

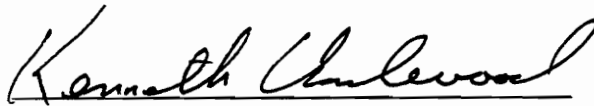
THE PERCEPTIONS OF PUBLIC SCHOOL PRINCIPALS FROM SCHOOLS OF  
DIFFERENT LEVELS OF QUALITY ABOUT THE INFLUENCE THAT  
DESEGREGATION, SUPPLEMENTARY FINANCIAL ASSISTANCE, MAGNET  
SCHOOL THEMATIC ACTIVITIES, AND INCREASED EDUCATIONAL  
OPPORTUNITIES HAVE ON THE QUALITY OF EDUCATION IN SCHOOLS

by

David K. Lerch

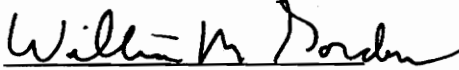
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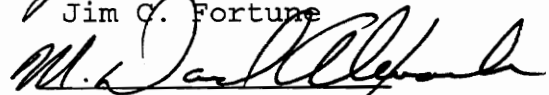
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ABSTRACT

This case study determined whether there was a difference in perceptions among principals from different quality schools about the influence desegregation, supplemental financial assistance, magnet thematic activities, and increased educational opportunities had on quality in education. Since there was no significant difference in perceptions, this study also examined how the factors influenced the principals' beliefs about educational quality. Two hundred fifty-five elementary and secondary principals from four different types of organizational structures in ten states participated in the study.

The participating principals responded to the Survey of Principals' Attitudes Regarding Education (SPARE) which constituted the data for this investigation. The degree of achievement, student dropout, violence, and racial balance were used to determine school quality and constituted the dependent variables. Principals' perceptions about desegregation, thematic activities, supplemental financial

assistance, and increased educational opportunities constituted the independent variables.

The findings of this study revealed the following conclusions: (1) There was no significant difference among principals from lower, average, and higher quality schools regarding their perceptions about the influence finance, desegregation, thematic activities, and educational opportunities had on the quality of education in a school. (2) Principals believed three of the four factors including desegregation, finance, and increased educational opportunities were necessary for a school to offer quality education. (3) Principals perceived student achievement could be increased without additional financial resources; however, educational quality could not be attained without additional funds for desegregation-related services and for programs designed to improve educational opportunities for students.

Based upon information obtained from the survey instruments, principals believed a quality instructional program required a curriculum with special activities designed to improve student knowledge while increasing educational opportunities for a racially diverse student body. They believed schools should be given more funds for more specialized activities. Although magnet school thematic activities accomplished the same purpose, their costs were too high for most boards of education to finance. Regular school activities would be as effective as magnet school thematic activities with similar supplementary financial resources.

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## TABLE OF CONTENTS

LIST OF TABLES .....	xi
LIST OF FIGURES .....	xiii
Chapter	
I. BACKGROUND OF THE PROBLEM .....	1
Introduction .....	1
Background Information .....	4
Statement of the Problem .....	7
The Purpose .....	10
Need for the Study .....	10
Limitations of the Study .....	12
Definition of Terms .....	13
Hypothesis .....	15
Research Questions .....	15
Null Hypothesis .....	16
Organization of the Study .....	16
II. REVIEW OF RELATED LITERATURE .....	17
Background .....	17
Desegregation and Financial Assistance .....	29
III. METHODOLOGY .....	41
Research Design .....	42
Criteria and Techniques for Selecting the Sample of Magnet and Non-Magnet Schools .....	44
The Instrument .....	46
Collection of the Data .....	47
Data Analysis .....	48
Summary .....	49
IV. ANALYSIS OF DATA .....	50
Section I of the Survey .....	51
Analysis of Variables .....	56
Section II - Principals' Beliefs .....	65

Area One - Finance ..... 65

Statement 2. I believe that school districts throughout the United States are losing community support for tax increases to finance education..... 65

Statement 5. I believe that any school can start supplemental activities to improve the quality of instruction for students without any additional funds..... 66

Statement 8. I believe that extra instructional funds (i.e. funds for extra teachers, instructional equipment, consumable classroom materials and supplies) help to reduce school problems associated with desegregation..... 67

Statement 10. I believe that when a school starts magnet school thematic activities, additional funds should be provided..... 68

Statement 13. I believe that student achievement can be increased in any school that is provided extra instructional funds..... 69

Statement 16. I believe that most magnet school thematic activities are more expensive than most regular instructional activities..... 70

Statement 23. I believe that school boards are more likely to spend extra local funds on instructional programs in schools where student achievement scores are above average..... 71

Statement 25. I believe that a school needs extra operational funds when it is implementing a school desegregation plan for the first time..... 72

Statement 33.	I believe that I can get additional operational funds (maintenance, transportation, and custodial supplies) easier than I can get additional instructional funds (consumable classroom materials, instructional equipment, and staff development) from my board of education.....	73
Area Two - Desegregation .....		74
Statement 1.	I believe that interaction among students of different races is an important part of schooling.....	74
Statement 4.	I believe that students get a better education in racially desegregated schools.....	75
Statement 6.	I believe that if a school is not part of a district-wide school desegregation plan, it could provide a better quality education for students.....	76
Statement 11.	I believe that extra instructional services should be provided to students in a newly desegregated school.....	77
Statement 19.	I believe that all schools should be racially desegregated.....	78
Statement 22.	I believe that most schools that have a student population exceeding 50% minority are providing as good an education to students as schools that have a student population that is less than 50% minority. ....	79
Statement 28.	I believe that the educational process is disrupted when a school district must make annual student enrollment adjustments for desegregation purposes.....	80



Statement 30. I believe that parents generally become more concerned about their child's education in a school that is part of a new district-wide desegregation plan..... 81

Statement 32. I believe that school boards which have adopted district-wide school desegregation plans generally spend too much money on their implementation..... 82

Area Three - Thematic Activities ..... 83

Statement 3. I believe that the use of magnet school thematic activities to voluntarily attract students of different races to schools is a good way to desegregate a school district..... 84

Statement 7. I believe that my school board could find additional funds in the district's local budget if I wanted to start new magnet school thematic activities in my school..... 85

Statement 9. I believe that magnet school thematic activities increase educational opportunities for students..... 85

Statement 15. I believe that magnet school thematic activities help children learn better..... 86

Statement 18. I believe that magnet school thematic activities should be part of all district-wide school desegregation plans..... 87

Statement 21. I believe that most magnet school thematic activities are more desirable than most regular school instructional activities..... 88

Statement 24. I believe that most regular school instructional activities are as good as most magnet school thematic activities..... 89

Statement 27.	I believe that my school district should include magnet school thematic activities in every school.....	90
Statement 35.	Most school principals would prefer a magnet school program to a regular school program.....	91
Area Four - Educational Opportunities .....		92
Statement 12.	I believe that school boards are more responsive to schools where the majority of the students' parents have had better educational opportunities.....	93
Statement 14.	I believe that there is more community support for any school that can show that it provides students better educational opportunities.....	93
Statement 17.	I believe most children are provided the skills to increase their educational opportunities in most public schools regardless of the type of instructional program offered.....	94
Statement 20.	I believe that educational opportunities for students increase in a school that offers magnet school thematic activities.....	95
Statement 26.	I believe that students have better educational opportunities in a school that is part of a district-wide school desegregation plan.....	96
Statement 29.	I believe that teachers should be specifically trained by curriculum experts to learn how to provide children with better educational opportunities.....	97

Statement 31.	I believe that improving classroom instruction generally results in increased educational opportunities for students.....	98
Statement 34.	I believe that extra funds should be specifically provided to schools to increase educational opportunities for students.....	99
Statement 36.	I believe that most regular schools already have instructional programs that are specifically designed to increase educational opportunities for students.....	100
V.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....	102
	Summary .....	102
	Findings .....	103
	Discussion of Findings and Conclusions .....	106
	Recommendations for Further Research .....	107
	Reference List .....	108
	Appendices .....	115
A	Magnet Schools Assistance Program Grants (1985-1994) Each Year For Two Year Cycle .....	115
B	Survey of Principals' Attitudes Regarding Education (SPARE) .....	119
C	Letter Requesting Principal Participation in Survey .....	129
D	Letter of Thanks to Survey Participants .....	131
E	Grouped Survey Questions by Category .....	133
F.	Grouped Survey Responses .....	138
Vita	.....	145

LIST OF TABLES

Table

1.	Magnet School Awards Made Under Education Amendments of 1978.....	37
2.	Total Awards Under the Magnet Schools Assistance Program.....	39
3.	Data Related to the Quality of a School.....	53
4.	Multivariate Analysis of Variance (MANOVA).....	57
5.	Principals' Perceptions Related to Statement 2.....	66
6.	Principals' Perceptions Related to Statement 5.....	67
7.	Principals' Perceptions Related to Statement 8.....	68
8.	Principals' Perceptions Related to Statement 10.....	69
9.	Principals' Perceptions Related to Statement 13.....	70
10.	Principals' Perceptions Related to Statement 16.....	71
11.	Principals' Perceptions Related to Statement 23.....	72
12.	Principals' Perceptions Related to Statement 25.....	73
13.	Principals' Perceptions Related to Statement 33.....	74
14.	Principals' Perceptions Related to Statement 1.....	75
15.	Principals' Perceptions Related to Statement 4.....	76
16.	Principals' Perceptions Related to Statement 6.....	77
17.	Principals' Perceptions Related to Statement 11.....	78
18.	Principals' Perceptions Related to Statement 19.....	79
19.	Principals' Perceptions Related to Statement 22.....	80
20.	Principals' Perceptions Related to Statement 28.....	81
21.	Principals' Perceptions Related to Statement 30.....	82

22.	Principals' Perceptions Related to Statement 32.....	83
23.	Principals' Perceptions Related to Statement 3.....	84
24.	Principals' Perceptions Related to Statement 7.....	85
25.	Principals' Perceptions Related to Statement 9.....	86
26.	Principals' Perceptions Related to Statement 15.....	87
27.	Principals' Perceptions Related to Statement 18.....	88
28.	Principals' Perceptions Related to Statement 21.....	89
29.	Principals' Perceptions Related to Statement 24.....	90
30.	Principals' Perceptions Related to Statement 27.....	91
31.	Principals' Perceptions Related to Statement 35.....	92
32.	Principals' Perceptions Related to Statement 12.....	93
33.	Principals' Perceptions Related to Statement 14.....	94
34.	Principals' Perceptions Related to Statement 17.....	95
35.	Principals' Perceptions Related to Statement 20.....	96
36.	Principals' Perceptions Related to Statement 26.....	97
37.	Principals' Perceptions Related to Statement 29.....	98
38.	Principals' Perceptions Related to Statement 31.....	99
39.	Principals' Perceptions Related to Statement 34.....	100
40.	Principals' Perceptions Related to Statement 36.....	101
41.	Totals for the Four Categories of Independent Variables.....	103

LIST OF FIGURES

Figure

1. A Schematic Representation of the Research Design .... 44
2. Influence of Factors on Principals Perceptions ..... 104
3. Quality of Schools Based on Factors ..... 104

## Chapter I

### Background of the Problem

#### Introduction

Most magnet schools in the United States were started with federal grants that required a funded magnet school to include evidence of racial desegregation, theme-related activities, and services designed to increase educational opportunities in magnet programs receiving federal financial assistance. (CFR 34 Part 280, 1992) Because of these requirements, principals could be influenced by the factors while developing a philosophical and programmatic direction of a school. An understanding of this influence could be very important for public school officials to understand while faced with daily problems associated with educating children from different economic, social, racial, and ethnic backgrounds who attend the same school.

Over the past 30 years, many educators experienced the evolution of public school desegregation and the nation's struggle to cope with the changes caused by desegregation. According to Hughes, Gordon, and Hillman (1980), school officials believed the quality of education in public schools would decline when students from diverse backgrounds were brought together through some form of a desegregation process. Many received administrative training which included an emphasis on the knowledge and understanding of desegregation and a need for the social integration of a variety of people from different racial, economic, and ethnic backgrounds. As a result, many educators in public education came to the realization that school desegregation was an important factor for providing students with valuable educational experiences regardless of the types and severity

of problems associated with the mixture of the different groups.

Over the past three decades, many public school systems (e.g., Boston, MA; Chicago, IL; Los Angeles, CA; and Miami, FL) have had to provide more educational services with less local and state financial resources. In some instances (e.g., Buffalo, NY; and Savannah, GA), the reduction of local school budgets came at a time when problems associated with racial, cultural, and social integration were beginning; but many schools needed more services and materials for students and teachers to cope with the new urban related problems. Sometimes, state governments (New York and California) provided funds for remedial and counseling activities, and these extra services became an important part of school programs.

During this era of declining local budgets, Congress passed six major laws for public school systems involved in the desegregation process. They are:

- 1) United States Office of Education Appropriations Act of 1971 (Pub Law 91-380), Title I, Emergency School Assistance Program (ESAP);
- 2) Education Amendments of 1972 (Pub Law 92-318), Title VII, Emergency School Aid Act (ESAA);
- 3) Education Amendments of 1976 (Pub Law 94-482), Section 707(a)(13), planning and design of, and conduct of programs in magnet schools, Emergency School Aid Act (ESAA);
- 4) Education Amendments of 1978 (Pub Law 95-561), Title VI, Emergency School Aid Act (ESAA);



- 5) Education for Economic Security Act (1984) (Pub Law 98-377), Title VII, Magnet Schools Assistance Program (MSAP); and
- 6) August F Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (Pub Law 100-297) Title III, Magnet Schools Assistance Program (MSAP).

These six pieces of legislation provided a larger part of the federal financial resources for discretionary categorical grant programs designed to improve the quality of instruction in elementary and secondary schools. However, the laws specified educational improvement had to take place in desegregating schools. To qualify for the special funds offered under these programs, many educators in desegregating school districts substantially changed a school's organizational structure by creating narrowly focused thematic magnet school programs. These changes were often made because of the belief more funds would help solve mounting school problems associated with racial, social, and economic integration.

Federal financial assistance awarded under the special projects category of ESAA and MSAP were used to create most of the magnet schools developed during the last 18 years. Both the ESAA and MSAP laws allowed school districts to receive supplemental federal financial assistance for special thematic activities in schools only if the application provided evidence that participating schools could offer more and better educational opportunities for students by combining three factors as part of the educational offerings: (1) racial integration, (2) special theme-related activities, and (3) additional instructional funds [Emergency School Aid (Subpart K, §85.102-85.103) p. 36231]. To be competitive for

grants under these programs, many school districts addressed these three factors and provided additional assurances that services and materials bought with the extra funds would: (a) substantially increase the academic performance of all students in the magnet programs; (b) insure that the thematic activities were capable of attracting students from all areas of the school district; and (c) provide for the educational needs of students from a variety of racial, social, economic, and ethnic backgrounds (p. 36231)

Between 1976 and 1994, the amount available for magnet schools grew from \$3,500,000 (U.S. Office of Management and Budget, 1976, p. I-I4) to the highest level of \$113,620,000 in 1993. (p. A-637) Many of the school principals in districts receiving MSAP and ESAA grants started their magnet schools without knowing how the funded magnet school activities could improve educational quality. Most carried out grant requirements so that the federal funds would continue and the popularity of the program grew substantially. As a result, most public school educators learned about the magnet school concept and gradually came to believe that it provided better schools for participating students.

The factors associated with the magnet school concept, through legislative design, have been an important influence on the philosophical and organizational thinking of many educators. As a result, the factors associated with the magnet school concept could be important in developing better quality instructional programs for public schools.

### Background Information

Most court-ordered public school desegregation plans provided that students from different races be taught together in the same school. By 1981, over 1,000 school districts were under court-ordered or federal government

school desegregation mandates. (Office for Civil Rights, 1981, p. 121) Since 1970, school districts had to address the historical practice of providing non-minority students a better education than minority students. (Perrone, 1985) With racial desegregation, minority children and their non-minority counterparts were educated together by school personnel who had previously considered Caucasian children superior. (Scott, 1985)

Between 1976 and 1991, school districts desegregated under federal and state court-orders (e.g. Dayton and Cincinnati, OH; Buffalo and Yonkers, NY), or federal Office for Civil Rights mandated plans (e.g. Victoria, TX; Monroe, LA; and Vicksburg, MS) experienced two significant problems: population shifts resulting in resegregated schools and a major decline in financial resources for public education. As the minority and non-minority populations shifted within these communities, school officials had to reorganize school attendance zones to maintain required racial balances. McCune (1984) indicated that school officials in desegregating school districts believed these changes were preventing school districts from providing adequate educational programs thus diminishing educational opportunities for students.

