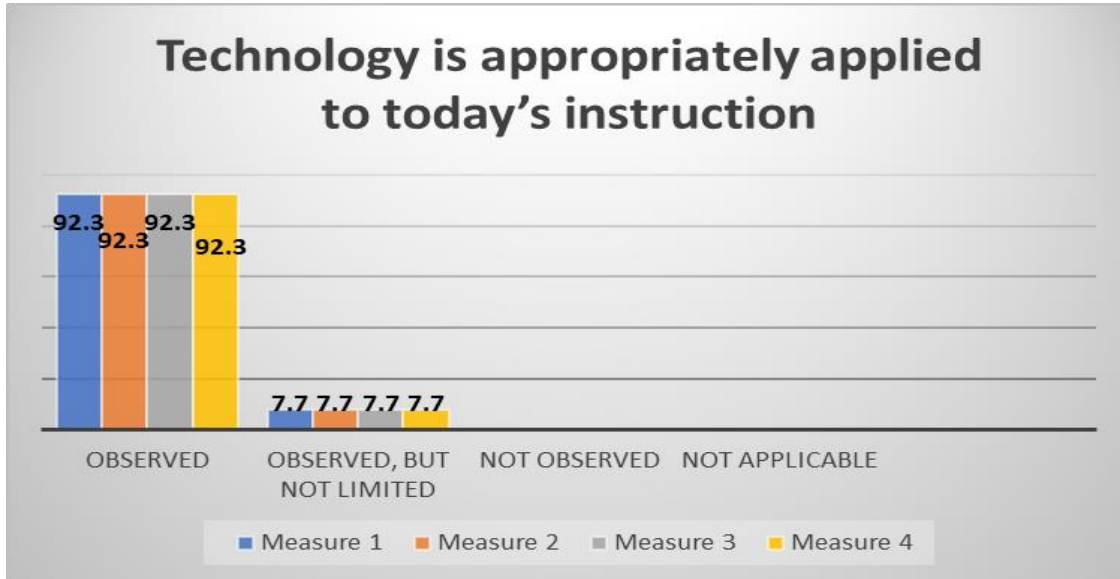
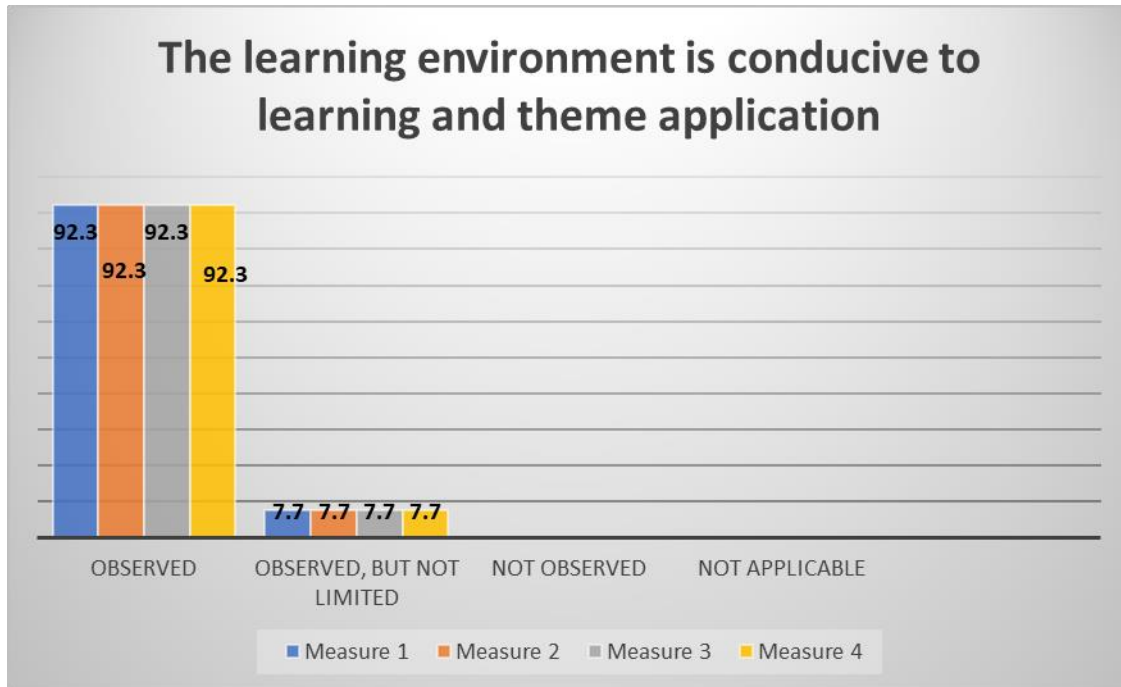*Figure 4.9.* Comparison of Four Observations of Teachers' Perceptions Regarding Technology

Figure 4.10 provides a comparison of the four observations, regarding whether students used purchased MSAP materials, software and/or equipment as appropriate for the lesson. As seen in the figure, the observed component is consistently in the 84.6% - 92.3% range in the four observations.
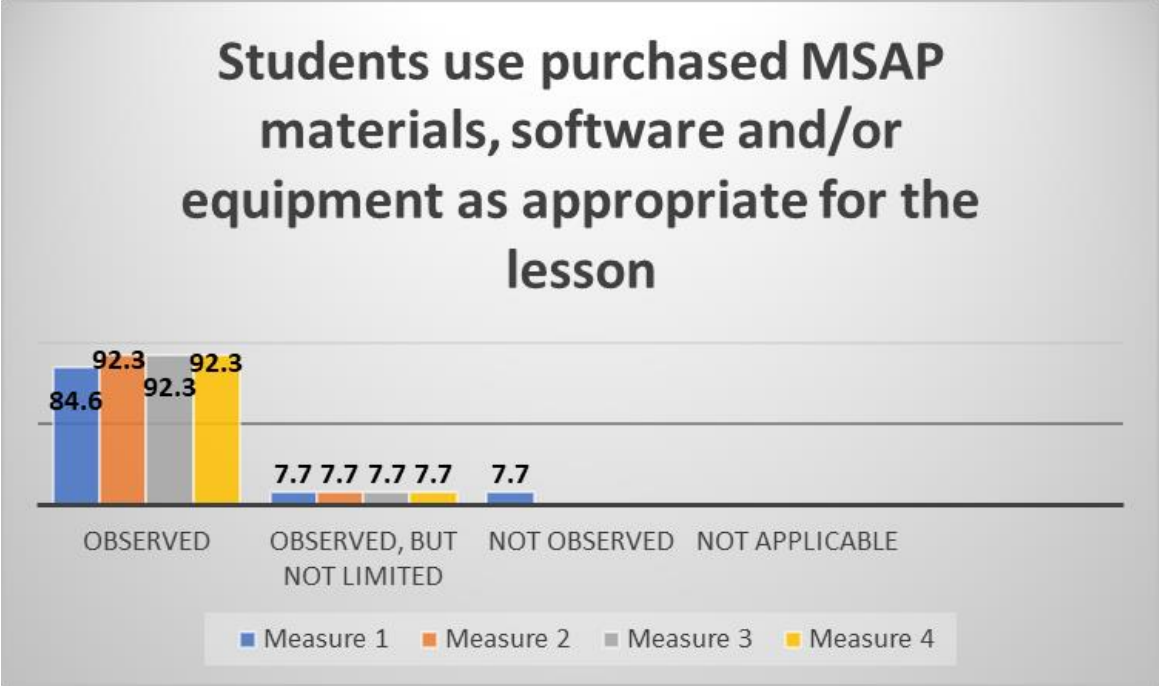
Figure 4.10. Comparison of Four Observations Regarding Use of MAP Materials