Over the years, the negative impact of desegregation has contributed to a public rebellion against tax increases in many city school districts. (Cambron-McCabe, 1984) According to the National Association of Secondary School Principals (1980), communities believed urban schools were failing because not enough money was available for needed services, equipment, materials, and facilities for the racially and culturally diverse population of students.

Federal funding for magnet schools, as programmatic alternatives, began with the enactment of the Magnet Schools section of the Emergency School Aid Act in 1976. (Education

Amendments of 1976) Since then, magnet schools have been a growing phenomenon in public education. Currently, the U.S. Department of Education provides up to \$107,985,000 [U.S. Office of Management and Budget (1995), p. A-533] annually to public school districts to support special theme schools designed to assist with the desegregation of public school systems. The large amount of financial support has meant the federal government has awarded more than one billion dollars specifically for magnet programs. Some states including New York, Massachusetts, and Connecticut have provided supplementary state grants for thematic activities included as part of a school district's desegregation plan. According to the American Institutes for Research (1994, p. 74) most school officials believed the funds available for thematic activities were very important for students to have the increased educational opportunities.

During the years school districts received grants for magnet programs, funds were usually used for special equipment (100 percent), materials (97 percent), and staff development (95 percent) to support unique thematic school activities. (American Institutes for Research, p. 71) Magnet activities most often proposed and approved included: classroom teaching with technological support; special science and mathematics instruction; classes in dance, music, theater, and art; supplemental foreign language instruction; special professional studies that emphasize law and medical sciences; and Montessori education. Grant funds generally were used to provide extra professional teachers for special instruction, guidance, and enrichment services as well as a variety of equipment and supplies. (American Institutes for Research, p. 35) As a result of the availability of large sums of funds for magnet programs, thematic activities associated with magnet schools have been identified by many

as an important factor associated with the improvement of educational quality. (MAGI, 1991)

However, magnet school grants made to school districts under federal programs have been very restrictive. In order for public school districts to apply for financial assistance under the federal programs for magnet schools, they had to establish eligibility in one of two ways. The district was eligible if it:

(1) is implementing a plan undertaken pursuant to a final order issued by a court of the United States, or a court of any State, or any other State agency or official of competent jurisdiction, and which requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of such agency; or

(2) has, without having been required to do so, adopted and is implementing, or will, if assistance is made available to it under this title, adopts and implements a plan which has been approved by the Secretary as adequate under Title VI of the Civil Rights Act of 1964 for the desegregation of minority group segregated children or faculty in such schools. (Pub Law 91-380, p. 803) (Pub Law No. 92-318, p. 354) (Pub Law No. 94-482, p. 2217) (Pub Law No. 95-561, p. 2252) (Pub Law No. 98-377, p. 1299) (Pub Law No. 100-297, p. 231)

Because of the association magnet schools had with desegregation, many educators came to believe that desegregation was important for students to have more educational opportunities. Musumici and Szcaypkowski (1991) found that "teachers, parents, and principals alike felt that magnets provided appropriate learning opportunities for all students, regardless of racial/ethnic background" (p. 39).

#### Statement of the Problem

As a means to end mandated desegregation assignment plans school boards which was commonly referred to as magnet

schools. More than 125 school districts have implemented special thematic activities as part of magnet programs so additional federal financial resources would become available to a school or group of schools. Originally, the majority of magnet schools were started as part of desegregation plans. After the federal government began funding magnet schools, the number increased significantly. After magnet programs were in operation for a short period of time, citizens often perceived magnet schools superior to regular schools. The citizenry believed magnet schools provided students with educational experiences and opportunities necessary for their children's education. The citizenry also believed that the schools had the best teachers, the best students, and the most advanced educational technology available.

Principals operating magnet schools often did not understand what made the programs so successful. Although they often considered magnet programs better than those in regular schools, the instructional services were often very similar. Principals often started magnet schools using the same teachers and the same teaching approaches used before the magnet themes were added. The only difference was that special supplemental activities were added to the school program consistent with a specific theme. For example, a block of time for theater, dance, music, and art would be set aside in a performing arts magnet school. A computer laboratory where students would participate in daily computer instruction would be part of a computer technology magnet. But, instruction in the basic courses of mathematics, English, social studies, and science would often be the same as was offered in most other regular schools. Thus, only a small portion of a school day was actually related to magnet activities; and instruction in the basic courses was shortened to accommodate the time needed for magnet activities.

Although communities, school officials, teachers, students, and the school principal often believed the magnet school offered more and better educational opportunities, few understood why they were considered so successful. More educational materials were available to students but national achievement scores for the participating students often did not increase measurably.

Funds were available for teaching new technology and for the retraining of teachers, but magnet students were taught using teaching approaches and textbooks that were the same as in regular schools. The difference between the two programs generally was that magnet schools were identified by a theme, extra funds were provided for special activities, school services were designed specifically to provide equal educational opportunities for children, and the student population was racially mixed for desegregation purposes. The positive effects created by the combination of these four perception factors helped school officials address the negative impact caused by racial desegregation.

Some believed that understanding the principal's belief about the success of these four perception factors offered the greatest possibility to: generate additional resources for the instructional program, influence the quality of instruction through the use of a variety of activities, provide supplementary student services more suitable for the diverse student population in the desegregated school, and address many of the concerns associated with the administration of a school desegregation plan. Therefore, the problem is that these factors have an influence the perceptions of school principals about quality in education but they do not feel that school provide the needed resources to deal with them effectively.

### The Purpose

The purpose of this study was to analyze the influence desegregation, supplemental financial assistance, magnet thematic activities and increased educational opportunities for students had on the perceptions of public school principals from schools of different levels of educational quality. This study was designed to determine whether a principal's perceptions were based on all of the factors, a combination of the factors, or none of the factors. Additionally, principals were selected from different types of organizational structures to determine if their perceptions were influenced by the type of school they managed.

### Need for the Study

An excellent company acts and then learns from what it has done; it learns from its mistakes. It experiments, makes mistakes, finds unanticipated success, and permits new strategic direction to emerge. The adaptive corporation learns how to kill off dumb mutations and invest heavily in ones that work. Management's most significant output is getting others to shift attention to desirable directions.

Peters and Waterman (1982)

Over three decades, many of the nation's school officials have experienced a major and dramatic change in public education when federal courts entered the public school arena requiring school systems to alter traditional neighborhood student assignment procedures and establish new ones whereby children of different races attended school together (Huges, Gordon, Hillman, 1980). As a result, significant numbers of students of different races and from different economic and social backgrounds were assigned to attend schools outside their neighborhoods. Additionally,



for the first time, educators had to deal with their own prejudices and work with children from different backgrounds and with economic and social traditions they did not understand. With these changes, problems and new situations arose in classrooms and schools which altered the traditional teaching and learning patterns. Many children adjusted; others did not. Consequently, testing results (the standard used for measuring student educational performance) indicated a significant number of children were not learning adequately. When these results became known, parents, community leaders, and politicians reacted negatively, blaming and condemning public education. Many educators agreed with these critics, and the general belief of the quality of American elementary and secondary education began to erode.

Because of desegregation, educators sought to give a new meaning to the term "quality education." Many looked to the process of education but could not decide which approaches provided the best education for the extremely diverse racial, social, economic, and ethnic groups that were in public schools. In July 1994, Congress passed new legislation designed to set standards for all states to follow so that American education could be reformed. (Pub Law No. 103-227) State governors, many of whom participated in national discussions designed to set goals for public education, established a political process within their states to pass laws designed to reform schools. Each included provisions for setting new standards for education that required more appropriate educational services, new financing, and instruction within racially integrated school settings. Most legislative reform actions include the term "quality education programs" and "equal educational opportunities," but none of the laws provides definitions for the terms. Thus, there is a need to determine if there is a significant

relation between educational services, racial integration, finance, better educational opportunities, and quality in education.

#### Limitations of the Study

This study was limited because:

1. One group of 71 principals from magnet schools randomly selected for this study was limited to those schools that were part of a district-wide desegregation plan with magnet programs funded through the Magnet Schools Assistance Program and/or the Magnet School Category of the Emergency School Aid Act.
2. One group of 64 principals from magnet schools randomly selected for this study was limited to those schools that were part of a district-wide desegregation plan but did not received any supplementary federal financial assistance for magnet activities conducted in their schools.
3. One group of principals from 63 schools randomly selected for this study consisted of non-magnet schools that had a student population less than 50% minority.
4. One group of principals from 57 schools randomly selected for this study consisted of non-magnet schools that had a student population more than 50% minority.
5. The school districts selected for this study were limited to those located in ten states receiving the largest proportions of magnet school funds under the Magnet Schools Assistance Program during the 1993-94 funding cycle. The ten states included: Arkansas, California,

Florida, Georgia, New York, North Carolina, Ohio, Pennsylvania, Texas, and Virginia.

6. The school districts selected for this study were limited to those with student populations between 3,000 and 135,000.

#### Definition of Terms

For the purposes of this study, the following definitions were applied:

Desegregated School one in which the student population is within a range of plus or minus 15% of the district-wide percentage of the total minority and non-minority students attending the public schools within the district.

Desegregating Schools public elementary and secondary schools included in a plan, ordered or approved by the board of education, state or federal court, an agency of the state, or a federal agency, to desegregate the student population of the district.

Desegregation the assignment of students to a school or classroom using a racial ratio.

Educational Opportunity providing a student with the ability to participate in any educational activity or course of study that is offered to students at a particular age or grade level in a school.

Magnet Program a unique program of studies offered for a portion of the instructional time designed to attract minority and non-minority students of the same age or grade level from throughout the school district.

Magnet School a unique school-wide curriculum or program of studies designed to attract minority and non-minority students of like age or grade level from throughout the school district.

Magnet School Thematic Activities activities necessary to make a curriculum or course of study special or unique in a facility identified as a magnet school.

Magnet Theme the name given to a special curriculum or course of study that contains subject matter or a teaching methodology not generally offered to students of the same age or grade level in the same school district as the students to whom the special curriculum is offered in a school identified as a magnet school.

Minority Student any student attending a public school not identified as Caucasian.

Office for Civil Rights the Division of the U.S. Department of Education (originally of the U.S. Department of Health, Education, and Welfare) legally responsible for reviewing and approving the racial composition of schools.

Quality in Education combination of three elements including: (a) high achievement (the comparative average of test scores of students taking standardized tests in a school or school district combined with the overall cumulative grade point average of the same group of students); (b) a low dropout rate (the number of students who enrolled in a school during a school year and then were dropped from the school role because of poor attendance); and (c) low incidence of violence (personal actions regarded as criminal mischief).

Segregated School one in which the minority student population varies by more than plus or minus 15% from the district-wide percentage of minority students attending all public schools within the district.

Supplementary Federal Financial Assistance funds provided to a school in addition to those allocated annually from local and state sources for special instructional programs.

### Hypothesis

School principals from schools of different levels of quality perceive that a combination of desegregation, supplemental financial assistance, thematic activities, and increased educational opportunities improve the quality of education for students.

### Research Questions

Principals from public schools with differing levels of educational quality believe all or a combination of factors related specifically to federally funded magnet school programs are necessary for any school program to improve the quality of education for students. The research questions related to the perceptions by principals of factors identified for this hypothesis included:

1. Was there a significant difference in the perceptions among principals in higher quality schools than those in average and lower quality schools about the effects that desegregation, thematic activities, financial assistance, and increased educational opportunities had on quality of education for students?

2. Would the perceptions of principals in schools of different levels of quality be the same about the quality of education for students if none, one, two, three, or all four of the factors of desegregation, thematic activities, financial assistance, and increased educational opportunities were not included?

#### Null Hypothesis

The influence that finance, desegregation, thematic activities, and increased educational opportunities have on the quality of the school program is perceived differently among principals from schools of different quality.

#### Organization of the Study

This study is organized into five chapters. Chapter I includes the introduction, background statement, statement of the problem, purposes, needs, limitations, definitions, general hypothesis, research hypothesis, null hypothesis, and research design. Chapter II contains a review of the federal grant programs supporting public school desegregation and magnet schools and research literature related to public school desegregation and magnet schools. Chapter III describes the research methodology, population and sample, instrumentation, and research and statistical procedures used. Chapter IV presents the findings and an analysis of the data. Chapter V interprets the findings, provides conclusions and implications, and makes recommendations.

## Chapter II

### Review of Related Literature

#### Background

Contributing factors to educational quality are not revolutionary. Historically, educators have been debating different education terms since children were grouped together for learning purposes. As the society became larger and more complex, the debate over what, how, and when something should be taught and to whom education should be provided became a critical issue for the survival of a civilization.

In the United States the "educational debate" intensified significantly when the *Brown vs. the Board of Education in Topeka* decision was announced by the Supreme Court in 1954. Soon after that decision, American educators entered a national discussion and several educational terms including desegregation, educational opportunities, finance, and thematic activities assumed new meanings and connotations. The terms were consistently intertwined in discussions about the general decline of public education and the wide disparity in achievement among different segments of the population.

During this period, two researchers completed major studies focused on the inherent problems in the American educational system. Between 1964 and 1966, James Coleman conducted an extensive survey under a grant from the U.S. Office of Education that was authorized under Section 402 of the Civil Rights Act of 1964. (p. 247) As part of the study, Coleman (1990) set out to define "educational opportunities." His definition included the following elements:

1. Providing a free education up to a given level which constituted the principal entry point to the labor force.
2. Providing a common curriculum for all children, regardless of background.
3. Partly by design and partly because of low population density, providing children from diverse backgrounds attend the same school.
4. Providing equality within a given locality, since local taxes provided the source of support for schools. (p. 20)

Coleman pointed out that, "until then, educational researchers were unprepared to demonstrate what elements are effective" (p. 27). He concluded that "disadvantaged children performed better on standardized tests in schools that were predominately middle class, and that middle class children do not perform worse in schools with substantial proportions of disadvantaged children" (p. 200). However, Hodgson (1975) said Coleman's study showed that schools "make no difference; families make the difference" (p. 22).

In 1968, Jencks and Riesman completed a major study which concluded, among other things, the disparities in adult "occupational status and earning were not attributable to the fact that workers came from different backgrounds" (p. xi). In 1977, Jencks' research concluded that "demographic background affects cognitive skills and educational attainment" (p. 82).

In a major survey, The Reading Report Card, 1971 to 1984 (pp. 31-34), there was documentation of a growing disparity in achievement among different racial and ethnic groups. In all cases, the disparity in reading and mathematics between White and Black widened during a 13 year period. According to Young Adult Literacy and Schooling (p.24), "The limited literacy skills of many young adults who have at least a high



school education raises the question of the success of schools in preparing young adults to function in the current economic, political, and social environment."

The Business Week Special Report (1988) concluded that "more than three-quarters of the nations new workers have limited verbal and writing skills" (p. 104). According to the report, over 1,000,000 students dropped out of school each year with up to 50% of those leaving schools found in the inner cities. Morrison (1990) stated the Children's Defense Fund reported that students throughout the United States were dropping out of schools at a rate of one every eight seconds, having babies every 67 seconds, and being arrested for drugs every seven minutes. Every year, the United States school systems are graduating 700,000 young people who cannot read their diplomas. (p. 54)

Lee (1986, p. 71) reported on the problem of adult functional literacy in the work place, and Gorman (1988) noted that "as much as 25% of the work force (20-27 million people) lacked basic reading, writing, and mathematical skill necessary for a job" (p. 56). Many employed adults were unable to effectively perform their jobs or are ineligible for career advancements. Tsurumi (1984) pointed out that "even managers and executives were technically illiterate and this was one of the most serious problems facing American business" (p. 14). Griffin (1989) indicated that "educational institutions had to carve out a new role for themselves and an agenda might include understanding the need for partnerships between business and schools with a vision of shared responsibility, financial investment, and job retention/job placement for successful graduates" (p. 24).

United States Labor Secretary William Brock believed that if public schools did a better job, business might not have to pick up the slack regarding work place literacy. (Copeland, 1987, p. 54) Industry and schools were moving to

close the gap, but the nation is facing a monumental discrepancy between jobs and the ability of Americans to do them. Bernstein (1988) discussed three forces responsible for this mismatch: (a) technology was upgrading work duties; (b) job growth occurred in high-skill occupations; and (c) work was being organized to a new set of skills (e.g., team decision-making requiring precise communication abilities, p. 104).

The inadequate abilities of the work force were easy to document. According to Gorman (1988), "One out of every four teenagers drops out of high school, and more than 50% of Fortune 500 firms spent a combined 300 million dollars per year on remedial training for existing employees. This was not sophisticated training for advanced high-tech occupations but is elementary reading, writing, and mathematics" (p. 56). Copeland stated that a study of 3600 young adults found 20% reading below the 8th grade, while New York Telephone customarily disqualified 84% of its applicants due to failure on an exam measuring basic reading and counting skills. Instructional materials in the work place used 9th to 12th grade reading levels. (p. 56)

Goodlad (1984), after several years of review of public education, concluded that "American schools were in trouble" (p. 100). He said that "the most significant problems in society, some of which were deeply entrenched and virtually chronic, were only beginning to be identified and that groups and individuals that should know better had only quick fixes or simple solutions" (p. 109). Madaus (1980) stated:

Findings reported in "Equality of Educational Opportunity," the one which most surprised the authors, educators, and the American public had to do with the relation between the resources present in a school and pupil achievement as measured by standardized tests. When home background variables were controlled, school characteristics and resources such as per-pupil expenditure, teacher experience, number of books in the

school library, presence of science laboratories, curricular differences, and a host of similar variables appeared to make little difference in students' measured levels of achievement (p. 29).

Lasch (1975) said that "equalizing opportunity would not guarantee equal results. If we wished to reduce inequality, we should adopt policies designed to equalize income instead of attempting to equalize opportunity in education" (p. 45).

Avererch (1975) concluded research found "nothing that consistently and unambiguously made a difference in student's outcomes." He also concluded, "Within the concept of equality of opportunity, that opportunity lies in exposure to a given curriculum" (p. 77). Coleman (1990) concluded that "The schools' obligation was to 'provide an opportunity' by being available, within easy geographic access of the child, free of cost (beyond the value of the child's time), and with a curriculum that would not exclude him [her] from higher education" (p. 201).

By 1993, according to the National Center for Educational Statistics Report (1993), the United States was spending \$279,400,000,000 or 4.7% of the gross domestic product on public elementary and secondary schools. (p. 36) For this amount of money, the overall average reading proficiency for 9-and 13-year-olds was the same as in 1971. However, between 1971 and 1988, 13-and 17-year old blacks narrowed gaps between reading proficiency scores and their white counterparts. (p. 40) Since 1973, White, Black, and Hispanic 9-year-olds had shown improvement in average mathematics proficiency (10, 18, and 12 scale points, respectively). Most of the improvement occurred between 1982 and 1990. (p. 44) According to research conducted by Avererch and others (1990), increasing expenditures on traditional educational practices was not likely to improve educational outcomes substantially. (p. 77)

In the years since the Coleman report highlighted the disparities in education, there was an unprecedented move by federal, state, and local governments to restructure public education and reestablish the country's once unchallenged preeminence in commerce, industry, science, and technical innovation. According to the U.S. Department of Education (1987), the Carnegie Forum on Education and the Economy summarized the nation's concern when it warned:

If our standard of living is to be maintained, if the growth of a permanent underclass is to be averted, if democracy is to function effectively into the next century, our schools must graduate the vast majority of their students with achievement levels long thought possible for only the privileged few. The American mass education system ...will not succeed unless it...strives to make quality and equality of opportunity compatible with each other (p. 37).

In 1986, the National Governor's Association (NGA) indicated that governor's would play a direct role in educational reform. The group stated that "There was an educational crisis affecting most states and that political involvement in educational reform was necessary" (White House, 1989, p. 1). In 1989, President Bush and the state governors declared "that the time has come, for the first time in U.S. history, to establish clear national performance goals designed to make the nation internationally competitive" (p. 2). The six goals included: 1) preparing all children to begin school by committing more federal dollars to preschool programs for disadvantaged children; 2) reducing the percentage of students who drop out of school before graduation; 3) improving the academic performance of all students, especially adults; 4) increasing the number of qualified teachers; 5) providing students with safe, disciplined, and drug-free schools; 6) requiring schools to set goals and objectively measure their progress toward them;

7) promoting parental choice of schools; and 8) fostering major structural and governance changes in individual schools. (p. 12)

At the 1989 conference, the governors committed to sustained interest and established a mechanism to achieve it, viz., annual reports to report state-by-state progress on the seven critical issues identified including: teacher training and qualifications, school leadership and management, parent involvement and choice, school readiness for at-risk children, technology, school facilities, and college quality. (p. 2) The group had committed to the idea that:

America's educational performance would be second to none in the 21st century. Education was central to the quality of life. It was at the heart of our economic strength and security, the nation's creativity in the arts and letters, its invention in the sciences, and the perpetuation of American cultural values. Education was the key to America's international competitiveness (p. 2).

In 1991, Congress created the National Council on Education Standards and Testing to considering establishing "world-class" academic standards in the United States. In July 1993, Congress approved new legislation, "Goals 2000" (Pub Law 103-227) that provided for such a body, the National Education Standards and Improvement Council (NESIC). The new law outlined a new, national commitment to excellence in American education based upon standards established by NESIC. The Council, in anticipation of the new legislation, developed a report to the national educational Goals Panel in Promises to Keep: Creating High Standards for American Students (1993) which outlined the "world-class" standards that would become the federal mandate for state and local educational performance requirements.

"Content" and "performance" standards were integral parts of standards-based reform. Content standards specified

what students should know and be able to do. They involved the knowledge and skills essential to a discipline that students were expected to learn. They included the ways of thinking, working, communication, reasoning, and investigating within each discipline. Knowledge included the most important and enduring ideas, concepts, issues, dilemmas, and information of the discipline. Content standards should set forth the knowledge, skills, and other understandings that schools must teach in order for American students to attain high levels of competency in the subject matter.

Within the setting of federally established "world-class" content standards, two sub-groups were identified including:

*Subject-specific content standards* were those developed by national professional organizations such as the National Council of Teachers of Mathematics (NCTM) that become the reviewer and certifier of a specific subject area, such as mathematics, science, or history, and used as models or guides to states developing their content standards.

*State content standards*, like those that currently exist in several states, set as content standards for each specific subject area (p. 9).

Central to the problem of school reform was the reality that schools were very complex organizations and educators should have treated them as such. According to Decker and Decker (1988), thoughtful planning and administration are two essential ingredients to the development of any educational organization. (p. 98) Goodlad (1983), in the research which resulted in A Study of Schooling, found the following which relates directly to education:

What the schools in our sample did not appear to be doing was developing all those abilities commonly listed under "intellectual development"...the

ability to think rationally, to use and evaluate knowledge, intellectual curiosity, and a desire for further learning. Only rarely did we find evidence to suggest instruction likely to go much beyond mere possession of information to a level of understanding the implications of that information and either applying it or exploring its possible application. Nor did we see in subjects generally taken by most students activities likely to arouse students' curiosity or to involve them in seeking solutions to some problem not already laid bare by teacher or textbook (p. 468).

In the U.S. Department of Education 1987 publication, Schools that Work: Educating Disadvantaged Children and the 1988 publication, Effective Programs for Students at Risk, successful educational programs throughout the nation were reviewed to identify those few effective activities designed to reduce the disparity between races. The most successful programs included those that offered clear-cut instruction and constant monitoring of student progress. Additionally, those programs that provide enhanced content rather than remediation had a better chance for success. The successful approaches were also documented in programs identified in Education That Works: An Action Plan for the Education of Minorities. (1990)

In Access to Knowledge (1990), John Goodlad identified the areas of change where there was such a large disparity in student ability and performance. Goodlad looked to outside agencies to provide leadership for strengthening the individual school. He suggested organizational rearrangement including special programs requiring additional resources. These were key components to his suggestions for education reform designed to deal with the wide disparity among students in school. (p. 15) In a 1987 study, 44 different studies of core subject curricula were compared for their effect on pupil performance. It was demonstrated that students did best when conventional methods were supplemented

with experiential components. (Cotton, & Savard, 1982) Kyle, Bonnsetter, and Gadsden (1988) studied attitudes of students toward learning using a different instructional approach. They found that the students' interest in and attitude toward learning had significantly improved. Moreover, the benefits of such a curriculum carried over to all areas of study. (p. 105) Bredderman (1983) found that disadvantaged students benefited more significantly than their more advantaged counterparts, while both groups showed an improvement. (p. 508)

Goodlad in his recent book Teachers For Our Nation's Schools (1990), concentrated his research in the areas of: institutional commitment, responsible party, students, curriculum, and clinical schools. Based on his recommendations, a plan of action should be developed utilizing systematic and simultaneous changes to the school organization, structure, and teacher preparation to produce better and more effective schools and better prepared teachers throughout the state and nation.

Gaul (1993) completed a survey of members of various boards of education and concluded most believe that "the restructuring of curriculum and instruction are the chief components of education reform" (p. 36). Although most boards of education viewed school choice and its mutation, charter schools, magnet schools, and voucher systems as not very popular, those that were involved in school choice believed some of the programs benefit instruction, such as magnet schools (67%) and choice within regular programs offered by a school district. (63%) Gaul found that:

91 percent of the respondents indicated that their districts had embarked on some sort of curricular or instructional-related reform. Specifically, these reforms most often included computer instruction (91%), foreign language instruction (84%)...and whole-language instruction (73%). Although these programs involved



special instructional activities that comprise the ingredients of "thematic activities," the respondents did not relate them to "magnet schools" because they were not part of a choice program. In the study, almost half said that they did not have the financial flexibility to do what needed to be done for this type of reform (p. 36).

Michener (1993), in a study of school boards, found that "money and the budgetary cuts associated with the decline in local revenues was the primary concern over any other problems facing school boards" (p. 29).

According to Asher (1990), "only three multi-district studies of magnet schools exist, one by Royster et al. (1979 a & b), one by Blank, et al. (1983 a & b) and one by Rossell and Clark (1988)" (p. 4). However, research of individual magnet programs provided an insight to the perceived success of the programs for the education of children. Infusino (1992) identified and analyzed the perceptions of district superintendents toward choice in the public schools. He found, the "superintendents believed that there must be available transportation for all students, controls on ethnic balance and extensive parent information programs." He also said, "superintendents believed that magnet schools were the most prevalent form of choice in urban school districts and owe their existence to school desegregation plans" (p. 129).

Stave (1994) looked at desegregation and quality education in Hartford, Connecticut. She compared the desegregation in the city with four other communities including, Dayton, Ohio; Rochester, New York; Trenton, New Jersey; and Wilmington, Delaware. She found the characteristics that helped make successful desegregation more likely included: 1) a safe environment, 2) committed and charismatic leadership, 3) community participation, and 4) thematic components that guarantee a high quality education. Clark (1988) described the effectiveness of two Joliet,

Illinois magnet schools based on Glasser's (1990) three generalizations about effective magnet schools: administrative flexibility, commitment to theme, and strong leadership from principals. Larson looked at the Montgomery County, Maryland schools and concluded that all 14 elementary magnet schools were successful because they provided both quality education and racial desegregation. Dawson (1987) studied 88 students enrolled in a Montessori program who were tested using Iowa Test of Basic Skills and Metropolitan Achievement Test-6 tests, administered between 1984 and 1988 in Houston, Texas. Score analysis indicated that text performance of minority students in the program was significantly higher than either the test norms or district means. Jackson (1993) looked at 11th grade student achievement in the Phoenix, Arizona school district which was 87% White. The study compared the standardized achievement test scores (Test of Achievement and Proficiency) of magnet and non-magnet students. The magnet group scored slightly higher than their non-magnet counterparts on the TAP. King (1993) studied the implementation of change that takes place in a magnet school program. Although the theme was computer education, the school focused on academic achievement. King found that achievement dominated the school program. In 1984, MAGI Educational Services, Inc. did a research study regarding quality education and desegregation in New York State magnet schools. The study found that magnet schools:

- dramatically reduce racial isolation in schools;
- assist district-wide desegregation efforts;
- provide integrated learning;
- help to improve district-wide achievement;
- help to narrow the achievement gap between high and low minority students;

- help students to regularly attend and remain in school;
- encourage high school seniors to pursue post-secondary education;
- result in improved academic performance of students;
- work equally well for boys and for girls, as well as for students from different racial/ethnic backgrounds; and
- are highly regarded by district constituents (p. 161).

Christner and others (1990) studied the Austin Independent School District after it abolished the district-wide desegregation plan in 1986 and returned to neighborhood schools. A five-year plan for educational excellence was put into effect. Findings indicated that, in order to convince the court that "quality in schools" could be maintained, the district provided extra funds, extra support staff, and lowered pupil/teacher ratios. Test scores showed improvement in minority school students' academic achievement. Other indicators of success included increased teacher attendance, favorable parent and staff attitudes, increased parent and community involvement, and implementation of a multicultural educational program.

#### Desegregation and Financial Assistance

During the period of major public school desegregation litigation (1968-1981), many of the nation's school officials experienced major and dramatic changes that they did not anticipate and were not prepared to handle. For the first time in the history of American education, federal courts entered the public school arena and required school systems to alter the traditional neighborhood student assignment procedures and establish new ones whereby children of different races would attend school together. For the first

time, many students who were from different races and from different economic and social backgrounds were assigned to attend schools outside of their neighborhoods. Many school officials had to deal with their own personal prejudices while working with children who had economic and social traditions that they did not understand. With these changes, new problems and situations arose in classrooms and schools that affected the traditional learning patterns of students. Many students and teachers adjusted; many did not. Consequently, testing results (the standard used for measuring student educational performance) indicated that a growing number of children were not being adequately taught. Parents, community leaders, and politicians often reacted negatively. Many educators agreed and the general belief in the quality of American public education began to deteriorate rapidly.

During the troublesome era of desegregation, many communities began withholding financial support for public education. In states requiring voter approval of annual budgets for public education, communities often voted them down forcing school officials to operate schools with reduced or inadequate resources. In other states, local elected officials were reluctant to support needed budget increases for increased teacher salaries, new construction, and relevant educational equipment and supplies. As public school desegregation was being carried out in hundreds of public school districts, school boards from New York to California complained to their political representatives that the costs associated with the implementation of school desegregation plans were bankrupting their districts.

In response to the generally deleterious public reaction to desegregation and the cries from school boards, Congress passed federal legislation that provided major financial resources to public school districts involved in the

desegregation process. Over a period of 11 years, more than three billion dollars was appropriated for public school use.

Initial legislation authorizing funding for desegregation, for the most part, was restrictive because Congress was not as diligent as federal and state courts in the pursuit of public school desegregation. Under the U.S. Office of Education Appropriations Act of 1971 (Pub Law 91-380), Title I, Emergency School Assistance Program (ESAP), \$75,000,000 (p. 804) was authorized for projects to help desegregating school districts; however, none of the funds could be spent to supplant funding from non-federal resources and to pay for activities designed to segregate students. (p. 804) Most of the ESAP grants were awarded to supplement Elementary and Secondary Education (ESEA) Title I activities (funds for low income students).