Figure 4.11 provides a comparison of the four observations, regarding whether today's lesson provides students with a foundation for basic workplace skills such as: collaboration, inquiry-based discovery, and/or speaking. As seen in the figure, the observed component is consistently in the 60% range (61.5% -69.2%) in the four observations, with the exception of Observation 2 (46.2%).
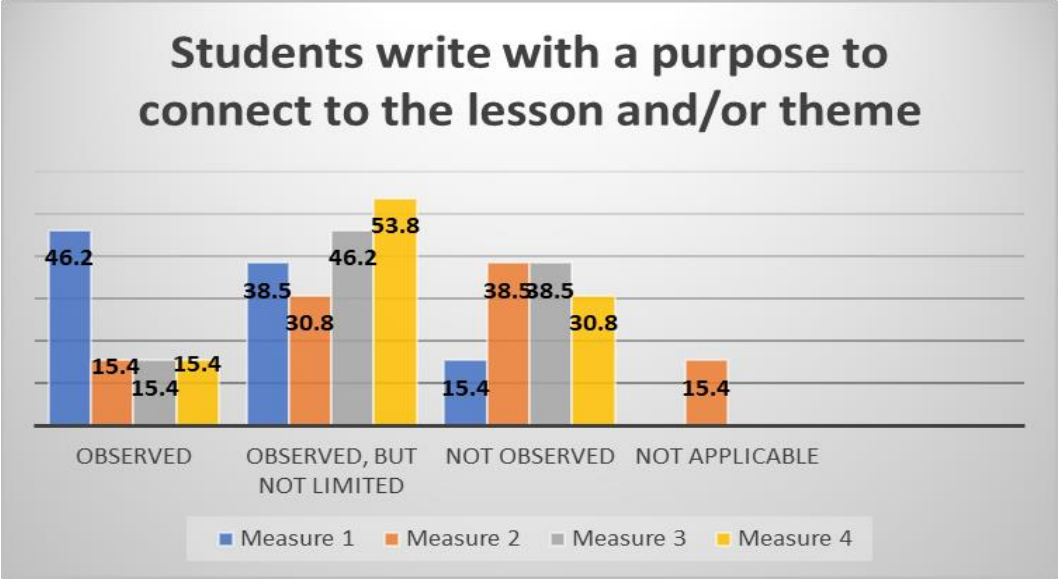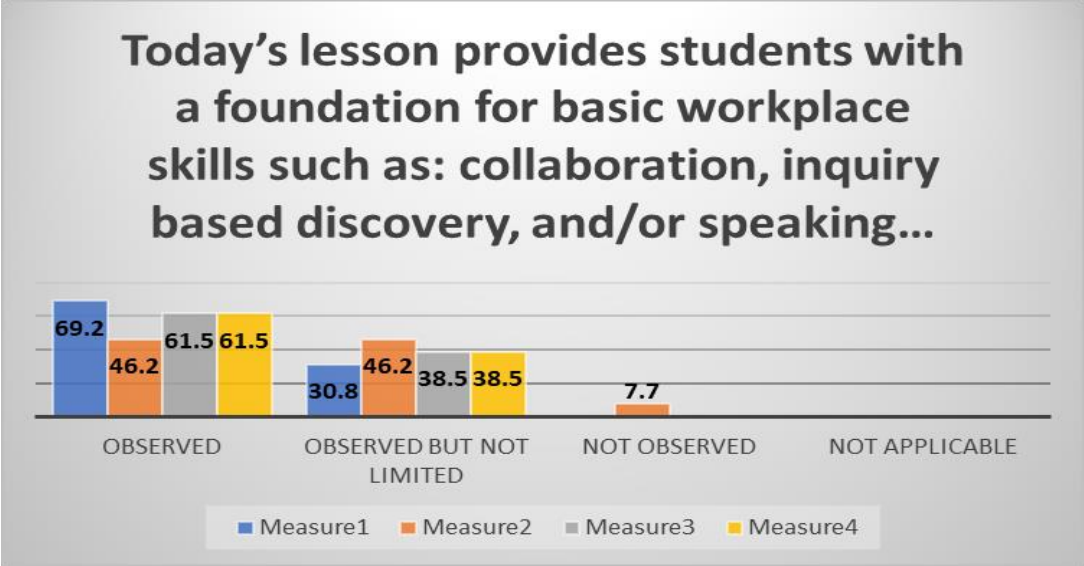
Figure 4.11. Comparison of Four Observations Regarding Whether Lesson Provides Foundation

The repeated measures Analysis of Variance (ANOVA) was computed to additionally address the research question. All ANOVAs compare one or more mean scores with each other; they are tests for the difference in mean scores. The repeated measures ANOVA compares means across one or more variables that are based on repeated observations. This study measured the classroom observations on four longitudinal data points. Therefore, we have four levels of the within-subject factor. The data in Tables 4.45-4.55 present the results of the repeated measures ANOVA that was computed to address the research question. Table 4.45 is a presentation of the results of the repeated measures analysis that was conducted to determine if there was a significant difference in the four observations regarding whether the theme is evident upon entry into the classroom. The results of the analysis reveal that there was no significant difference among the four observations regarding whether the theme is evident upon entry into the classroom ($p > .05$).

82

Table 4.45

Repeated Observations- Factor 1--- The theme is evident upon entry into the classroom

Effect		Value	F	Hypothesis df	Error df	Sig.
Factor 1	Pillai's Trace	.051	.649[b]	1.000	12.000	.436
	Wilks' Lambda	.949	.649[b]	1.000	12.000	.436
	Hoteling's Trace	.054	.649[b]	1.000	12.000	.436
	Roy's Largest Root	.054	.649[b]	1.000	12.000	.436

a. Design: Intercept
 Within Subjects Design: factor1
b. Exact statistic

Table 4.46 is a presentation of the results of the repeated measures analysis that was conducted to determine if there was a significant difference in the four observations regarding whether the theme is integrated in today's lesson. The results of the analysis reveal that there was no significant difference among the four observations regarding whether the theme is integrated in today's lesson ($p > .05$).

Table 4.46

Repeated Observations---Factor 2- The theme is integrated in today's lesson

Effect		Value		Hypothesis df	Error df	Sig.
Factor2	Pillai's Trace	.115	.717[b]	2.000	11.000	.510
	Wilks' Lambda	.885	.717[b]	2.000	11.000	.510
	Hoteling's Trace	.130	.717[b]	2.000	11.000	.510
	Roy's Largest Root	.130	.717[b]	2.000	11.000	.510

a. Design: Intercept
 Within Subjects Design: factor2
b. Exact statistic

Table 4.47 is a presentation of the results of the repeated measures analysis that was conducted to determine if there was a significant difference in the four observations of the learning environment is conducive to learning and theme application. The results of the analysis reveal that there was no significant difference among the four observations regarding whether the learning environment is conducive to learning and theme application (p >. 05).

Table 4.47

Repeated Observations--Factor 3-- The learning environment is conducive to learning and theme application

Effect		Value	F	Hypothesis df	Error df	Sig.
Factor 3	Pillai's Trace	.051	.649[b]	1.000	12.000	.436
	Wilks' Lambda	.949	. 649[b]	1.000	12.000	.436
	Hoteling's Trace	.054	. 649[b]	1.000	12.000	.436
	Roy's Largest Root	.054	. 649[b]	1.000	12.000	.436

a. Design: Intercept
 Within Subjects Design: factor1
b. Exact statistic

Table 4.48 is a presentation of the results of the repeated measures analysis that was conducted to determine if there was a significant difference in the four observations about whether students required to use inquiry, hypothesis, and/or higher-level thinking. The results of the analysis reveal that there was no significant difference among the four observations regarding whether students are required to use inquiry, hypothesis, and/or higher-level thinking (p >. 05).