Within a year, the federal program became very popular. Superintendents used their political adeptness to persuade Congress that more desegregation funds were needed for a larger variety of educational activities. Congress responded by expanding the program under the Education Amendments of 1972 (Pub Law 92-318), Title VII, Emergency School Aid (ESAA). The new Act authorized an expenditure of up to two billion dollars over a two year period. (p. 355) The Act was reauthorized under the Education Amendments of 1976 (Pub Law 94-482), Title VI, Emergency School Aid Act (ESAA). During the first year, 1973, \$194.5 million was awarded to 909 school districts. The annual amounts awarded varied significantly so that by 1981, the last full year of the program, \$144,259,000 was awarded to 329 public school districts. (U.S. Department of Education, p. 1)

Under ESAA, a much larger variety of educational activities was authorized than under ESAP. Districts that were operating under desegregation plans ordered by a court, a state agency, or the U.S. Office of Education's Office for

Civil Rights (OCR) could apply for funds supporting supplementary educational activities. (p. 356) The money could be used to support projects under any one of five different categories including: Basic Grants (activities designed to help students of different races learn together); Pilot Projects (activities designed to overcome the adverse affects of minority group isolation); Nonprofit Organization Grants (activities to non-school groups to help school district personnel develop and implement a desegregation plan); Bilingual Grants (activities designed to reduce language barriers in newly desegregated classrooms); and Special Projects.

The Special Projects Category included five sub-categories of programs that included:

- Metropolitan Area Projects: Programs designed to attract students into schools from adjacent districts for desegregation purposes;
- Educational Television: Development and production of integrated children's television programs;
- Special Projects: Programs or activities the U.S. Commissioner of Education determined would make a substantial contribution to the achievement of the ESAA Act including:
- Special Arts - activities designed to help students from

Special Projects (cont.)

different races communicate through art;

Special Mathematics -

activities designed to improve student math skills;

Student Concerns - activities

designed to reduce student expulsions, suspensions, and other discipline problems;

Emergency Special Projects -

activities for school districts implementing desegregation plans after the application due date for basic grants; and

U.S. Jurisdictions other than

States - activities for U.S. possessions including the U.S. Virgin Islands, Puerto Rico, Guam, the Marinas, and the Trust Territories;

University Business  
Cooperation:

Programs designed to pair newly desegregated schools with universities and colleges; and

Neutral Site Planning:

Development of school building site plans for schools in areas with substantial numbers

of students from different racial backgrounds (Federal Register, 1972, p. 1423).

In 1976, the Magnet School sub-category was added to the Special Projects Category through an amendment introduced by Senator John Glenn (D-Ohio). The amendment stemmed from federal desegregation litigation in Ohio. Four cities (Cleveland, Columbus, Dayton, and Cincinnati) were under desegregation court-orders, and the superintendents were concerned about the mandated bussing that was part of the desegregation requirements. They felt that mandatory bussing would place an undue burden upon students and sought legislative relief. As a result, the magnet school amendment was added to ESAA [Education Amendments of 1976, (Pub Law 94-482) Section 707(a)(13), planning and design of, and conduct of programs in magnet schools] whereby federal funds could be used to establish special theme schools designed to voluntarily attract substantial numbers of students of different racial backgrounds. (p. 2217) Using this approach, school districts could accomplish student reassignment for purposes of desegregation through voluntary means. Racial balancing could then be accomplished within schools identified for desegregation by courts. Children and their parents could choose to be transported to a special theme school rather than transported to schools outside their residential attendance area for the purpose of racial desegregation.

When the Magnet School Category was added to ESAA, the Metropolitan Area Projects, Educational Television, University Business Cooperation, and Neutral Site Planning categories were removed from the Special Projects Category. The Special Projects Category was then re-configured into new sub-categories:



Special Projects:

Pre-implementation - programs for school districts without eligible desegregation plans that were in the process of developing a plan (special OCR dispensation);

Special Discretionary - programs considered worthy by the Secretary of Education;

Planning - programs for districts that were not in the process of desegregating schools but would plan for desegregation without commitment;

Special Arts - programs designed to help students from different races communicate through art;

State Agency - programs for state departments of education to work with school districts during the desegregation process;

Out-of-Cycle - programs for school districts that received court-orders too late to apply for basic grants.

Magnet Schools:

Special programs offering a special curriculum designed to attract substantial numbers of students from different racial backgrounds (Federal Register, 1976, pp. 14101-14103).

At the height of ESAA in 1977, over \$253,038,195 was awarded to 1,003 public school districts and private non-profit organizations throughout the United States. (U.S. Department of Health, Education, and Welfare, p. 31) Between 1978 and 1980, the number of school districts applying and receiving assistance declined because the amount of the awards for Basic, Pilot, and Non-profit Organization grants was reduced. During this period, funds were reallocated and only two areas expanded Magnet Schools and Special Project grants. Thus, Magnet Schools had grown from \$6,965,631 in 1977, the first year of authorization, to \$30,000,000 in 1981, the last year awards were made under ESAA. During the five-year period of magnet school funding, a total of \$111,215,631 was awarded for magnet programs as shown in Table 1. Funding for the Special Projects Category had grown from \$6,834,184 to \$75,857,683. The total for all other categories had declined from \$221,105,816 to \$38,401,317. (U.S. Department of Education, 1981, p. 1) Over the years, the Secretary of Education had shifted program authority to special projects so funds could be spent as the U.S. Department of Education saw fit. Additionally, magnet schools had become the top priority for federal desegregation funding.

Table 1

Magnet School Awards Made Under Education Amendments of 1978

<i>Fiscal Year</i>	<i>Amount</i>		<i>Reference</i>
1977	\$6,965,631	HEW*	(1980, p. 31)
1978	\$19,250,000	FR**	(February 3, 1978, p. 3539)
1979	\$25,000,000	FR	(August 15, 1978, p. 36230)
1980	\$30,000,000	FR	(October 7, 1980, p. 66577)
1981	\$30,000,000	EEOP***	(1981, p. 10)

Total      \$111,215,631

\* U.S. Department of Health, Education, and Welfare

\*\* Federal Register

\*\*\* Equal Educational Opportunities Programs

ESAA ended with the election of President Reagan and the program consolidation into the Educational Consolidation and Improvement Act of 1982 (ECIA). Program funds could still be used to support desegregation activities under Chapter II of the Act, but most school districts used the funds to supplement regular classroom activities. Some federal and district desegregation cases were implemented, but public school desegregation for all practical purposes left the consciousness of the public.

The new ECIA funds were authorized under two categories, Chapter I and Chapter II. Under Chapter I, funds could be used for the same remedial services that had been authorized

under Title I of the former Elementary and Secondary Education Act. Most districts received a similar level of funds for remedial services. However, under Chapter II, 33 former Department of Education programs, including ESAA, were consolidated into one. (Pub Law 97-35, p. 469)

Most larger urban school districts which had received large discretionary grants under ESAA and the other consolidated Department of Education programs lost substantial amounts of the supplementary funds. One city, Buffalo, New York, not only lost its federal supplementary funds, but also received less local funds for the operation of city schools. During the year prior to ECIA, Buffalo City received more than \$7,000,000 under three categories of ESAA including: Magnet, Basic, and Special Projects. Beginning in 1982, the amount available to the city under Chapter II was less than \$300,000. At the same time, the city government reduced the amount of basic support for educational programs when the mayor chose to reallocate funds that had previously been available for school operations. Thus, the school district lost supplemental desegregation programs and substantial funding from the city.

In an effort to find additional financial resources for education, Buffalo school officials sought political support. In 1983, Senator Moynihan (D-New York) introduced legislation designed to reinstate ESAA. After several months of negotiations, primarily with Senator Hatch (R-Utah), the Magnet Schools Assistance Program (MSAP) was introduced and approved by Congress. Under MSAP, school districts had to have the same eligibility as under ESAA; however, only one category of the program was authorized, Magnet Schools. Initially, \$75,000,000 was appropriated for the program. (Office of Management and Budget, 1987, p. I-I4) Funds were awarded in subsequent years as listed in Table 2.

By 1994, the Department of Education had awarded more than \$956,136,000 under MSAP, making a combined total of \$1,072,351,631 awarded specifically for magnet schools by the U.S. Department of Education since 1976. (Figures 1 and 2) Under the Act, districts with eligible desegregation plans could receive up to \$4,000,000 for a minimum of two years to carry out special magnet school thematic programs that were capable of eliminating, reducing, or preventing racial isolation in schools with a student enrollment that exceeded 50% minority.

Table 2

Total Awards Under the Magnet Schools Assistance Program

<i>Year</i>	<i>Amount</i>	<i>Reference</i>
1985	\$75,000,000	OMB* (1987, p. I-I4)
1986	\$71,760,000	OMB (1988, p. I-I3)
1987	\$75,000,000	OMB (1989, p. A-637)
1988	\$71,805,000	OMB (1990, p. 4-637)
1989	\$113,620,000	OMB (1991, p. A-637)
1990	\$113,005,000	OMB (1992, p. 4-567)
1991	\$109,976,000	OMB (1993, p. I-427)
1992	\$110,000,000	OMB (1994, p. 4-567)
1993	\$107,985,000	OMB (1995, p. I-427)
1994	\$107,985,000**	OMB (1995, p. A-533)
<b>Total</b>	<b>\$956,136,000</b>	

\* Office of Management and Budget

\*\* estimate

ESAA was designed to provide federal assistance to schools undergoing desegregation. ECIA was designed to consolidate several educational funding programs so the overall federal appropriation for education could be reduced. MSAP was originally designed to provide funds to school districts that lost funds due to the end of ESAA.

During all the years that funds were provided for desegregation assistance, Congress made only two efforts to evaluate the effectiveness of the funded school projects to determine if student educational performance improved. (Blank, 1981) (American Institutes for Research, 1994) However, even without specific evidence that magnet school programs help students educationally, magnet school legislation has been renewed annually because of its popularity.

Based on the history of desegregation litigation and magnet school legislation, magnet schools became popular because federal funds were needed to help pay for desegregation. However, there is the possibility that the availability of such large sums for special magnet programs may have accidentally become one of the best resources for improving the quality of American public education while helping children from different backgrounds and traditions learn better together.

## Chapter III

### Methodology

The purpose of this research was to determine if the four factors including: (a) desegregation, (b) financial assistance, (c) thematic activities, and (d) educational opportunities had a significant influence on the perceptions of public school principals from schools with different levels of quality and different organizational structures. To realize the purposes of this study, it was necessary to:

(1) Identify principals selected from throughout the country who are in four different types of organizational school structures including:

(a) at least 60 elementary and secondary public school principals who had received federal grants under the Magnet Schools Assistance Program (nine years), the Magnet School Category within the Emergency School Aid Act (four years), or state or local supplementary financial assistance for magnet schools; (b) at least 60 elementary and secondary public school principals of magnet schools that had not received any supplemental federal, state or local financial assistance for magnet-related activities; (c) at least 60 elementary and secondary public school principals of non-magnet schools with student school populations that exceed 50% minority, and (d) at least 60 principals of non-magnet schools with student populations that are less than 50% minority;

(2) Mail the Survey of Principals' Attitudes Regarding Education (SPARE) to at least 600 principals with the expectation of 240 being returned from the principals of the magnet and non-magnet schools identified in (1);

(3) Analyze the data from the background section of the SPARE questionnaire to determine the quality of the school program based upon information provided by the principal about a) achievement, (b) dropout rates, (c) racial isolation, and (d) violence in the school;

(4) Analyze the data from the SPARE questionnaire to determine what:

(a) the level of achievement, (b) the dropout rate, (c) the level of violence, and (d) the degree of racial isolation of the school had upon the principal's perception of (e) desegregation, (f) thematic activities, (g) supplemental financial assistance, and (h) increased educational opportunities for students;

(5) Analyze the data from the SPARE survey to determine how the combination of the factors were perceived by the principals to be necessary for students to receive a good education.

### Research Design

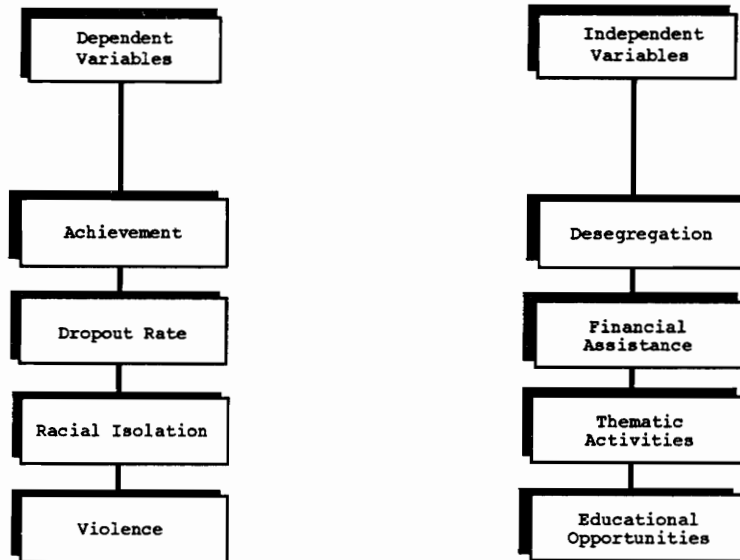
The research design for this study was initiated with the identification of 320 magnet schools and 314 non-magnet schools. The SPARE questionnaire was based on 36 outcomes. The 36 questions provided information about the principals' perceptions related to the effects of desegregation, finance, thematic activities, and educational opportunities for students in schools. From 1,521 elementary and secondary



magnet schools (Magnet Schools of America, 1991), 160 were randomly selected for this study that had never received any supplementary federal assistance to support magnet activities and 160 were randomly selected that have received federal magnet school grants for thematic magnet activities. In addition, from 314 non-magnet elementary and secondary schools, 164 desegregated and 150 segregated, were randomly selected. The four types of organizational structures included: 1) desegregated magnet school that receives supplemental financial assistance, 2) desegregated magnet school without financial assistance, 3) desegregated non-magnet school, and 4) segregated non-magnet school and provided data for comparison of the responses from principals of different organizational structures.

Responses to each question answered by the principals of the responding magnet and non-magnet schools were grouped by each of the four factors of: (1) desegregation, (2) financial assistance, (3) magnet school thematic activities, and (4) increased educational opportunities. The four factors provided nominal data for the independent variables in the investigation. Figure 1 is a schematic representation of the research design.

Responses taken from data provided by the principals about their schools in the background section of the questionnaire provided data about the quality of education in the school based upon: (1) achievement ranking, (2) level of violence, (3) the level of student dropout, and (4) degree of racial balance. The four areas provided ordinal data for the dependent variables in the investigation. Figure 1 is a schematic representation of the research design.



*A SCHEMATIC REPRESENTATION OF THE RESEARCH DESIGN*

Figure 1

Criteria and Techniques for Selecting the Sample of Magnet and Non-Magnet Schools

The procedures initiated to select the sample for this study consisted of seven steps:

1. The U.S. Department of Education provides the preponderance of discretionary grant funds for magnet schools throughout the United States. Grants to school systems averaging \$1,856,009 per district had been awarded annually since 1985. (Appendix A) In addition, grants averaging \$125,000 per school had been awarded to school systems between 1977 and 1981 under the Magnet School Category of the Emergency School Aid Act. (Table 1) This source represented the majority of funds for magnet school programs since the inception of the magnet

school concept. The SURVEY questionnaire was designed to measure perceptions of principals of magnet and non-magnet schools. (Appendix B) The SURVEY was not intended to measure the perceptions of principals in schools made up of a student population of only one race or ethnicity.

2. Consistent with the selection criteria used for this study, the 520 magnet schools and 164 non-magnet schools that were part of a district-wide voluntary desegregation plan or a federal or state court-ordered desegregation plan were identified. Additionally, principals of 150 non-magnet schools determined to be segregated were identified.
3. School districts were selected from ten states that have received the largest amount of magnet school funds under the Magnet Schools Assistance Program during the 1993-94 funding cycle. The ten states included: Arkansas, California, Florida, Georgia, New York, North Carolina, Ohio, Pennsylvania, Texas, and Virginia. (Appendix A)
4. The magnet schools were considered based on the percent of daily instructional time devoted to magnet school thematic activities. The percent of daily time devoted ranged from a high of 100% to a low of 10%. Only those magnet schools where students participated in magnet activities for at least 10% of the school day were used in this study.
5. For magnet schools, only those who had been magnet school principals for one or more years were selected for this study.

6. For non-magnet schools, only those who had been principals for one or more years were included.
7. Only non-magnet schools that had a racial composition of more than 10% minority were included.

### The Instrument

The Survey of Principals' Attitudes Regarding Education (SPARE) was used in this study to determine perceptions about the quality of education in desegregated magnet schools. Validation of the instrument was performed initially by five professors of education who had served as school principals and as dissertation supervisors for doctoral candidates in educational administration. They include: Dr. B. Charles Leonard, Professor of Education and Chair of the Department of Educational Leadership, Wright State University, Dayton Ohio; Dr. William M. Gordon, Professor of Educational Leadership, Wright State University; Dr. Lawrence Tyrone Payne, Professor of Education, Wright State University; Dr. Phillip E. Messner, Professor of Education, Wright State University; and Dr. James W. Raulsten, Assistant Professor of Education, Wright State University.

Additional validation was achieved by providing a copy of the SPARE survey to 18 magnet and non-magnet school principals in July 1994. This sample group was composed of principals from three groups identified for this study (e.g., those that had received supplementary federal financial assistance for magnet programs; those without any supplemental federal or state financial assistance for magnet programs; and non-magnet school principals). Twelve of those in the sample group completed the questionnaire as well as provided commentary on the questions. Eight of the 12 responding principals included in the verification were: Ms. Muriel Perkins, Crestwood Middle School, Chesapeake,

Virginia; Mr. Anthony Dursa, Baldwin Elementary School, Manassas, Virginia; Ms. Betty Hobbs, Cora Kelly Magnet School, Alexandria, Virginia; Mr. James Upperman, Manassas City School, Manassas, Virginia; Ms. Peggie Robertson, Larrymore Elementary School, Norfolk, Virginia; Ms. Beth Smith, Highland Biltmore Elementary School, Portsmouth, Virginia; Mr. Brad Draeger, Fairfax, Virginia; and Mr. Scott Worner, Altavista, Virginia. Four of the respondents chose not to include their names on the survey.

Data from the validation surveys were reviewed for comments and then computer compiled. The individual principals were interviewed regarding views about individual survey statements. Based upon this review, the number of background information questions was reduced. This change was made, in part, because most felt that principals in the field would not want to take the time to answer a lengthy survey. A follow-up letter of thanks was sent to each participating principal for his/her time and effort.

(Appendix D)

Part I of the validated survey provided demographic data concerning the principals' background, experience, and knowledge as related to desegregation, magnet schools, and instruction. Part II of the questionnaire contained questions requiring the principal to use a response scale indicating whether the principal believed or did not believe the statement. The scale had two categories: (1) yes and (2) no. The survey could be completed by the principal at any time during the day and was estimated to take approximately 25 minutes. Each question on the SPARE questionnaire was outlined by groups and can be found in Appendix E.

#### Collection of the Data

During August, September, and October 1994, 634 principals were randomly selected from among the three groups

of magnet principals in ten states (e.g., those in schools receiving supplementary federal or state financial assistance for magnet programs, those in schools without any supplemental federal or state financial assistance for magnet programs, and non-magnet school principals). Each principal was mailed a letter (Appendix C), a copy of the survey (Appendix B), and a stamped, self-addressed envelope. If fewer than 120 magnet school or 120 non-magnet school principals responded, letters were sent to additional principals until enough responses were received that met the 120 magnet and 120 non-magnet thresholds.

Data from the questionnaires were computer compiled when received. (Appendix F) When incomplete questionnaires were received, the respondent was either contacted by telephone for the missing data or the questionnaire was returned with a request for the missing data.

A follow-up letter of thanks was sent to each participating principal for his/her time and effort. (Appendix D) For those requesting, the SPARE survey results were also enclosed with the thank you notes.

### Data Analysis

Categorical data obtained from administering the SPARE questionnaire provided: a) background information about the person completing the survey; b) raw score data for the four dependent variable factors; c) raw score data for the four independent variable factors; and d) raw scores based on the organizational structure of the school. The responses to item (c) were compiled into two subset category scores: yes and no. The subset category scores were tallied for each of the 36 questions. A multivariate analysis of variance was used to determine the relationship between the dependent and independent variables.

### Summary

Chapter III presents the research design, sampling procedures, and methodology used in collecting the data necessary for this study. The methodology included the identification of desegregated magnet schools that have received supplementary federal financial assistance for magnet programs, desegregated magnet schools that have not received supplementary federal financial assistance for magnet programs, and non-magnet schools, the SURVEY of the principals' perceptions of the factors that influence the school program, and a method of analysis for the data supplied by them.

## Chapter IV

### Analysis of Data

The data from this study were provided by 255 principals who responded to a questionnaire sent to 634 principals in ten states. The research was designed to evaluate the perceptions of principals concerning factors that determine the quality of an educational program. The survey technique was used to elicit perceptions of magnet school educational programs and information about the program of studies provided.

Principals were selected from lists that included magnet schools receiving supplementary federal or state financial assistance for magnet programs, those without any supplemental federal or state financial assistance for magnet programs, and non-magnet school principals throughout the United States. The survey instrument was mailed to principals selected from school systems in Arkansas, California, Florida, Georgia, New York, North Carolina, Ohio, Pennsylvania, Texas, and Virginia. These states were selected for the survey because they received the greatest amount of funds provided under the Magnet Schools Assistance Program in 1994 and 1995.

During the initial response period, September 10-28, 1994, 179 surveys were returned by mail. Beginning October 1, 1994, principals who had not responded to the survey were contacted by telephone. Several returned the survey documents based on the telephone contact. Copies of the survey were also distributed to principals from the ten identified states at educational conferences in San Francisco, California and Washington, DC. Some additional surveys were solicited from principals in school districts visited during the survey period.



Two types of data were collected from the survey instrument. The first included background information about the respondent, information about the type and classification of the school he/she was a principal, and data related to the quality of the school.

### Section I of the Survey

Sixteen of the questions in the survey were designed to determine personal characteristics and the professional background of each principal and the principal's school.

#### *Administrative Experience of Principal*

Two questions determined the years of experience as a principal in his/her current school as well as years of experience as a principal. A third question determined if the principal's racial and/or ethnic origin was African American, Native American, Caucasian, Hispanic, Oriental, or Asian.

#### *Characteristics of School*

Four questions related to school characteristics were included to determine the following:

1. Whether the student body was racially isolated by being over 50% minority (all races other than Caucasian) and, if isolated, the extent of the racial isolation.
2. The size of the student body of the school to determine if it is a large school. (e.g. over 500 elementary, over 1,000 secondary)
3. The identification of the school as to the type of elementary or secondary program offered.
4. Whether or not the school is a magnet school.

### *External Financial Program Support for School Program*

Two questions determined whether the respondent's school received extra funds (not generally provided for instructional purposes) to conduct magnet theme-related activities through federal, state, or a special local allocation.

### *Quality of School*

Four questions were related to the quality of the school: 1) Each was asked to rank the level of achievement in his/her school and to rate it as above average, average, or below average based upon national student achievement test scores; 2) Each was also requested to provide information about his/her school's student dropout rate and to rank it as above average, average, or below average; and 3) Each was asked to determine the amount of violence in his/her school and to rate it as above average, average, or below average.

The data provided by the principals related to the three areas of achievement, dropout rate, and violence are shown in Table 3.

Table 3

Data Related to the Quality of a School

Magnet Schools With Financial Assistance					
Category	Ach.	Drop.	Viol.	Race	Total
Total responses	71	71	71	71	284
High Quality	35	62	54	28	179
Average	21	4	6		31
Low Quality	15	5	11	43	74
% High Quality	49.30%	87.32%	76.06%	39.44%	63.03%
% Average	29.58%	5.63%	8.45%		10.92%
% Low Quality	21.13%	7.04%	15.49%	60.56%	26.06%

Magnet Schools Without Financial Assistance					
Category	Ach.	Drop.	Viol.	Race	Total
Total responses	64	64	64	64	256
High Quality	28	57	42	41	168
Average	23	7	8		38
Low Quality	13		14	23	50
% High Quality	43.75%	89.06%	65.63%	64.06%	65.63%
% Average	35.94%	10.94%	12.50%		14.84%
% Low Quality	20.31%		21.88%	35.94%	19.53%

Ach. = Achievement

Drop. = Dropout

Viol. = Violence

Race = Racial Balance

Table 3 (continued)

Non-Magnet Schools (Over 50% Minority)					
Category	Ach.	Drop.	Viol.	Race	Total
Total responses	57	57	57	57	228
High Quality	20	44	49	20	133
Average	11	13	3		27
Low Quality	26		5	37	68
% High Quality	35.09%	77.19%	85.96%	35.09%	58.33%
% Average	19.30%	22.81%	5.26%		11.84%
% Low Quality	45.61%		8.77%	64.91%	29.82%

Non-Magnet Schools (Under 50% Minority)					
Category	Ach.	Drop.	Viol.	Race	Total
Total responses	63	63	63	63	252
High Quality	37	63	50	49	199
Average	23		3		26
Low Quality	3		10	14	27
% High Quality	58.73%	100.00%	79.37%	77.78%	78.97%
% Average	36.51%		4.76%		10.32%
% Low Quality	4.76%		15.87%	22.22%	10.71%

Ach. = Achievement      Drop. = Dropout  
 Viol. = Violence      Race = Racial Balance

Table 3 (continued)

Category	Totals (All Schools)				
	Ach.	Drop.	Viol.	Race	Total
Total responses	255	255	255	255	1020
High Quality	120	226	195	138	679
Average	78	24	20		122
Low Quality	57	5	40	117	219
% High Quality	47.06%	88.63%	76.47%	54.12%	66.57%
% Average	30.59%	9.41%	7.84%		11.96%
% Low Quality	22.35%	1.96%	15.69%	45.88%	21.47%
Ach. = Achievement		Drop. = Dropout			
Viol. = Violence		Race = Racial Balance			

Data were arranged to determine whether there was a relationship between the dependent variables (achievement, dropout rate, violence, and racial balance) and the independent variables (finance, desegregation, magnet thematic activities, and educational opportunities). The results were used to predict the value of the independent variables and to identify which of the independent variables were pertinent. Data obtained from survey instruments were computer analyzed using the general linear model's procedure which is part of the SAS software program.

School quality was determined by ranking and comparing the level of achievement, the degree of violence, the student dropout rate, and racial balance of each school. The level of achievement was ranked with high achievement receiving a rank of one, average achievement ranked two, and below average achievement ranked three. Student dropout was ranked

with a low percentage dropout rate ranked one, average rate ranked two, and a high dropout rate ranked three. A school with no incidence of violence was ranked one; those with some reports of violence ranked two, and those schools with a higher incidence of violence ranked three.

To determine racial balance, the percentage of minority students in a school was compared to the district-wide racial composition. If the percentage of minority students in a school was within  $\pm 15\%$  of the district-wide average, the school was ranked one for racial balance. If the percentage of minority students in a school was greater than 15% of the district-wide average, the school was ranked two. Thus, higher quality schools ranked one in all four categories. Lower quality schools received higher scores in each of the four categories. The lowest quality schools would be ranked three in each of the achievement, dropout rate, and violence categories and ranked two in the racial balance category.

#### Analysis of Variables

The survey instrument included nine questions that related to four factors: finance, desegregation, thematic activities, and educational opportunities. Responses to each survey statement were given a value with yes = 1 and no = 0. Responses were totaled for each of the nine providing a range of scores from 0-9 for each set of responses. This set of questions provided four independent variables and four dependent variables for each of the 255 responses. The multivariate analysis of variance was used to determine the relationship between the independent and dependent factors. The data resulting from the analysis are shown in Table 4.

Table 4

Multivariate Analysis of Variance  
Relationship of Variance Among Dependent and Independent  
Variables

Dependent Variable: *Achievement*

Source	DF	S/S	Mean Square	F	Prob
model	14	13.28300325	.94878595	1.54	.0987

Source	DF	Type III SS/Mean Square	F	Prob
fin	1	.10314935	.17	.6831
thact	1	.11134090	.18	.6714
des	1	.62409620	1.01	.3157
edop	1	.00086980	.00	.9701
fin*thact	1	.30979991	.50	.4794
fin*des	1	1.82608395	2.96	.0867
fin*edop	1	.02160059	.03	.8518
thact*des	1	.00386983	.01	.9370
thact*edop	1	.09594776	.16	.6937
des*edop	1	.00130339	.00	.9634
fin*thact*des	1	.04586744	.07	.7854
fin*thact*edop	1	.38440946	.62	.4308
thact*des*edop	1	.04982787	.08	.7766
fin*thact*des*edop	1	.28396530	.46	.4983

fin. = finance

edop. = educational opportunities

des. = desegregation

thact. = thematic activities

Table 4 (continued)

Dependent Variable: *Dropout*

Source	DF	S/S	Mean Square	F	Prob
model	14	2.83354087	.20239578	1.33	.1925

Source	DF	Type III SS/Mean Square	F	Prob
fin	1	.16488069	1.08	.2997
thact	1	.26648242	1.75	.1877
des	1	.21397476	1.40	.2376
edop	1	.29143027	1.91	.1683
fin*thact	1	.05362086	.35	.5539
fin*des	1	.37559108	2.46	.1180
fin*edop	1	.00737370	.05	.8262
thact*des	1	.26262487	1.72	.1909
thact*edop	1	.27748895	1.82	.1788
des*edop	1	.38948862	2.55	.1115
fin*thact*des	1	.03846033	.25	.6162
fin*thact*edop	1	.10448581	.68	.4089
thact*des*edop	1	.29915887	1.96	.1628
fin*thact*des*edop	1	.12702122	.83	.3626

Dependent Variable: *Violence*

Source	DF	S/S	Mean Square	F	Prob
model	14	17.19172103	1.22798007	2.38	.0040



Table 4 (continued)

Source	DF	Type III SS/Mean Square	F	Prob
fin	1	.96049570	1.87	.1733
thact	1	.25840896	.50	.4794
des	1	.00719233	.01	.9060
edop	1	.55775671	1.08	.2991
fin*thact	1	.28353484	.55	.4588
fin*des	1	.08268418	.16	.6890
fin*edop	1	.48019328	.93	.3352
thact*des	1	.08139909	.16	.6913
thact*edop	1	.14327689	.28	.5984
des*edop	1	.01313238	.03	.8733
fin*thact*des	1	.13729075	.27	.6061
fin*thact*edop	1	.10493642	.20	.6521
thact*des*edop	1	.06360260	.12	.7256
fin*thact*des*edop	1	.06618033	.13	.7203

Dependent Variable: *Racial Balance*

Source	DF	S/S	Mean Square	F	Prob
model	14	1.72260022	.12304287	.40	.9427

Table 4 (continued)

Source	DF	Type III SS/Mean Square	F	Prob
fin	1	.02373337	.09	.7613
thact	1	.22561662	.88	.3494
des	1	.14528953	.57	.4525
edop	1	.23521988	.92	.3394
fin*thact	1	.11256175	.44	.5084
fin*des	1	.10414405	.41	.5247
fin*edop	1	.00417647	.02	.8986
thact*des	1	.30944386	1.21	.2733
thact*edop	1	.29367688	1.14	.2858
des*edop	1	.23999927	.94	.3345
fin*thact*des	1	.16254450	.63	.4269
fin*thact*edop	1	.21755657	.85	.3581
thact*des*edop	1	.40930598	1.59	.2079
fin*thact*des*edop	1	.34077239	1.33	.2503

Overall Effect

*Finance*

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.98953494	.6266	4	.6440

Table 4 (continued)

*Thematic Activities*

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.98628014	.8242	4	.5109

*Desegregation*

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.98219587	1.0740	4	.3770

*Educational Opportunities*

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.98135649	1.1256	4	.3450

*Finance \* Thematic Activities*

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.99249517	.4480	4	.7738

Table 4 (continued)

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Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.98953494	.6266	4	.6440

---

*Finance \* Desegregation*

---

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.98303299	1.0226	4	.3963

---

*Finance \* Educational Opportunities*

---

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.99543141	.2719	4	.8959

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*Thematic Activities \* Desegregation*

---

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.98670349	.7984	4	.5272

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Table 4 (continued)

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*Thematic Activities \* Educational Opportunities*

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.98640007	.8169	4	.5155

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*Desegregation \* Educational Opportunities*

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.98463178	.9248	4	.4502

---

*Finance \* Thematic Activities \* Desegregation*

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.99513300	.2898	4	.8845

---

Table 4 (continued)

*Finance \* Thematic Activities \* Educational Opportunities*

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.99153885	.5056	4	.7317

*Thematic Activities \* Desegregation \* Educational Opportunities*

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.98505734	.8988	4	.4653

*Finance \* Thematic Activities \* Desegregation \* Educational Opportunities*

Statistic	Value	F	Num DF	Prob
Wilks' Lambda	.99028388	.5813	4	.6765

## Section II - Principals' Beliefs

Principals were asked if they believed that magnet schools: (a) provided minority students with better educational opportunities after leaving the magnet schools; or (b) did not provide minority students any better educational opportunities than non-minority students.