Table 4.48

Repeated Observations--Factor 4--- Students Required to Use Inquiry, Hypothesis, and/or Higher-Level Thinking

Effect		Value	F	Hypothesis df	Error df	Sig.
Factor4	Pillai's Trace	.521	3.621[b]	3.000	10.000	.053
	Wilks' Lambda	.479	3.621[b]	3.000	10.000	.053
	Hoteling's Trace	1.086	3.621[b]	3.000	10.000	.053
	Roy's Largest Root	1.086	3.621[b]	3.000	10.000	.053

a. Design: Intercept
 Within Subjects Design: factor4
b. Exact statistic

Table 4.49 is a presentation of the results of the repeated measures analysis that was conducted to determine if there was a significant difference in the four observations of whether teacher connects the theme to the lesson with ease and precision. The results of the analysis reveal that there was no significant difference among the four observations regarding whether teacher connects the theme to the lesson with ease and precision ($p > .05$).

Table 4.49

Repeated Observations--Factor 5 -- The teacher connects the theme to the lesson with ease and precision

Effect		Value	F	Hypothesis df	Error df	Sig.
Factor 5	Pillai's Trace	.092	.559[b]	2.000	11.000	.587
	Wilks' Lambda	.908	.559[b]	2.000	11.000	.587
	Hoteling's Trace	.102	.559[b]	2.000	11.000	.587
	Roy's Largest Root	.102	.559[b]	2.000	11.000	.587

a. Design: Intercept
 Within Subjects Design: factor1
b. Exact statistic

Table 4.50 is a presentation of the results of the repeated measures analysis that was conducted to determine if there was a significant difference in the four observations of whether students are required to use inquiry, hypothesis, and/or higher-level thinking to connect the theme to the lesson presented. The results of the analysis reveal that there was no significant difference among the four observations regarding whether students are required to use inquiry, hypothesis, and/or higher-level thinking to connect the theme to the lesson presented (p >. 05).

Table 4.50

Repeated Observations--Factor 6 --- Students are Required to Use Inquiry, Hypothesis, and/or Higher-Level Thinking

Effect		Value	F	Hypothesis df	Error df	Sig.
Factor6	Pillai's Trace	.051	.649[b]	1.000	12.000	.436
	Wilks' Lambda	.949	.649[b]	1.000	12.000	.436
	Hoteling's Trace	.054	.649[b]	1.000	12.000	.436
	Roy's Largest Root	.054	.649[b]	1.000	12.000	.436

a. Design: Intercept
 Within Subjects Design: Factor6
b. Exact statistic

Table 5.51 is a presentation of the results of the repeated measures analysis that was conducted to determine if there was a significant difference in the four observations about whether at least 95% of students participate in theme-based instruction. The results of the analysis reveal that there was no significant difference among the four observations regarding whether at least 95% of students participate in theme-based instruction (p >. 05).

Table 4.51

Repeated Observations--Factor 7 -- At Least 95% of Students Participate in Theme Based Instruction

Effect		Value	F	Hypothesis df	Error df	Sig.
Factor 7	Pillai's Trace	.077	1.000[b]	1.000	12.000	.337
	Wilks' Lambda	.923	1.000[b]	1.000	12.000	.337
	Hoteling's Trace	.083	1.000[b]	1.000	12.000	.337
	Roy's Largest Root	.083	1.000[b]	1.000	12.000	.337

a. Design: Intercept
 Within Subjects Design: Factor7
b. Exact statistic

Table 4.52 is a presentation of the results of the repeated measures analysis that was conducted to determine if there was a significant difference in the four observations about whether theme–based instruction is used to enhance the lesson. The results of the analysis reveal that there was no significant difference among the four observations regarding whether theme–based instruction is used to enhance the lesson ($p > .05$).

Table 4.52

Repeated Observations--Factor 8 -- Theme–Based Instruction is Used to Enhance the Lesson

Effect		Value	F	Hypothesis df	Error df	Sig.
Factor 8	Pillai's Trace	.006	.071[b]	1.000	12.000	.794
	Wilks' Lambda	.994	.071[b]	1.000	12.000	.794
	Hoteling's Trace	.006	.071[b]	1.000	12.000	.794
	Roy's Largest Root	.006	.071[b]	1.000	12.000	.794

a. Design: Intercept
 Within Subjects Design: Factor8
b. Exact statistic

Table 4.53 is a presentation of the results of the repeated measures analysis that was conducted to determine if there was a significant difference in the four observations of whether technology is appropriately applied to instruction. The results of the analysis reveal that there was no significant difference among the four observations regarding whether technology is appropriately applied to instruction (p >. 05).

Table 4.53

Repeated Observations--Factor 9 -- Technology is Appropriately Applied to Instruction

Effect		Value	F	Hypothesis df	Error df	Sig.
Factor9	Pillai's Trace	.088	1.157[b]	1.000	12.000	.303
	Wilks' Lambda	.912	1.157[b]	1.000	12.000	.303
	Hoteling's Trace	.096	1.157[b]	1.000	12.000	.303
	Roy's Largest Root	.096	1.157[b]	1.000	12.000	.303

a. Design: Intercept
 Within Subjects Design: Factor9
b. Exact statistic

Table 4.54 is a presentation of the results of the repeated measures analysis that was conducted to determine if there was a significant difference in the four observations of whether students used MSAP materials. The results of the analysis reveal that there was no significant difference among the four observations regarding whether students used MSAP materials (p >. 05).

Table 4.54

Repeated Observations--Factor 10 -- Students Used MSAP Materials

Effect		Value	F	Hypothesis df	Error df	Sig.
Factor 10	Pillai's Trace	.088	1.157[b]	1.000	12.000	.303
	Wilks' Lambda	.912	1.157[b]	1.000	12.000	.303
	Hoteling's Trace	.096	1.157[b]	1.000	12.000	.303
	Roy's Largest Root	.096	1.157[b]	1.000	12.000	.303

a. Design: Intercept
 Within Subjects Design: factor10
b. Exact statistic

Table 4.55 is a presentation of the results of the repeated measures analysis that was

conducted to determine if there was a significant difference in the four observations about

whether lesson provides students with a foundation for basic workplace skills. The results of the

analysis reveal that there was no significant difference among the four observations regarding

whether lesson provides students with a foundation for basic workplace skills ($p > .05$).

Table 4.55

Repeated Measures- Factor 11 -- Lesson Provides Students with a Foundation for a Basic Workplace Skills

Effect		Value	F	Hypothesis df	Error df	Sig.
Factor11	Pillai's Trace	.215	1.510[b]	2.000	11.000	.263
	Wilks' Lambda	.785	1.510[b]	2.000	11.000	.263
	Hoteling's Trace	.275	1.510[b]	2.000	11.000	.263
	Roy's Largest Root	.275	1.510[b]	2.000	11.000	.263

a. Design: Intercept
 Within Subjects Design: factor 11
b. Exact statistic

Qualitative Data

The research question B asked: "How do participants perceive strengths and weaknesses of how the magnet program was implemented?" An in-depth interview was conducted, using a Magnet Program Implementation Interview Protocol (See Appendix B) to gather the perception of participants regarding teaching, learning, and program development. Staff members, including administrators, counselors, general education teachers, resource teachers and literacy coach were initially invited to participate in group interviews. Of those invited to participate in the interviews, only 8 general education teachers, two resource teachers, and the literacy coach were able to participate in the interview. Two of the teachers are new to the magnet program. Table 4.56 provides information on the staff interview participants.

Table 4.56

Staff Interview Participants

	Years in Education	Highest Degree	Field of Study
Teacher 5A	26	Masters	Education
Teacher 5D	35	Masters	Education
Teacher 5F	4	Masters	Education
Teacher 5G	4	Bachelors	Education
Teacher 6D	20	Masters	Education
Teacher 6E	4 months	Bachelors	English
Teacher 6G	4 months	Masters	Education
Resource Teacher 1	9	Masters	Reading
Resource Teacher 2	22	Masters	Special Education
Literacy Coach	**10+**	**Masters**	**Education**

Background – Qualitative Data.

Various staff members, including teachers, resource teachers, and literacy coach were interviewed regarding their knowledge of the background of the development of the magnet program. When asked the question, *how are you involved in teaching, learning, or program development,* Teacher 5F stated:

> Last year was my first time starting and I was only in the International studies. It was kind of hard for me because I teach Science. So, I had to try to bring in maybe like Scientists from everywhere around the world to try to incorporate it to the lesson just to have the opinion of an international studies approach.

Teacher 5A stated:

> I had to supplement my classroom instructions with the curriculum with the Magnet school, which was the math, which was science related, and to some extent math, and engineering. To be honest all of it was really technology, engineering, math, and of course science. So, we implemented all of that with STEM.

Resource Teacher 1 responded, "Okay, so, as to health teacher I implemented Math and some ELA into the course also and as the inclusion teacher now I have 12 students, and we are in the classroom, and I just assist them, and the teacher."

Most of the teachers referenced the use of technology as an innovative way of teaching and assessing students. When asked the question, *what motivates you to use innovative teaching and/or assessment techniques related to magnet theme-based integration in your teaching,* Resource Teacher 1 stated, "the kids enjoy the use of technology better than the textbooks. So, in my class it was better to use the technology with health and integrating the different core subjects into the electives."

All interview participants felt that the implementation of the magnet program offered a more engaging approach that motivated them to become creative with their innovative approaches to how they delivered classroom instruction. Teacher 5A stated:

> I like to what the Magnet school had to offer, I thought the kids to be more

91

engaging, the students. It had a factor now where they could actually discuss what they were doing. It also offers students a way to talk science, to speak engineering, to speak mathematics. It gave them a lot of opportunities and that is what I like that we were kind of stifled in the classroom, and they had a whole lot of materials the children could work.

Teacher 5D shared a similar sentiment, when she stated, "prior to the Magnet school implementation, I have felt stifled in the classroom because there was a lot of things, that I wish I could have engaged students in, but I didn't have the resources. That made students more, magnet school made what I did have viable to them. They could utilize it in the STEM, in the Magnet school."

Overall Program – Qualitative Data.

Staff members were interviewed and asked to *explain the goals or vision for the magnet program*. The common theme among some teachers was the focus on student achievement in regards to state assessments. In regards to student achievement, Teacher 5G responded:

> I think I would say the philosophy our goal is to grow. I mean we're an 'F' school and so, every day when we wake up we need to keep in mind, okay, you know today we have to make a change. We started right here at point A, now we need to point B and then C. We got to just keep rolling, just keep figuring out what we can do to grow these students because right now, we're low. And so, the only way to go is up so I think that's like our only goal here. To figure out what we can do to foster and create a better learning environment, how to get them more motivated. And also, how to get our parents more involved.

Teacher 5F went on to further say, "Yeah, I agree a lot of improving test scores is emphasized and stressed and that takes precedence over everything you know."

Student engagement and magnet theme integration was also themes among staff member, when asked to explain the goals or vision for the magnet program, Teacher 5A stated:

> I think they want students to learn, they want the philosophy is for engagement, highly engagement, differentiated instruction. Teachers more of a facilitator as opposed to just espousing instruction. It is basically conducive to a, kind of classroom student set classroom, that's basically the instruction here. That's what the administration in the school proposes, that's it.

Resource Teacher 1 added:

> One of the goals is to implement technology and science into all the classrooms, teaching across the subject areas. More hands-on. Although it was obvious that all participants believed the overall goals and vision of the program are centered around the students, they all have various ways of communicating the goals and vision in a succinct way for others to know what has been clearly defined as the goals or vision.

School Perspective – Qualitative Data.

Staff members were interviewed and asked to describe what planning has occurred for

the magnet program. The common themes with planning was professional development, unit

planning and instructional coaching support. In response to this question, Teacher 6D stated:

> We had unit planning where at one point the subject areas would get together and do the unit plans to plan a unit for the entire school and we work together because at one point I know the social studies language math, we did a unit them on the blues and every subject talked about the blues from their subject area. They came in and they did PDs with us for the social studies. Now we had the international coordinator, the person that will come in and help us do our unit plan, our unit plans. We actually get, I know both Glen and I, who is not here anymore; she and I went to a workshop in Colorado, I think that had to do with the implementation of various STEM programs that could be available to us, and how we could use what we had to implement those work for STEM lab.

When diving into the question, *what is the strategy at this school for improving*

teaching, learning, and program development since the initiation of magnet theme-based

integration, there was again a focus on professional development. Teacher 6D responded:

> There are a lot of professional developments for help with our lesson plans, how to create and implement these plans. We've had instructors show us how to setup our rooms as for to make it theme friendly to kind of pop the theme. Then there were some things put in place like the books that we have online. They were there and then we can still use those now even though we don't have the money to pay for it, I guess for more than one year. So, it will still be available when they were no longer hear.

Purpose, Development, Administration, Recent Initiatives – Qualitative Data.

All participants were asked to identify resources that were available to faculty for

improving teaching and learning techniques with magnet theme-based integration. Most

identified the classroom materials and instructional coaches as resources. These resources were

provided to the school as a result of grants. Teacher 6E expressed, "Ms. Jackson is great literacy

coach that talks writing strategies in a reading informational text." Resource Teacher 2 added, "I

could go to the coach and write a list and get what I need."

All participants were asked to what rewards do faculty received from this school for

engaging in innovative teaching/learning and assessment strategies with magnet theme-based

integration. Some teachers identified tangible rewards, while other teachers expressed that there

rewards only came from the students in words of thanks. In Teacher 5D's elaboration, she

mentioned:

> It came for our students and the images that they want to, at least students are
> asking they got, at the lab, they kept asking, when can we go. They loved going.
> They actually say, they learned a lot," so they liked that aspect of, and that was
> what the reward was. In regards to the changes that are taking place with teaching,
> learning, and program development as it pertains to magnet integration, some
> teachers believe that no permanent changes in place.

Teacher 6D responded, "I don't know if they are going to stick with it. I put it that way

because it doesn't seem to be as big of priority as before." Yet Teacher 5D focused

on the changes that took place when the magnet program was first initiated. Teacher 5D

stated:
> It was actually students, you got kids engaged with more interactive teaching
> operative voice facilitator, she wasn't really there to dictate this, children had a
> chance to choose what they wanted to learn. There was more communication
> between and among student about learning as opposed to other things still to talk
> about. They were talking about learning, which was much different for us.