The informational data were then compared to the perception data that were obtained from responses to 36 questions (A copy of the survey instrument is included in Appendix B)

### Area One - Finance

Nine statements were designed to determine the degree of influence that finances had on the principal's perceptions about quality in education. These perceptions concerning finances are summarized in Tables 5-13.

*Statements on survey related to finance.*

2. I believe that school districts throughout the United States are losing community support for tax increases to finance education.

It can be determined from Table 5 that over 80% of the principals surveyed believed less money is available for education because of a decline in public support.

Table 5

Principals' Perceptions Related to Statement 2

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<i>All Responses</i>						
<i>Yes</i>	222		<i>No</i>	28	<i>Total</i>	250
	88.80%			11.20%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	60		<i>No</i>	8	<i>Total</i>	68
	88.24%			11.76%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	59		<i>No</i>	5	<i>Total</i>	64
	92.19%			7.81%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	53		<i>No</i>	4	<i>Total</i>	57
	92.98%			7.02%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	50		<i>No</i>	11	<i>Total</i>	61
	81.97%			18.03%		100.00%

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5. I believe that any school can start supplemental activities to improve the quality of instruction for students without any additional funds.

It can be determined from Table 6 that in all but one category (those principals that were receiving special funds for magnet thematic activities), over 50% of the principals believed that schools can provide quality instruction without special financing.



Table 6

Principals' Perceptions Related to Statement 5

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<i>All Responses</i>						
<i>Yes</i>	163		<i>No</i>	88	<i>Total</i>	251
	64.94%			35.06%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	33		<i>No</i>	35	<i>Total</i>	68
	48.53%			51.47%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	50		<i>No</i>	14	<i>Total</i>	64
	78.13%			21.88%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	40		<i>No</i>	16	<i>Total</i>	56
	71.43%			28.57%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	40		<i>No</i>	23	<i>Total</i>	63
	63.49%			36.51%		100.00%

---

8. I believe that extra instructional funds (i.e., funds for extra teachers, instructional equipment, consumable classroom materials and supplies) help to reduce school problems associated with desegregation.

It can be determined from Table 7 that over 80% of the principals believed that extra funds were needed for desegregation.

Table 7

Principals' Perceptions Related to Statement 8

---

<i>All Responses</i>					
<i>Yes</i>	215	<i>No</i>	31	<i>Total</i>	246
	87.40%		12.60%		100.00%
<i>Magnet Schools With Financial Assistance</i>					
<i>Yes</i>	62	<i>No</i>	7	<i>Total</i>	69
	89.86%		10.14%		100.00%
<i>Magnet Schools Without Financial Assistance</i>					
<i>Yes</i>	56	<i>No</i>	4	<i>Total</i>	60
	93.33%		6.67%		100.00%
<i>Segregated Non-Magnet Schools</i>					
<i>Yes</i>	49	<i>No</i>	8	<i>Total</i>	57
	85.96%		14.04%		100.00%
<i>Desegregated Non-Magnet Schools</i>					
<i>Yes</i>	48	<i>No</i>	12	<i>Total</i>	60
	80.00%		20.00%		100.00%

---

10. I believe that when a school starts magnet school thematic activities, additional funds should be provided.

It can be determined from Table 8 that most principals, and 96.61% responsible for magnet schools that received financial assistance, believed special financing was needed for magnet thematic activities.

Table 8

Principals' Perceptions Related to Statement 10

---

<i>All Responses</i>						
<i>Yes</i>	219		<i>No</i>	28	<i>Total</i>	247
	88.66%			11.34%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	69		<i>No</i>	2	<i>Total</i>	71
	97.18%			2.82%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	48		<i>No</i>	16	<i>Total</i>	64
	75.00%			25.00%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	45		<i>No</i>	8	<i>Total</i>	53
	84.91%			15.09%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	57		<i>No</i>	2	<i>Total</i>	59
	96.61%			3.39%		100.00%

---

13. I believe that student achievement can be increased in any school that is provided extra instructional funds.

It can be determined from Table 9 that at least 60% of the principals believed extra funds were needed for a school to improve achievement.

Table 9

Principals' Perceptions Related to Statement 13

---

*All Responses*

<i>Yes</i>	173	<i>No</i>	78	<i>Total</i>	251
	68.92%		31.08%		100.00%

*Magnet Schools With Financial Assistance*

<i>Yes</i>	48	<i>No</i>	23	<i>Total</i>	71
	67.61%		32.39%		100.00%

*Magnet Schools Without Financial Assistance*

<i>Yes</i>	48	<i>No</i>	16	<i>Total</i>	64
	75.00%		25.00%		100.00%

*Segregated Non-Magnet Schools*

<i>Yes</i>	38	<i>No</i>	15	<i>Total</i>	53
	71.70%		28.30%		100.00%

*Desegregated Non-Magnet Schools*

<i>Yes</i>	39	<i>No</i>	24	<i>Total</i>	63
	61.90%		38.10%		100.00%

---

16. I believe that most magnet school thematic activities are more expensive than most regular instructional activities.

It can be determined from Table 10 that the principals were not in agreement that special financing for magnet thematic activities was much more costly than for regular school activities.

Table 10

Principals' Perceptions Related to Statement 16

---

<i>All Responses</i>						
<i>Yes</i>	162		<i>No</i>	82	<i>Total</i>	244
	66.39%			33.61%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	50		<i>No</i>	21	<i>Total</i>	71
	70.42%			29.58%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	38		<i>No</i>	26	<i>Total</i>	64
	59.38%			40.63%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	49		<i>No</i>	8	<i>Total</i>	57
	85.96%			14.04%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	25		<i>No</i>	27	<i>Total</i>	52
	48.08%			51.92%		100.00%

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23. I believe that school boards are more likely to spend extra local funds on instructional programs in schools where student achievement scores are above average.

It can be determined from Table 11 that fewer than 50% of the principals believed that school boards favored schools that served higher achieving students.

Table 11

Principals' Perceptions Related to Statement 23

---

<i>All Responses</i>							
<i>Yes</i>	112		<i>No</i>	129		<i>Total</i>	241
	46.47%			53.53%			100.00%
<i>Magnet Schools With Financial Assistance</i>							
<i>Yes</i>	34		<i>No</i>	35		<i>Total</i>	69
	49.28%			50.72%			100.00%
<i>Magnet Schools Without Financial Assistance</i>							
<i>Yes</i>	24		<i>No</i>	34		<i>Total</i>	58
	41.38%			58.62%			100.00%
<i>Segregated Non-Magnet Schools</i>							
<i>Yes</i>	26		<i>No</i>	28		<i>Total</i>	54
	48.15%			51.85%			100.00%
<i>Desegregated Non-Magnet Schools</i>							
<i>Yes</i>	28		<i>No</i>	32		<i>Total</i>	60
	46.67%			53.33%			100.00%

---

25. I believe that a school needs extra operational funds when it is implementing a school desegregation plan for the first time.

It can be determined from Table 12 that a significant majority of the principals believed that special funds were needed for desegregation.

Table 12

Principals' Perceptions Related to Statement 25


---

<i>All Responses</i>						
<i>Yes</i>	217		<i>No</i>	19	<i>Total</i>	236
	91.95%			8.05%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	68		<i>No</i>	2	<i>Total</i>	70
	97.14%			2.86%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	59		<i>No</i>	4	<i>Total</i>	63
	93.65%			6.35%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	44		<i>No</i>	8	<i>Total</i>	52
	84.62%			15.38%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	46		<i>No</i>	5	<i>Total</i>	51
	90.20%			9.80%		100.00%

---

33. I believe that I can get additional operational funds (maintenance, transportation, and custodial supplies) easier than I can get additional instructional funds (consumable classroom materials, instructional equipment, and staff development) from my board of education.

It can be determined from Table 13 the principals did not believe that boards of education would provide more funds for the operation of schools than for instruction.

Table 13

Principals' Perceptions Related to Statement 33

---

<i>All Responses</i>						
<i>Yes</i>	77		<i>No</i>	164	<i>Total</i>	241
	31.95%			68.05%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	15		<i>No</i>	55	<i>Total</i>	70
	21.43%			78.57%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	30		<i>No</i>	32	<i>Total</i>	62
	48.39%			51.61%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	14		<i>No</i>	36	<i>Total</i>	50
	28.00%			72.00%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	18		<i>No</i>	41	<i>Total</i>	59
	30.51%			69.49%		100.00%

---

Area Two - Desegregation

There were nine statements included in the survey designed to determine the degree of influence that desegregation had on a principal's perception concerning quality in education. The perceptions of the principals related to desegregation are summarized in Tables 14-22.

Statements on survey related to desegregation.

1. I believe that interaction among students of different races is an important part of schooling.



It can be determined from Table 14 that over 90% of the principals believed the interaction of the races was an important part of education.

Table 14

Principals' Perceptions Related to Statement 1

---

<i>All Responses</i>						
<i>Yes</i>	243		<i>No</i>	8	<i>Total</i>	251
	96.81%			3.19%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	67		<i>No</i>	2	<i>Total</i>	69
	97.10%			2.90%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	60		<i>No</i>	3	<i>Total</i>	63
	95.24%			4.76%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	56		<i>No</i>	1	<i>Total</i>	57
	98.25%			1.75%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	60		<i>No</i>	2	<i>Total</i>	62
	96.77%			3.23%		100.00%

---

4. I believe that students get a better education in racially desegregated schools.

It can be determined from Table 15 that the majority of the principals believed schools should be racially desegregated.

Table 15

Principals' Perceptions Related to Statement 4

---

<i>All Responses</i>						
<i>Yes</i>	188		<i>No</i>	55	<i>Total</i>	243
	77.37%			22.63%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	57		<i>No</i>	11	<i>Total</i>	68
	83.82%			16.18%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	46		<i>No</i>	16	<i>Total</i>	62
	74.19%			25.81%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	37		<i>No</i>	16	<i>Total</i>	53
	69.81%			30.19%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	48		<i>No</i>	12	<i>Total</i>	60
	80.00%			20.00%		100.00%

---

6. I believe that if a school is not part of a district-wide school desegregation plan, it could provide a better quality education for students.

It can be determined from Table 16 the principals believed desegregation contributed to quality in education. However, one group, those in magnet schools without financial assistance, believed students could receive a quality education in segregated schools.

Table 16

Principals' Perceptions Related to Statement 6

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<i>All Responses</i>						
<i>Yes</i>	78		<i>No</i>	152	<i>Total</i>	230
	33.91%			66.09%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	17		<i>No</i>	47	<i>Total</i>	64
	26.56%			73.44%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	36		<i>No</i>	16	<i>Total</i>	52
	69.23%			30.77%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	12		<i>No</i>	41	<i>Total</i>	53
	22.64%			77.36%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	13		<i>No</i>	48	<i>Total</i>	61
	21.31%			78.69%		100.00%

---

11. I believe that extra instructional services should be provided to students in a newly desegregated school.

It can be determined from Table 17 that the principals felt strongly extra services were needed during the desegregation process.

Table 17

Principals' Perceptions Related to Statement 11

---

<i>All Responses</i>						
<i>Yes</i>	229		<i>No</i>	21	<i>Total</i>	250
	91.60%			8.40%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	69		<i>No</i>	2	<i>Total</i>	71
	97.18%			2.82%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	59		<i>No</i>	4	<i>Total</i>	63
	93.65%			6.35%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	53		<i>No</i>	4	<i>Total</i>	57
	92.98%			7.02%		100.00%
<i>Desegregated Non-Magnet School</i>						
<i>Yes</i>	48		<i>No</i>	11	<i>Total</i>	59
	81.36%			18.64%		100.00%

---

19. I believe that all schools should be racially desegregated.

It can be determined from Table 18 that in all but one case, magnet schools without financial assistance, over 80% of the principals believed the schools should be desegregated.

Table 18

Principals' Perceptions Related to Statement 19

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<i>All Responses</i>						
<i>Yes</i>	202		<i>No</i>	32	<i>Total</i>	234
	86.32%			13.68%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	62		<i>No</i>	9	<i>Total</i>	71
	87.32%			12.68%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	43		<i>No</i>	16	<i>Total</i>	59
	72.88%			27.12%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	49		<i>No</i>	4	<i>Total</i>	53
	92.45%			7.55%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	48		<i>No</i>	3	<i>Total</i>	51
	94.12%			5.88%		100.00%

---

22. I believe that most schools that have a student population exceeding 50% minority are providing as good an education to students as schools that have a student population that is less than 50% minority.

It can be determined from Table 19 that the majority of the principals believed students could receive a quality education in segregated schools. This is consistent with the responses shown in Table 15, where the principals indicated the quality of instruction could be maintained even when a school becomes segregated.

Table 19

Principals' Perceptions Related to Statement 22

*All Responses*

<i>Yes</i>	144		<i>No</i>	95		<i>Total</i>	239
	60.25%			39.75%			100.00%

*Magnet Schools With Financial Assistance*

<i>Yes</i>	34		<i>No</i>	30		<i>Total</i>	64
	53.13%			46.88%			100.00%

*Magnet Schools Without Financial Assistance*

<i>Yes</i>	35		<i>No</i>	28		<i>Total</i>	63
	55.56%			44.44%			100.00%

*Segregated Non-Magnet Schools*

<i>Yes</i>	39		<i>No</i>	16		<i>Total</i>	55
	70.91%			29.09%			100.00%

*Desegregated Non-Magnet Schools*

<i>Yes</i>	36		<i>No</i>	21		<i>Total</i>	57
	63.16%			36.84%			100.00%

28. I believe that the educational process is disrupted when a school district must make annual student enrollment adjustments for desegregation purposes.

It can be determined from Table 20 that the majority of the principals believed that school desegregation was disruptive to the educational process.

Table 20

Principals' Perceptions Related to Statement 28


---

<i>All Responses</i>						
<i>Yes</i>	169		<i>No</i>	63	<i>Total</i>	232
	72.84%			27.16%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	43		<i>No</i>	25	<i>Total</i>	68
	63.24%			36.76%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	56		<i>No</i>	6	<i>Total</i>	62
	90.32%			9.68%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	35		<i>No</i>	15	<i>Total</i>	50
	70.00%			30.00%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	35		<i>No</i>	17	<i>Total</i>	52
	67.31%			32.69%		100.00%

---

30. I believe that parents generally become more concerned about their child's education in a school that is part of a new district-wide desegregation plan.

It can be determined from Table 21 that over 65% of the principals believed that parents were concerned about their child's education in a desegregating school.

Table 21

Principals' Perceptions Related to Statement 30

---

<i>All Responses</i>						
<i>Yes</i>	220		<i>No</i>	20	<i>Total</i>	240
	91.67%			8.33%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	61		<i>No</i>	10	<i>Total</i>	71
	85.92%			14.08%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	61		<i>No</i>	3	<i>Total</i>	64
	95.31%			4.69%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	48		<i>No</i>	5	<i>Total</i>	53
	90.57%			9.43%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	50		<i>No</i>	2	<i>Total</i>	52
	96.15%			3.85%		100.00%

---

32. I believe that school boards that have adopted district-wide school desegregation plans generally spend too much money on their implementation.

It can be determined from Table 22 that principals were divided on their beliefs about how boards of education spent funds on desegregation plans.