When asked if and how the school has introduced the community to the magnet program,

Teacher 6D stated:

> Yes, and no, they were introduced to it, but they didn't have an understanding on
> Incline on what was going on, but if you look the different schools, each one did
> like separate things and to get the parents to come in, to see what was going on. So
> they had parent meetings and I know the district sent out flyers, those things on the
> radio, they changed the names of the schools, there were articles in the newspaper,
> so, it was a big effort made to let the community know that the change was coming.

As time changed, the community actually started referring to the schools by the new things, you know you could see with this high diverse theme, occurs. So, they did implement those. I guess the community accepted and kind of grabbed, hold to the new names, and they knew that one school was a performing arts school and another school was an international school. So, they were aware of the changes. They may not have totally understood what it meant per se, as for the students' education. They knew it was a change, and they were aware that there was suppose to be a difference.

Student outreach and recruitment was an area of focus where the participants expressed how they were expected to really support recruitment for the magnet program.

Teacher 5F expressed, "we had seminars were the parents came in and they kind of spent the whole day being introduced to things, letting them get to know what was going on at the school."

The common theme in regards to the overall accomplishments of the implementation of the magnet program was student engagement with arts and STEM.

Teacher 6D stated:

I know with the performing arts, we had some students who because they started The performing arts here, they kind of partnered with the Blues Museum. Those students have gone on to become, I would like to say real musicians. They can actually, play independent now. Because they played the instruments they started here or kind of got introduced to it here, they went to the Blues Museum, and they actually, can play on their own now. Some of those kids went on to become part of that science program that Ms. Ryan started. I guess they started here, and their interest, and they went on to her program, and they are still in that program. They should be like, maybe 10th, 11th, 12th grade, the interest is the seed was planted but it was growing somewhere else.

Student Engagement – Qualitative Data.

Student engagement was a theme that permeated throughout the interview. Participants were finally asked how they were able to determine if students are more engaged since the implementation of the magnet program. All participants expressed that the magnet program had increased student engagement throughout the school. Teacher 5A stated:

By the way, they interacted with one another, you can tell they were more engaged because they had the resources. They had the provisions that would engage them. So, everybody was involved, there was no one launching or being idle. Everyone

was doing something that he or she was interested. That's how I can tell that they
were more engaged without them having to tell me. Everybody was participating.

Teacher 5D added, "they were in the stem lab working on projected and they were very excited

about building engineering problems with the magnet program." According to participants, the

various magnet themes were key to helping students become more engaged in core content areas.

Summary

Chapter four was a presentation of the results of the analyses that were computed to

respond to the research questions, including the results of the interview with staff members. Staff

at one rural school presented data that were examined to determine the strengths and weaknesses

of implementation of the magnet school program and activities. Chapter five that follows is a

presentation of the interpretation of the data, summary, conclusion, and recommendations.

CHAPTER FIVE - CONCLUSION

Introduction

The purpose of this study was to determine if full magnet program implementation was taking place at a rural intermediate school, located in the Mississippi Delta. The study was designed to ascertain if what was being done was working and meeting the planned goals of the administration. The data for this study were collected from school-based professionals who have both the experience and expertise in the magnet program implementation. The participants included administrators, elective teachers, literacy coaches, and resource teachers. These professionals provided details about how the program is implemented and whether they observed the practices that are essential of the magnet program and meeting the intended goals. Chapter Five is a presentation of the summary, conclusions, and recommendations.

The following research questions were developed to address the problem of this study:

a. How does the magnet curriculum affect the delivery of magnet instruction in core content areas?

b. How do participants perceive the strengths and weaknesses of how the magnet program was implemented?

Summary of Findings

The purpose of this study was to examine the implementation of a magnet program at an area intermediate rural school. The chapter is arranged in accordance with the research questions of this study.

Research Question A: How does the magnet curriculum affect the delivery of magnet instruction in core content areas?

This study examined 11 characteristics of the magnet school, using the Magnet Observation Tool. The findings of the study showed that the magnet curriculum was not properly implemented by the actors involved. Based on the findings in this study, it can be mentioned that the magnet curriculum is not easily evident upon entry into the classroom. The literature of this study provides that magnet can be implemented in many forms but the overall purpose is to attract the students.

There was no change in the percentage of observation as to whether or not the theme was integrated in lesson. The literature available in the study provided that the magnet programs provide access to resources. Failure to integrate the themes may be because of lack of proper training on how to integrate the themes. It may be argued that the failure or lack in proper implementation may be due to the failure of the teachers and staff to comprehensively follow the magnet curriculum as originally structured.

The findings of this study support that the learning environment is actually conducive for learning. Based on the responses from the participants, it was suggested that the students were not really required to use higher-level thinking. This can be caused by the structured approach of the magnet curriculum. Based on the observations conducted in this study, there is an overwhelming finding that the students participated in theme-based instruction.

There was no significant difference among the four observations regarding whether technology is appropriately applied to instruction. The observations suggested that the students actually used MSAP materials for the lesson. It may be inferred that the use of the teachers of the MSAP materials actually helped in implementing the program and going beyond just being a concept. The findings of the study leaned toward the affirmation that the lesson provides students with a foundation for basic workplace skills.

Research Question B: How do participants perceive the systems in place, regarding the implementation of the magnet program?

In this study, an in-depth interview, using Magnet Program Implementation Interview Protocol (See Appendix B) was conducted with staff member to gather their perspectives of the magnet program implementation. Interview results reveal that there are various inconsistencies in how some participants perceive the magnet program. Based on the interview responses, there was a strong system of program planning in place during the introduction phase when grant funds were available. While participants believe the magnet, program has encouraged student engagement, only a few participants have the perception that magnet program implementation is currently in place, which was also evident during various classroom observations.

The staff members were asked about their involvement in teaching, learning, and program development. Some participants emphasized that they supplemented the classroom learning with other factors such as bringing in scientists if the subject is Science. The teachers also responded that the use of technology is also an innovative way to teach and assess the students. It is noteworthy that ensuring that the theme-based approach is continued would benefit the successful implementation of the magnet curriculum. As long as the teachers and staff are able to focus on the themes of the magnet curriculum, it can be said that the curriculum is on track.

Based on the responses of the teachers, it appears that they perceive student achievement as the ultimate goal of the magnet program. The magnet curriculum for schools may be perceived as successful if the students are actually able to perform better in school. The teachers also emphasized the importance of lesson planning after the implementation of the magnet

curriculum. Most of the teachers identified the importance of classroom and instructional materials to improve the teaching and learning techniques with the magnet curriculum.

In the first chapter, it was discussed that there are instructional and systemic issues regarding the implementation of the magnet program development. It bears noting that the perceptions of the participants as they revealed their experiences also enlightened my knowledge and helped clarify the current instructional and systemic issues at hand. The perceptions of the participants also revealed that student engagement has improved pursuant to the implementation of the magnet program. It appears that based on the experience of the teachers, resources are more advanced and student engagement was facilitated by the new curriculum.

How Similar Studies Compare to This Study

While this study is limited to a small rural school during a specific timeframe of implementation, there are similarities of the findings in this study compared to findings of other studies. Researchers have argued that instructional reform endeavors such as magnet programs could impact instructional practices in a positive way (Archbald, 2014; Hadderman, 2012; Bifulco, et al., 2009).   Magnet programs enrich the instructional design of a system by endorsing teaching pedagogy that encompasses integration of magnet themes into core content areas, adding multidisciplinary focus of subject areas, and providing innovative programs outside of content areas (Bifulco, et al., 2009). Sikma and Osborne (2014) noted that there have been tensions and conflicts in the effort to implement magnet curriculum because the instructional time for traditional subjects have been diminished. These conflicts raised may be the reason for the failure to completely implement the magnet curriculum.