Table 22

Principals' Perceptions Related to Statement 32


---

<i>All Responses</i>						
<i>Yes</i>	111		<i>No</i>	111	<i>Total</i>	222
	50.00%			50.00%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	16		<i>No</i>	50	<i>Total</i>	66
	24.24%			75.76%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	37		<i>No</i>	16	<i>Total</i>	53
	69.81%			30.19%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	29		<i>No</i>	21	<i>Total</i>	50
	58.00%			42.00%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	29		<i>No</i>	24	<i>Total</i>	53
	54.72%			45.28%		100.00%

---

Area Three - Thematic Activities

There were nine statements included in the survey designed to determine the degree of influence thematic activities had on the principal's belief concerning the quality of education. The perceptions of the principals concerning the thematic activities are summarized in Tables 23-31.

Statements on survey related to thematic activities:

3. I believe that the use of magnet school thematic activities to voluntarily attract students of different races to schools is a good way to desegregate a school district.

It can be determined from Table 23 that over 70% of the principals agreed that magnet schools helped to desegregate schools; 91.55% of the magnet school principals receiving supplementary support for magnet school thematic activities were in agreement.

Table 23

Principals' Perceptions Related to Statement 3

---

<i>All Responses</i>						
<i>Yes</i>	201		<i>No</i>	51	<i>Total</i>	252
	79.76%			20.24%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	65		<i>No</i>	6	<i>Total</i>	71
	91.55%			8.45%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	49		<i>No</i>	15	<i>Total</i>	64
	76.56%			23.44%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	40		<i>No</i>	15	<i>Total</i>	55
	72.73%			27.27%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	47		<i>No</i>	15	<i>Total</i>	62
	75.81%			24.19%		100.00%

---

7. I believe that my school board could find additional funds in the district's local budget if I wanted to start new magnet school thematic activities in my school.

It can be determined from Table 24 that well over one half of the principals believed school boards would not provide additional financial support for magnet school thematic activities.

Table 24

Principals' Perceptions Related to Statement 7

---

<i>All Responses</i>						
<i>Yes</i>	94		<i>No</i>	159	<i>Total</i>	253
	37.15%			62.85%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	30		<i>No</i>	41	<i>Total</i>	71
	42.25%			57.75%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	30		<i>No</i>	32	<i>Total</i>	62
	48.39%			51.61%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	14		<i>No</i>	43	<i>Total</i>	57
	24.56%			75.44%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	20		<i>No</i>	43	<i>Total</i>	63
	31.75%			68.25%		100.00%

---

9. I believe that magnet school thematic activities increase educational opportunities for students.

It can be determined from Table 25 that over 85% of the principals agreed that magnet schools increased educational opportunities for students.

Table 25

Principals' Perceptions Related to Statement 9

---

<i>All Responses</i>						
<i>Yes</i>	216		<i>No</i>	19	<i>Total</i>	235
	91.91%			8.09%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	69		<i>No</i>	2	<i>Total</i>	71
	97.18%			2.82%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	57		<i>No</i>	5	<i>Total</i>	62
	91.94%			8.06%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	43		<i>No</i>	7	<i>Total</i>	50
	86.00%			14.00%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	47		<i>No</i>	5	<i>Total</i>	52
	90.38%			9.62%		100.00%

---

15. I believe that magnet school thematic activities help children learn better.

It can be determined from Table 26 that the majority of the principals believed children learn better in magnet schools.

Table 26

Principals' Perceptions Related to Statement 15

---

<i>All Responses</i>						
<i>Yes</i>	183		<i>No</i>	58	<i>Total</i>	241
	75.93%			24.07%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	61		<i>No</i>	8	<i>Total</i>	69
	88.41%			11.59%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	43		<i>No</i>	16	<i>Total</i>	59
	72.88%			27.12%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	44		<i>No</i>	11	<i>Total</i>	55
	80.00%			20.00%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	35		<i>No</i>	23	<i>Total</i>	58
	60.34%			39.66%		100.00%

---

18. I believe that magnet school thematic activities should be part of all district-wide school desegregation plans.

It can be determined from Table 27 that the majority of principals, except those in desegregated non-magnet schools, believed magnet schools helped to desegregate schools.

Table 27

Principals' Perceptions Related to Statement 18

---

<i>All Responses</i>							
<i>Yes</i>	168		<i>No</i>	67		<i>Total</i>	235
	71.49%			28.51%			100.00%
<i>Magnet Schools With Financial Assistance</i>							
<i>Yes</i>	59		<i>No</i>	9		<i>Total</i>	68
	86.76%			13.24%			100.00%
<i>Magnet Schools Without Financial Assistance</i>							
<i>Yes</i>	53		<i>No</i>	7		<i>Total</i>	60
	88.33%			11.67%			100.00%
<i>Segregated Non-Magnet Schools</i>							
<i>Yes</i>	34		<i>No</i>	16		<i>Total</i>	50
	68.00%			32.00%			100.00%
<i>Desegregated Non-Magnet Schools</i>							
<i>Yes</i>	22		<i>No</i>	35		<i>Total</i>	57
	38.60%			61.40%			100.00%

---

21. I believe that most magnet school thematic activities are more desirable than most regular school instructional activities.

It can be determined from Table 28 that the principals were divided on the need for magnet school thematic activities.

Table 28

Principals' Perceptions Related to Statement 21

---

<i>All Responses</i>						
<i>Yes</i>	76		<i>No</i>	164	<i>Total</i>	240
	31.67%			68.33%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	28		<i>No</i>	40	<i>Total</i>	68
	41.18%			58.82%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	15		<i>No</i>	48	<i>Total</i>	63
	23.81%			76.19%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	21		<i>No</i>	32	<i>Total</i>	53
	39.62%			60.38%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	12		<i>No</i>	44	<i>Total</i>	56
	21.43%			78.57%		100.00%

---

24. I believe that most regular school instructional activities are as good as most magnet school thematic activities.

It can be determined from Table 29 that principals were divided on whether magnet school thematic activities were better than regular school activities.

Table 29

Principals' Perceptions Related to Statement 24

---

<i>All Responses</i>					
<i>Yes</i>	137	<i>No</i>	103	<i>Total</i>	240
	57.08%		42.92%		100.00%
<i>Magnet Schools With Financial Assistance</i>					
<i>Yes</i>	29	<i>No</i>	40	<i>Total</i>	69
	42.03%		57.97%		100.00%
<i>Magnet Schools Without Financial Assistance</i>					
<i>Yes</i>	28	<i>No</i>	32	<i>Total</i>	60
	46.67%		53.33%		100.00%
<i>Segregated Non-Magnet Schools</i>					
<i>Yes</i>	37	<i>No</i>	16	<i>Total</i>	53
	69.81%		30.19%		100.00%
<i>Desegregated Non-Magnet Schools</i>					
<i>Yes</i>	43	<i>No</i>	15	<i>Total</i>	58
	74.14%		25.86%		100.00%

---

27. I believe that my school district should include magnet school thematic activities in every school.

It can be determined from Table 30 that the majority of principals were supportive of the use of magnet school thematic activities in every school.



Table 30

Principals' Perceptions Related to Statement 27

---

<i>All Responses</i>						
<i>Yes</i>	139		<i>No</i>	92	<i>Total</i>	231
	60.17%			39.83%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	34		<i>No</i>	32	<i>Total</i>	66
	51.52%			48.48%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	47		<i>No</i>	17	<i>Total</i>	64
	73.44%			26.56%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	30		<i>No</i>	16	<i>Total</i>	46
	65.22%			34.78%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	28		<i>No</i>	27	<i>Total</i>	55
	50.91%			49.09%		100.00%

---

35. Most school principals would prefer a magnet school program to a regular school program.

It can be determined from Table 31 that principals did not prefer the use of a magnet school program in place of regular school programs.

Table 31

Principals' Perceptions Related to Statement 35

---

<i>All Responses</i>					
<i>Yes</i>	81	<i>No</i>	160	<i>Total</i>	241
	33.61%		66.39%		100.00%
<i>Magnet Schools With Financial Assistance</i>					
<i>Yes</i>	31	<i>No</i>	38	<i>Total</i>	69
	44.93%		55.07%		100.00%
<i>Magnet Schools Without Financial Assistance</i>					
<i>Yes</i>	25	<i>No</i>	38	<i>Total</i>	63
	39.68%		60.32%		100.00%
<i>Segregated Non-Magnet Schools</i>					
<i>Yes</i>	14	<i>No</i>	37	<i>Total</i>	51
	27.45%		72.55%		100.00%
<i>Desegregated Non-Magnet Schools</i>					
<i>Yes</i>	11	<i>No</i>	47	<i>Total</i>	58
	18.97%		81.03%		100.00%

---

Area Four - Educational Opportunities

There were nine statements included in the survey designed to determine the degree of influence educational opportunities had on a principal's perceptions of the quality of education. The perceptions of the principals related to educational opportunities are summarized in Tables 32-40.

Statements on survey related to educational opportunities:

12. I believe that school boards are more responsive to schools where the majority of the students' parents have had better educational opportunities.

It can be determined from Table 32 that principals believed school boards are responsive to better educated citizens.

Table 32

Principals' Perceptions Related to Statement 12

---

<i>All Responses</i>							
<i>Yes</i>	196		<i>No</i>	45		<i>Total</i>	241
	81.33%			18.67%			100.00%
<i>Magnet Schools With Financial Assistance</i>							
<i>Yes</i>	51		<i>No</i>	15		<i>Total</i>	66
	77.27%			22.73%			100.00%
<i>Magnet Schools Without Financial Assistance</i>							
<i>Yes</i>	62		<i>No</i>	2		<i>Total</i>	64
	96.88%			3.13%			100.00%
<i>Segregated Non-Magnet Schools</i>							
<i>Yes</i>	38		<i>No</i>	15		<i>Total</i>	53
	71.70%			28.30%			100.00%
<i>Desegregated Non-Magnet Schools</i>							
<i>Yes</i>	45		<i>No</i>	13		<i>Total</i>	58
	77.59%			22.41%			100.00%

---

14. I believe that there is more community support for any school that can show that it provides students better educational opportunities.

It can be determined from Table 33 that over 90% of the principals believed that citizens wanted school programs that provided better educational opportunities for their children.

Table 33

Principals' Perceptions Related to Statement 14

---

<i>All Responses</i>					
<i>Yes</i>	237	<i>No</i>	10	<i>Total</i>	247
	95.95%		4.05%		100.00%
<i>Magnet Schools With Financial Assistance</i>					
<i>Yes</i>	67	<i>No</i>	2	<i>Total</i>	69
	97.10%		2.90%		100.00%
<i>Magnet Schools Without Financial Assistance</i>					
<i>Yes</i>	55	<i>No</i>	5	<i>Total</i>	60
	91.67%		8.33%		100.00%
<i>Segregated Non-Magnet Schools</i>					
<i>Yes</i>	54	<i>No</i>	1	<i>Total</i>	55
	98.18%		1.82%		100.00%
<i>Desegregated Non-Magnet Schools</i>					
<i>Yes</i>	61	<i>No</i>	2	<i>Total</i>	63
	96.83%		3.17%		100.00%

---

17. I believe most children are provided the skills to increase their educational opportunities in most public schools regardless of the type of instructional program offered.

It can be determined from Table 34 that the principals were divided on whether public schools offered programs that increased educational opportunities for children.

Table 34

Principals' Perceptions Related to Statement 17


---

<i>All Responses</i>					
<i>Yes</i>	132	<i>No</i>	107	<i>Total</i>	239
	55.23%		44.77%		100.00%
<i>Magnet Schools With Financial Assistance</i>					
<i>Yes</i>	34	<i>No</i>	32	<i>Total</i>	66
	51.52%		48.48%		100.00%
<i>Magnet Schools Without Financial Assistance</i>					
<i>Yes</i>	37	<i>No</i>	27	<i>Total</i>	64
	57.81%		42.19%		100.00%
<i>Segregated Non-Magnet Schools</i>					
<i>Yes</i>	26	<i>No</i>	27	<i>Total</i>	53
	49.06%		50.94%		100.00%
<i>Desegregated Non-Magnet Schools</i>					
<i>Yes</i>	35	<i>No</i>	21	<i>Total</i>	56
	62.50%		37.50%		100.00%

---

20. I believe that educational opportunities for students increase in a school that offers magnet school thematic activities.

It can be determined from Table 35 that the magnet school principals strongly believed magnet school thematic activities increased the educational opportunities for children; however, non-magnet principals were not as supportive.

Table 35

Principals' Perceptions Related to Statement 20

---

<i>All Responses</i>						
<i>Yes</i>	202		<i>No</i>	38	<i>Total</i>	240
	84.17%			15.83%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	66		<i>No</i>	2	<i>Total</i>	68
	97.06%			2.94%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	58		<i>No</i>	5	<i>Total</i>	63
	92.06%			7.94%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	37		<i>No</i>	16	<i>Total</i>	53
	69.81%			30.19%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	41		<i>No</i>	15	<i>Total</i>	56
	73.21%			26.79%		100.00%

---

26. I believe that students have better educational opportunities in a school that is part of a district-wide school desegregation plan.

It can be determined from Table 36 that the majority of the principals believed desegregation contributed to increased educational opportunities for students.

Table 36

Principals' Perceptions Related to Statement 26

---

<i>All Responses</i>						
<i>Yes</i>	163		<i>No</i>	80	<i>Total</i>	243
	67.08%			32.92%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	44		<i>No</i>	25	<i>Total</i>	69
	63.77%			36.23%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	44		<i>No</i>	20	<i>Total</i>	64
	68.75%			31.25%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	36		<i>No</i>	19	<i>Total</i>	55
	65.45%			34.55%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	39		<i>No</i>	16	<i>Total</i>	55
	70.91%			29.09%		100.00%

---

29. I believe that teachers should be specifically trained by curriculum experts to learn how to provide children with better educational opportunities.

It can be determined from Table 37 that over 90% of the principals believed teachers needed specialized training related to increasing opportunities for students.

Table 37

Principals' Perceptions Related to Statement 29

---

<i>All Responses</i>					
<i>Yes</i>	230	<i>No</i>	10	<i>Total</i>	240
	95.83%		4.17%		100.00%
<i>Magnet Schools With Financial Assistance</i>					
<i>Yes</i>	68	<i>No</i>	2	<i>Total</i>	70
	97.14%		2.86%		100.00%
<i>Magnet Schools Without Financial Assistance</i>					
<i>Yes</i>	60	<i>No</i>	2	<i>Total</i>	62
	96.77%		3.23%		100.00%
<i>Segregated Non-Magnet Schools</i>					
<i>Yes</i>	51	<i>No</i>	1	<i>Total</i>	52
	98.08%		1.92%		100.00%
<i>Desegregated Non-Magnet Schools</i>					
<i>Yes</i>	51	<i>No</i>	5	<i>Total</i>	56
	91.07%		8.93%		100.00%

---

31. I believe that improving classroom instruction generally results in increased educational opportunities for students.

It can be determined from Table 38 that over 90% of the principals believed increased educational opportunities were directly related to improved classroom instruction.



Table 38

Principals' Perceptions Related to Statement 31

---

<i>All Responses</i>						
<i>Yes</i>	239		<i>No</i>	10	<i>Total</i>	249
	95.98%			4.02%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	68		<i>No</i>	2	<i>Total</i>	70
	97.14%			2.86%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	60		<i>No</i>	4	<i>Total</i>	64
	93.75%			6.25%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	54		<i>No</i>	1	<i>Total</i>	55
	98.18%			1.82%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	57		<i>No</i>	3	<i>Total</i>	60
	95.00%			5.00%		100.00%

---

34. I believe that extra funds should be specifically provided to schools to increase educational opportunities for students.

It can be determined from Table 39 that over 90% of the principals believed more funds were needed to improve instruction designed to increase educational opportunities for children.

Table 39

Principals' Perceptions Related to Statement 34

---

<i>All Responses</i>						
<i>Yes</i>	231		<i>No</i>	9	<i>Total</i>	240
	96.25%			3.75%		100.00%
<i>Magnet Schools With Financial Assistance</i>						
<i>Yes</i>	67		<i>No</i>	4	<i>Total</i>	71
	94.37%			5.63%		100.00%
<i>Magnet Schools Without Financial Assistance</i>						
<i>Yes</i>	62		<i>No</i>	2	<i>Total</i>	64
	96.88%			3.13%		100.00%
<i>Segregated Non-Magnet Schools</i>						
<i>Yes</i>	52		<i>No</i>	1	<i>Total</i>	53
	98.11%			1.89%		100.00%
<i>Desegregated Non-Magnet Schools</i>						
<i>Yes</i>	50		<i>No</i>	2	<i>Total</i>	52
	96.15%			3.85%		100.00%

---

36. I believe that most regular schools already have instructional programs that are specifically designed to increase educational opportunities for students.