Technology was appropriately applied in the classes. Since the magnet curriculum is perceived to be an innovative approach, the continued proper use of technology was perceived to be beneficial for the program. According to Bifulco et al. (2009), it is evident that most magnet

programs have made an effort to become more innovative and the curriculum has been designed to provide innovative options with teaching pedagogy. The innovation brought in the instructional design has been duly observed from the responses of the participants.

Although each component of the findings was not identical, this study found that the perception of participates correlates with the idea that magnet programs enhances the instructional setting, adding out of the box and innovative approaches to instructional strategies. Where participants may have felt stifled in the classroom prior to magnet program implementation, they now believe the magnet programs encourages innovative practices and creativity.

Participants also acknowledged the benefits of magnet programs with regards to resources. Magnet programs provide access to resources that include community networking and partnerships, supplementary support staff that supports program development, and theme integration and resources (Griffin, et al., 2007). The original goal of magnet schools was to attract a more diverse student population (Grooms & Williams, 2015). The study conducted by Diem and Pinto (2017) focused on the benefits that the students get from racially and socioeconomically diverse environments. It bears noting that the impact of racial and socioeconomic diversities of the magnet schools was not the focus of this study.

Participants also present the perception that magnet program implementation can be difficult as with any new initiative. While building up a successful school, teachers comprehend that the direction of school's instructional leadership is vital to the success of program implementation. School groups express how the roll out of new initiatives are difficult (Rhea & Regan, 2007). The literature of the study suggested that one of the primary issues with the implementation is that the magnet school concept had become just a concept without the full

implementation (CMSD, 2014). This was affirmed in the results of the study. A likely contributing factor to this problem is that teachers lacked training and resources as suggested by CMSD (2014). Implementation of new programs, particularly magnet programs is no simple task. The instructional leadership team must have a clear vision and passion for the implemented program. The key is to begin by implementing the program as designed, while being flexible to make necessary adjustments as needed in order to meet intended goals (Rhea & Regan, 2007). As evident in this study, the new leadership has not quite outlined a clear vision for the continuous program implementation and sustainability. There are some adjustments that have taken place, but there is still a need to make additional adjustments to meet the intended goal of the magnet program. The key to achieving the goals of the magnet curriculum is to begin by implementing the program as designed, while being flexible to make necessary adjustments as needed in order to meet intended goals (Rhea & Regan, 2007).

Crain (1999) mentioned that the focus of the schools must also be conducive for learning and career-focused. Based on the findings of the study, the findings of the study showed that magnet schools now are not actually student-driven and focused on the future careers of the students. In the literature, Bank and Spencer (1997) opined that students have higher educational goals which are evident with the results since half of the students actually make a purpose-driven approach when it comes to writing. The findings of the study showed that almost half of the students actually wrote for a purpose.

Student achievement was examined by Stoeger, Greindi and Kuhlman (2017) based on the gender of the students in the magnet schools. The type of school and the gender had no interaction effect with student achievement. The findings of this current study, note that the

participants did not significantly verbalize the effect of gender when they narrated their perceptions.

Based on available literature, the use of technology also motivates the teachers in their teaching endeavors. Effective magnet programs present qualities that include high academic and behavior standards, dedicated staff, parental involvement, magnet theme integration across the school, and a desire to decrease segregation (Desiderio, 1996). This was affirmed in this current study based on the responses from the participants.

According to Yang Li et al. (2005), the implementation of the magnet curriculum positively affected the students' performance. This can be linked with the ultimate goal of the curriculum to improve student achievement. Magnet programs aimed to prepare the students for college and other career interests, as opined by Griffin et al. (2007). Thus, the finding that most of the students required further inquiry was in line with the literature available in this study. On the contrary, the study conducted by Berends and Waddington (2016) and Cross (2015) noted that the students who transferred to magnet schools from traditional schools have experienced modest annual losses in their mathematics and English language skills. This observation is neither affirmed nor contradicted in this study. The findings of that study did not focus on the assessment of the skills of the students.

Gamoran and An (2016) even noted that the specialized magnet schools were not even able to contribute achievement gains and, in some cases, even curtailed growth of the students. The findings of the study are consistent with the fact that the magnet schools did not really contribute to achievement gains. However, there are no sufficient findings whether magnet schools curtailed the growth among the students.

The study conducted by Evans and Malin (2017) noted that traditional magnet schools may place upward economic pressures. It was concluded that the enrollment policies were also associated with higher home values (Evans & Malin, 2017). In implementing the curriculum, the literature available has focused on the importance of coordination among various stakeholders to ensure that the students, teachers and schools are all engaged towards the goals of the magnet curriculum. DeBray (2015) noted that a successful implementation of the magnet curriculum will also be dependent on a supportive School Board. The importance of administrative leadership in the success of magnet schools was also noted by Scott (2018). The findings of the study are consistent with the available literature emphasizing the importance of support from stakeholders.

Recommendations

The first chapter of the study introduced the controversy pertaining to the vast difference between the equality of education in traditional public schools and magnet schools (Rossell, 2005). This part of Chapter 5 will provide recommendations to ensure that the issues raised in this study are addressed and the ultimate goals of magnet schools are realized. The administration has structured the school into Academies, including International Studies, STEM, and Visual and Performing Arts. The academy structure encompasses specialized instruction based on each academy theme. It is important that, as the school advances with its magnet program, special emphasis should be placed on ensuring that there is adequate staff, partnerships, technology, funding for activities, professional development, community/parental support, research-based materials and resources, and equipment. Leaders must ensure that teachers have the necessary resources, professional development and support to ensure they have the knowledge and skills to apply the magnet curricula. In the first chapter, it was discussed that

there must be a comprehensive needs assessment to create a common understanding of the magnet program expectations. This can be related to the findings since it is important for the stakeholders to recognize the importance of the program so it can be properly implemented. Since systemic issues have a great impact on the magnet program implementation, key stakeholders must be involved in the magnet program development and implementation, as proposed by American Education Solutions (2011).

An instructional leader's essential responsibility in magnet schools is to perform a needs assessment and determine a plan to meet the needs (Portin, Schneider, DeArmond, and Gundlach, 2003). In addition to a needs assessment, the school should develop annual action plans to outline what resources are required to reach the goals of maintaining adequate staff, partnerships, technology, funding for activities, professional development, community/parental support, and research-based materials and resources, and equipment. The action plan should also include timelines for tasks and list of individuals for responsible ensuring the specific goal or task is completed.

Effective magnet programs present qualities that include dedicated and adequate staff (Desiderio, 1996). The barrier to adequate staff is ensuring that there are highly qualified teachers and support staff available. Over 25% of the teachers at the target school are not certified. The constraints of state licensure regulations have limited the number of certified teachers. The state currently has some of the highest required Praxis score requirements in the nation. A state law now requires that perspective students earn an ACT composite score of 21 to be accepted into any teacher education program in the state. It is essential for district officials to respond to the certification deficit by investing in training to support existing non-certified teachers with acquiring licensure.

Grant funds have provided Resource Coaches and Literacy Coach, but the school must determine a way to sustain support staff. The district has the power to ensure that support staff is provided to the target school. One strategy for leveraging the controlling factor of overcoming this barrier would be to train a select group of classroom teachers to act as lead teachers and resource coaches. Therefore, if funding is not available to sustain salaries for Resource Coaches and Literacy Coaches, teachers will have the tools to support magnet curriculum.

Community partnerships is key elements for magnet schools and non-magnet schools (Krueger & Ziebarth, 2002). Partnerships become limited when there is no an ongoing effort to sustain partnerships. The school currently has partnerships that support the ongoing efforts of the magnet program. The district office has been the lead in establishing the partnerships. Because district officials may change positions or perhaps pursue other opportunities, it is essential for the school to take ownership of their partnerships. School leadership should appoint a staff member to keep record the partnerships to ensure there is consistent communication and compliance with the various partnerships.

Technology is needed to implement much of the educational software used by the school. Each student is assigned a personal Chromebook. In addition, each classroom has computers and various digital devices. With continuous upgrades, technology becomes outdated each school year. Therefore, it is essential that the school's leadership allots appropriate technology funds to ensure up-to-date technology is in each class.

Funding for activities is key to providing students with exposure to internal and external activities that support the enhancement of program development. Full access to field trips centered around the magnet themes are limited to students. The magnet grant provided funds for these activities. Now, there is a need to find more funding sources for student activities. The

school's administration can leverage the ability to form strong Parent Teacher Associations to support fundraising activities. Although the community is small, fundraising has been noted as activity to receive positive feedback from parents.

Instructional reform endeavors such as magnet programs could impact instructional practices in a positive way (Archbald, 2014; Hadderman, 2012). Professional development is key to the impact of the instructional practices with magnet programs. Professional development can be limited by its lack of effectiveness and continuous deliverance to participants. In Chapter 4, participants shared their sentiments to how professional development has been a great asset to their development with magnet program instruction. School leaders should continue developing school-wide plans that promote professional development. Title I funds should be appropriated to provide external and internal support through professional development.

Due to the promotion of partnerships at magnet schools, community and parental involvement are at higher levels than non-magnet schools (Poppell and Hague, 2001). Various barriers can impact community/parental support. One essential factor is illiteracy of community and parents when it comes to options for supporting the educational process. With the exciting development of the magnet programs, all internal stakeholders have an obligation to encourage and support community/parental involvement. Barriers exist when there is not a clear bridge between the community/parents and school. The school leadership should provide opportunities for community/parents to understand the role they play in the educational process. The district currently conducts Annual Title I Parent Meetings, but there needs to be a school effort to help the community/parents understand their roles. To leverage the school's ability to have community and parental support, the school has a responsibility to develop positive relationships, be transparent, and effectively communicate how the school can serve the community and

parents. Based on the size of the community, it is also highly recommended that the school's administration and staff leverage the intimate relationships with community constituents and parents to promote more community and parental involvement.

Magnet programs have made an effort to become more innovative and enhance the instructional design in order to recruit and attract diverse groups of students (Bifulco, Cobb, & Bell, 2009). Research-based materials and resources and equipment attribute to the innovative and enhancement of the instructional design. Research-based materials and resources and equipment has similar implications to technology. There is a need to remain abreast with current trends as it relates to research-based materials, resources, and equipment. One of the main requirement for MSAP grant recipients was to attend the annual conferences. The annual conferences provided opportunities to learn the latest research-based approaches. In addition to using Title I funds for on-site professional development, the school's administration can leverage the ability to used federal funds to provide opportunities for staff representatives to attend annual magnet conferences.

Recommendations for Future Research

According to (Hadderman, 2002), magnet schools generally perform better than their regular secondary school peers in math, reading, science, and social studies. It is recommended that a study be conducted to determine if academic performances by students have improved after the school implemented the magnet programs. It is also recommended that a further study be conducted to examine the academic performance of magnet students and non-magnet students. Based on program evaluations, "An ideal evaluation of magnet schools would include achievement and other outcomes of magnet and non-magnet students; an examination of how a

magnet school's leadership, staffing, policies, and curricula influence outcomes; and in-depth study factors such as policies and access that affect the entire district" (Hadderman, 2002, p. 5).

In the literature of the study, it was highlighted that one of the goals of the magnet curriculum is to lessen the segregation among students. It appears that the findings of the study did not actually reveal if the segregation among the students was actually addressed based on the observations conducted. It is recommended that future research also delve into the experiences of the participants relative to the issue of segregation.

It bears noting that based on available literature, successful schools perceive that the parents and the community are partners in school success (Gauthier et al., 1985). Thus, one of the reasons behind the unsuccessful implementation of the magnet school curriculum is probably the lack of strong partnership with stakeholders. Thus, it is recommended that future study also focus on the impact of support from stakeholders in the success of magnet curriculum.

Implications for Personal Field of Practice

This study has had many positive implications for my personal practice as a curriculum specialist. The comprehensive process from the literature review to the data analysis has broadened my understanding of research practices and has also facilitated my consumption of research. The district has implemented new initiatives and projects over the last couple of years. The various initiatives and projects have not all undergone a full evaluation, which if conducted would allow for a better understanding of each project implementation and overall goals to improve practice. As a curriculum specialist, I believe the information gained through this study will help in guiding future professional development and support for overall program structures for magnet programs throughout the district.

This specific study has helped in reflecting on my practice as a curriculum specialist, particularly in providing on-going curriculum support to administrators. Because of the turn-over rate of administrators, the target school will certainly need support to sustain magnet programs in place. Furthermore, it validated beliefs regarding the reasons why programs are either sustained or not sustained, which may also impact my forthcoming career options that will expand to supporting various schools and districts with program sustainability.

Implications of Administrative Practice

The role of an administrator is challenging, complex, and always evolving. This study found similar results as previous studies, mainly the challenges and difficulties with implementing magnet programs, particularly from a leadership and structural stance. While building up a successful school, teachers comprehend that the direction of school's instructional leadership is vital to the success of program implementation (Rhea, A., & Regan, R., 2007). The instructional leadership team must have a clear vision and passion for the implemented program. The key is to begin by implementing the program as designed, while being flexible to make necessary adjustments as needed in order to meet intended goals (Rhea, A., & Regan, R., 2007). It is noteworthy that translating into practice the magnet curriculum may pose a challenge if the school staff are not even aware of the concept and theory behind the magnet curriculum. Thus, there is a need to develop the magnet curriculum both in theory and in practice. In order to ensure the number of staff who are trained to implement the magnet program, the school administrators must ensure that there is an active search for talented staff who have regular trainings on the magnet curriculum. This will result to a more advanced professional development of the staff who implement the magnet curriculum. It bears noting that having sufficient resources may be a challenge since it is based on the availability of funds.

Implications for Education

In the literature of the study, it was mentioned that successful schools perceive that parents and the community are partners in school success (Gauthier, et al., 1985). Thus, it must be emphasized that participation of the stakeholders also be present in the implementation of the magnet school curriculum. The inferences of this study may provide additional guidance to districts and schools that are implementing and attempting to sustain new programs.

The second chapter of this study emphasized that magnet programs enrich the instructional design of a system by endorsing teaching pedagogy that encompasses integration of magnet themes into core content areas (Bifulco, et al., 2009). The results of the study revealed that the participants have awareness of the core content areas in the magnet curriculum. The findings of the study have implications in education since a wide range of core content areas will also develop the students at a more holistic level.

Student achievement is perceived to be a major goal of the magnet curriculum (Ballou, 2007). This statement from available literature is affirmed by the results of the study. The findings of the study create an impact to the educational system since an improved student achievement will be beneficial for the students and other stakeholders.

New Information for Education

Although there are various similarities in the findings between this study and previous studies, this study does have some unique factors. Exclusive to this study was the setting and time frame in which the research was conducted. The research was conducted with a small rural school that was initially the recipient of magnet grant funds and now no longer the recipient of magnet grant funds during the course of the research. This study is also exceptional as it is centered around the perceptions of participants who were at the school during the initiation of the

111

magnet grant and participants who were not at the school during the initiation of the magnet grant. Based on the perception of participants, there appeared to be challenges to connection from district to the school. The magnet concept was a district-wide initiative, which meant that the district would support implementation with on-going resources. As a result of funding, there is evident that there is a lack of support for the magnet program sustainability. Although district connections have a significant impact on the sustainability, it has become clearer through this study that external influences such as district decisions can impact the implementation and sustainability of the magnet program at the target school.

Conclusion

The magnet curriculum was implemented to ultimately reach certain educational goals and student achievement. There are also societal implications in the implementation of magnet curriculum such as to counter segregation and to make the student population of schools more diverse. Reducing minority group isolation, promoting specialized curriculum, promoting professional development, and increasing academic achievement are the overall goal of magnet programs (Ballou, Goldring and Liu, 2006). The data collected represented observations and the perceptions of the school's staff regarding the maintenance of key components of the magnet school program. Even though all of these components were not evident, some important results were noted. The use of quantitative method in analyzing the results to answer the first research question was deemed beneficial to ensure a wider range of themes in perspective. The use of the qualitative method was deemed appropriate in answering the second research question because there was a need to go in-depth and comprehensively discuss the perceptions of the participants based on their experiences.

In many instances a great deal of progress was evident, while in other situations, little or no change was yet evident. As is generally accepted, major changes in education systems and new ventures take time to manifest themselves. The results of this study can be used to identify the areas where a greater deal of attention is warranted as educators strive to create a learning environment that is conducive to greater academic development for their students. The school has already taken the first steps to transform the academic environment to facilitate greater student accomplishment. In recent years, the rural intermediate school was reorganized/reconfigured as a Math and Science middle school. In an attempt to address some of the shortcomings, the district decided to convert the school into an intermediate 5th and 6th grade. The intermediate school encompasses academies of International Studies, Language Immersion, STEM and Visual and Performing Arts. The findings of the study revealed that there are sufficient resources and access to technology that make the learning environment conducive to learning. However, it still appears that there are gaps that have to be filled by the implementors. The teachers must make sure that they are able to focus on student achievement goals and at the same time, act in accordance with the goals of the magnet curriculum.

The prevailing sentiment is that full magnet program implementation can support and increase student achievement and reduce minority-group isolation, and that there is evidence that elements of the magnet program have been successfully infused within the school's curriculum. This study examined instructional and systematic issues that can accelerate these academic-related problems and reviewed current school practices because the implementation of the magnet program has the potential to positively influence the instructional practices.

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Appendix A: Magnet Program Observation Tool

Magnet Program Observation Tool

Teacher's Name: Date: Observer:

Area of Observation	Observed	Observed But Limited	Not Observed	Not Applicable	Notes
The theme is evident upon entry into the classroom					
The theme is integrated in today's Lesson					
The learning environment is conducive to learning and theme application					
Students write with a purpose to connect to the lesson and/or theme					
The teacher connects the theme to the lesson with ease and precision					
Students are required to use inquiry, hypothesis, and/or higher-level thinking to connect the theme to the lesson presented					
At least 95% of students participate in today's theme-based instruction					
Theme based instruction is used to extend or enhance the lesson					
Technology is appropriately applied to today's instruction					
Students use purchased MSAP materials, software and/or equipment as appropriate for the lesson					

Today's lesson provides students with a foundation for basic workplace skills such as: collaboration, inquiry-based discovery, and/or speaking and listening with design and purpose					

Appendix B: Magnet Program Implementation Interview Protocol

Interview Protocol

Faculty Interview Protocol

School: _____

Interviewee (Title and Name): _____

Interviewer: _____

Survey Section Used:

_____ A: Interview Background

_____ B: Overall Program

_____ C: School Perspective

_____ D: Purpose, development, administration, recent initiatives

_____ E: Student Engagement

Other Topics Discussed: _____

_____

Documents Obtained: _____

_____

_____

Post Interview Comments or Leads:

_____

Magnet Program Interview

Introductory Protocol

To facilitate our note-taking, I would like to audio tape our conversations today. Please sign the release form. For your information, only the researcher of the project will be privy to the tapes which will be eventually destroyed after they are transcribed. In addition, you must sign a form devised to meet our human subject requirements. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Thank you for your agreeing to participate.

I have planned this interview to last no longer than one hour. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

Introduction

You have been selected to participate in this interview because you have been identified as a teacher or school-based professional at this magnet school. I will focus on the teaching,

learning, and program development as it pertains to the implementation of the magnet program at this school. This research project as a whole focus on program evaluation of the magnet program. Some questions may not apply to your position.

A. Interviewee Background

How long have you been …

_____ in your present position?

_____ at this school?

Interesting background information on interviewee:

What is your highest degree? _____

What is your field of study? _____

1. Briefly describe your role as it relates to magnet program at this school?

Probes: How are you involved in teaching, learning, or program development here?

2. What motivates you to use innovative teaching and/or assessment techniques related to magnet theme-based integration in your teaching?

B. Overall Program

1.Can you provide a brief introduction to this school?

Probes: Describe the student population, local community, staff, educational philosophy, challenges, etc.
Please describe the former school set-up/program.
Describe the existing arts and writing instruction in the school.

What are the goals or vision for the magnet program?

C. School Perspective

1.Describe what planning has occurred for the magnet program thus far.

Probes: Has a magnet planning team been developed? If yes, who comprises the team? If no, are there plans to create a team and when?

Have there been any planning meetings? When? What occurred?

Has there been any curriculum planning/development around the magnet theme? When? What occurred?

2. What is the strategy at this school for improving teaching, learning, and program development since the initiation magnet theme-based integration?

Probes: Is it working – why or why not?

D. Purpose, development, administration, recent initiatives

1. What resources are available to faculty for improving teaching and learning techniques with magnet theme-based integration?

2. What rewards do faculty receive from this school for engaging in innovative teaching/learning and assessment strategies with magnet theme-based integration?

3. What is changing about teaching, learning, and program development at this school as it pertains to magnet integration?

Probe: What is being accomplished through campus-based initiatives?

4. What types of faculty development opportunities do you see emerging on your campus that focus on teaching and learning strategies for the classroom?

5. Has the school community been introduced to the new magnet program? How? a. If no, how do you plan to make staff aware of the magnet program? When? b. If no, how do you plan to make families (parents and students) aware of the program? When?

6.Have you conducted any student outreach and recruitment activities (such as presentations at preschools, open houses, publications, etc.)? a. If yes, please describe. b. If no, are any planned?

7.What has been accomplished or implemented through magnet program planning?

E: Student Engagement

How are you able to determine if students are more engaged since the implementation of the magnet program?

Appendix C: IRB Approval

UNIVERSITY OF ARKANSAS

June 7, 2017

MEMORANDUM

TO:	Tionanatasha Newell-Johnson John Pijanowski
FROM:	Ro Windwalker IRB Coordinator
RE:	New Protocol Approval
IRB Protocol #:	17-05-719
Protocol Title:	*Program Evaluation of Magnet Program Implementation*
Review Type:	☐ EXEMPT ☒ EXPEDITED ☐ FULL IRB
Approved Project Period:	Start Date: 06/02/2017 Expiration Date: 06/01/2018

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (https://vpred.uark.edu/units/rscp/index.php). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 24 participants. If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 109 MLKG Building, 5-2208, or irb@uark.edu.