It can be determined from Table 40 that the principals were divided on whether public school offered programs designed to increase educational opportunities. Principals of desegregated non-magnet schools believed programs were already in place.

Table 40

Principals Perceptions Related to Statement 36

---

*All Responses*

<i>Yes</i>	151	<i>No</i>	93	<i>Total</i>	244
	61.89%		38.11%		100.00%

*Magnet Schools With Financial Assistance*

<i>Yes</i>	36	<i>No</i>	33	<i>Total</i>	69
	52.17%		47.83%		100.00%

*Magnet Schools Without Financial Assistance*

<i>Yes</i>	47	<i>No</i>	16	<i>Total</i>	63
	74.60%		25.40%		100.00%

*Segregated Non-Magnet Schools*

<i>Yes</i>	47	<i>No</i>	9	<i>Total</i>	56
	83.93%		16.07%		100.00%

*Desegregated Non-Magnet Schools*

<i>Yes</i>	21	<i>No</i>	35	<i>Total</i>	56
	37.50%		62.50%		100.00%

---

## Chapter V

### Summary, Conclusions, and Recommendations

The purpose of this study was to analyze the influence the four factors of desegregation, supplemental financial assistance, magnet thematic activities, and educational opportunities had on the perceptions of public school principals from schools of different degrees of educational quality. Educational quality was determined by the level of achievement, violence, dropout rate, and racial balance of a school. Chapter V includes a summary of the research, findings, discussion of findings and conclusions, and recommendations for additional research.

#### Summary

The analysis of responses to the SPARE survey returned by 255 principals revealed there were no significant differences among principals from schools that varied in quality concerning what constitutes quality in education. The surveyed principals indicated school quality could be improved when more educational funds were provided for a larger number of instructional activities designed to improve the educational opportunities for a racially integrated student population. They also indicated that magnet school thematic activities helped to desegregate schools and to increase the educational opportunities for students. Thus, it was indicated magnet school thematic activities were the best method to improve the quality of education in public schools.

However, most principals believed a school could accomplish the same results if more funds were available for regular school activities. They believed the only advantage special thematic activities had over regular school

activities was the money provided. As a result, most felt the extra funds should be provided for regular programs that were designed to increase educational opportunities for students in a racially integrated setting rather than to require that a school start magnet school thematic activities as the means to improve public education.

Findings

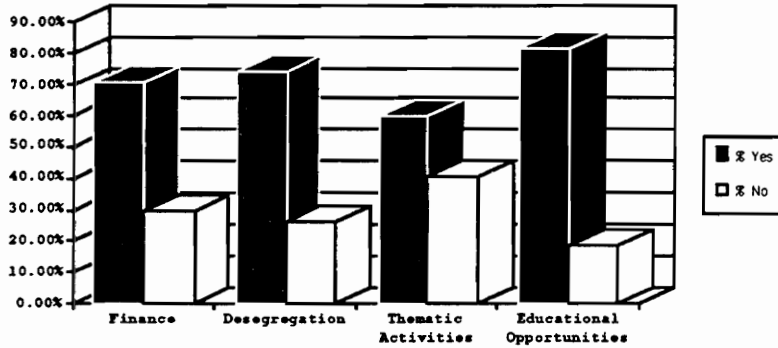
Based on the analysis of the data and information accumulated from the surveys, the following findings were disclosed.

1. A majority of the principals responded favorably to the survey Statement in each category. Table 41 provides the percent of responses by categories; Figure 2 the comparison of responses to statements by categories.

Table 41

Totals for the Four Categories of Independent Variables

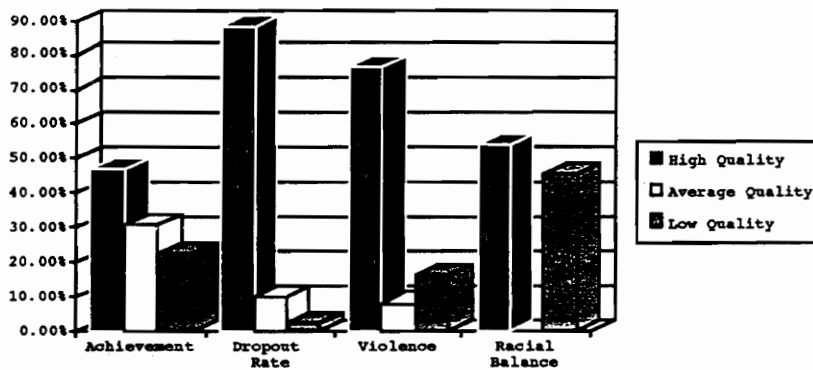
	% Yes	% No	Total
Finance	70.68%	29.32%	100.00%
Desegregation	73.98%	26.02%	100.00%
Thematic Activities	59.73%	40.27%	100.00%
Educational Opportunities	81.58%	18.42%	100.00%



Influence of Factors on Principals' Perceptions

Figure 2

2. A larger percentage of schools ranked higher in each quality category than those that were average or below average. Figure 3 shows the rankings of schools by quality category.



Quality of Schools Based on Factors

Figure 3

3. The data indicate there were no significant differences among principals regarding their perceptions about the four factors of finance, desegregation, magnet school thematic activities, and educational opportunities.
4. The test of significant difference among independent and dependent variables yielded a "p" value greater than one for each category and combination of categories which permitted rejection of the null hypothesis that the influence finance, desegregation, thematic activities, and increased educational opportunities had on the quality of the school program was perceived differently among principals from schools of different quality.
5. The principals believed public schools should be desegregated (77.3%) so a better quality of education (66%) could be offered to a racially diverse student population (96.8%). However, since the desegregation process was disruptive (72.8%), parents became more concerned about their children's education (91.6%) and boards of education often spent too much money on the desegregation process (50%). More funds were needed for extra school services to handle the changes related to desegregation (91.6%).
6. The principals believed there was less revenue available for American education because of a decline in public support (88.8%). Although quality instruction was being provided without additional instructional funding (64.9%), special funds were needed for desegregation services (91.9%), programs designed to help improve student achievement (88.6%), and special thematic-type activities (88.6%) as long as additional financing was also provided for regular programs of instruction (66.3%). Boards of

education were not likely to provide more funds for operation than instruction (68.0%), or favor schools with higher achieving students (53.5%).

7. The principals believed magnet school thematic activities increased educational opportunities for students (91.9%), helped to desegregate schools (79.9%), and helped children learn better than other activities offered in the school (75.9%). However, they did not believe that magnet programs were necessarily better than regular school programs (57.8%). Since boards of education were not likely to provide additional financial support for magnet school thematic activities (67.8%), their need was questionable (58.8%). Thus, the use of magnet school thematic activities in place of regular school activities was not considered necessary (66.3%).
  
8. The principals believed citizens wanted schools to offer educational programs designed to provide better educational opportunities for students (95.9%) and boards of education were more responsive to better educated citizens (81.3%). Some public schools had programs designed to increase educational opportunities (61.9%). Educational opportunities increased in schools that were desegregated (67.0%), had magnet school thematic activities (84.2%), and provided classroom activities designed to improve classroom instruction (95.9%). More funds were needed for the special activities and services (96.2%) and for the specialized training of teachers.

#### Discussion of Findings and Conclusions

Regardless of the quality of the school served by a principal, perceptions were the same about what constitutes quality in education. Quality did not depend on achievement



alone. Principals believed strongly that educational opportunities for students and their racial interaction were important components of any school program.

Most principals recognized that magnet schools were popular and were often associated with educational quality. However, it was the large amount of money associated with Magnet school thematic activities that principals believed was the cause for their success. Thus, they thought if more funds were provided for services that helped with the racial integration of students, and services designed to increase educational opportunities for students while improving achievement, all the elements were in place for an outstanding school.

#### Recommendations for Further Research

1. The degree of influence that each of the four perception factors has on principals in racially isolated schools.
2. The degree of influence that each of the four perception factors has on magnet school principals as a group.
3. The relation of the principals' perceptions of how different levels of financial assistance affect quality in education.
4. The principals' perceptions about achievement and in relation to their perceptions of educational opportunities and desegregation for determining quality of education.

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**APPENDIX A**

**Magnet Schools Assistance Program Grants (1985-1994)**  
**Each Year For Two Year Cycle**

School District	ST	85 Award	87 Award	89 Award	91 Award	93 Award
Birmingham	AL	\$1,025,872				
Huntsville City	AL	\$238,739	\$487,705			
Mobile	AL				\$1,051,064	
Montgomery	AL	\$294,605		\$1,469,662		
Forest City	AR				\$2,360,791	
Little Rock	AR	\$2,595,182				
Pine Bluff	AR					\$3,456,162
Maricopa #40	AZ	\$222,841			\$483,651	
Phoenix Elem. #1	AZ	\$670,308			\$670,308	
Phoenix Union HSD	AZ	\$306,053		\$1,627,510		\$1,020,422
Tucson USD	AZ			\$2,923,681		
East Side Union	CA		\$823,656	\$1,161,840	\$964,065	
Long Beach USD	CA	\$922,291		\$3,143,730	\$1,780,942	\$3,353,327
Los Angeles USD	CA			\$3,475,913		
National USD	CA	\$214,197				
Richmond USD	CA				\$2,299,931	
Sacramento USD	CA		\$2,956,623	\$2,782,430		
San Diego USD	CA	\$3,100,783		\$3,574,845	\$2,618,318	
San Francisco USD	CA		\$3,164,945			\$3,325,760
San Jose USD	CA		\$3,754,897		\$3,252,848	\$3,512,341
Stockton USD	CA	\$969,325	\$2,100,838	\$3,107,466	\$2,511,322	\$3,510,286
Denver	CO	\$2,851,532				
Bridgeport	CT					\$637,826
East Lyme	CT				\$501,424	\$712,133
Hew Haven	CT			\$1,166,506	\$1,216,706	
Stamford	CT				\$627,346	\$1,172,749
Brevard County	FL					\$996,287
Broward County	FL				\$1,490,003	\$3,148,643
Dade County	FL				\$3,572,185	
Duval County	FL				\$3,624,209	
Escambia County	FL				\$2,798,471	
Fort Pierce	FL			\$219,162	\$854,910	
Hillsborough	FL				\$2,358,769	
Lee County	FL				\$2,790,819	
Pinellas County	FL				\$1,560,736	\$2,237,728
Polk County	FL					\$1,976,681
St. Lucie County	FL				\$854,910	
West Palm Beach	FL			\$3,412,032		
Bibb County	GA	\$677,513	\$432,367			
Columbus	GA					\$1,341,543
Savannah/Chatham	GA			\$1,724,615		\$2,689,063
Ware County	GA					\$955,859
Chicago	IL	\$4,000,000	\$4,000,000	\$4,000,000		
Decatur	IL				\$599,746	\$602,785
Kankakee #111	IL			\$605,254	\$470,620	
Fort Wayne	IN				\$2,597,771	\$1,242,218
Indianapolis	IN	\$3,972,596	\$2,739,730	\$2,369,480	\$2,586,934	
Jefferson County	KY		\$2,446,291	\$3,493,622	\$3,177,159	\$3,000,933
Caddo Parish	LA			\$996,654		

**Magnet Schools Assistance Program Grants (1985-1994)**  
**Each Year For Two Year Cycle**

School District	ST	85 Award	87 Award	89 Award	91 Award	93 Award
Grambling	LA	\$336,999				
Orleans Parish	LA			\$3,443,498		
Pointe Coupee	LA		\$520,070			
Boston	MA			\$2,616,924		\$1,467,152
Lawrence	MA				\$513,072	\$995,750
Lowell	MA				\$927,848	
New Bedford	MA				\$453,475	
Baltimore County	MD					\$2,260,867
Prince Georges	MD		\$4,000,000			
Benton Harbor	MI			\$1,490,925		
River Rouge	MI				\$1,100,401	
Flint	MI		\$2,056,958			
Grand Rapids	MI	\$400,515		\$2,329,317	\$3,592,891	
Forest Park	MI	\$360,765				
Minneapolis	MN	\$377,683		\$3,067,784	\$1,392,326	\$1,529,268
St. Paul	MN	\$1,540,083			\$1,766,862	\$1,266,611
Kansas City	MO		\$3,152,612			\$2,129,163
St. Louis	MO	\$3,991,750	\$3,868,570			
Cleveland	MS				\$620,362	\$1,127,215
Hattisburg	MS		\$384,695			
Jackson	MS		\$854,360	\$1,934,614		
Laurel	MS					\$1,029,850
Vicksburg Warren	MS				\$596,679	
Omaha	NE	\$541,931		\$183,705		
Las Vegas	NV					\$1,774,912
Bayonne City	NJ	\$501,688		\$677,051		\$832,719
Montclair	NJ	\$1,510,243		\$1,343,797		
Teaneck	NJ	\$1,008,196				
Albany	NY					\$1,598,467
Buffalo City	NY	\$4,000,000	\$3,255,079	\$3,489,325		\$2,156,567
Mount Vernon	NY				\$1,561,870	
New York City #1	NY				\$2,307,891	
New York City #2	NY	\$319,948		\$2,472,032	\$2,843,377	\$2,449,530
New York City #3	NY			\$3,325,811	\$2,151,063	\$2,557,744
New York City #4	NY	\$1,198,231	\$1,470,256			
New York City #15	NY	\$525,204		\$2,501,944		
New York City #18	NY	\$3,576,551	\$2,943,384	\$3,518,355	\$3,519,132	
New York City #19	NY			\$372,176		
New York City #20	NY		\$2,679,802	\$3,204,393	\$3,247,183	
New York City #21	NY	\$3,328,248	\$2,028,880			\$2,894,935
New York City #22	NY	\$3,548,650	\$2,251,974			\$2,649,498
New York City #25	NY			\$3,368,193	\$2,262,568	\$2,574,967
New York City #26	NY				\$374,057	
New York City #28	NY					\$2,561,341
New York City #30	NY				\$2,892,462	\$2,581,763
New York City #33	NY		\$291,407		\$929,321	
NY City Central	NY			\$2,528,901	\$2,096,096	
New Rochelle	NY					\$1,392,136
Newburgh	NY	\$1,606,702		\$1,349,460	\$2,400,158	

**Magnet Schools Assistance Program Grants (1985-1994)  
Each Year For Two Year Cycle**

School District	ST	85 Award	87 Award	89 Award	91 Award	93 Award
Portchester-Rye	NY			\$846,569		
Poughkeepsie	NY		\$836,620	\$611,547	\$323,281	\$287,012
Rochester	NY	\$3,992,880	\$3,741,593	\$2,967,173	\$2,528,461	
Schenectady	NY			\$432,483	\$210,018	
Utica City	NY				\$844,500	
White Plains	NY			\$664,630	\$562,738	
Yonkers	NY			\$3,654,984	\$2,453,078	
Ashville	NC					\$1,464,268
Charlotte	NC					\$3,279,262
Greensboro	NC			\$1,295,979	\$1,534,245	
Wake County	NC		\$1,905,929			\$1,161,110
Akron	OH					\$3,158,211
Cincinnati	OH		\$1,505,137		\$999,140	
Cleveland	OH	\$1,407,679		\$3,326,279	\$1,262,175	
Cleveland Heights	OH	\$451,025				
Columbus	OH	\$4,000,000	\$2,330,470			
Dayton	OH			\$3,474,883	\$2,146,168	\$2,209,613
Lima	OH					\$527,563
Lorain	OH		\$1,743,854		\$1,782,266	\$1,011,177
Plain City	OH		\$762,515			
Portland #1	OR			\$866,003		
Philadelphia	PA		\$2,916,878		\$1,619,043	\$3,498,460
Pittsburgh	PA	\$3,935,297				
Providence	RI	\$304,860	\$294,837	\$572,745		\$1,424,733
Jackson	TN					\$1,537,062
Nashville	TN		\$558,003			
Amarillo	TX			\$394,997	\$284,112	
Austin	TX	\$963,950				
Dallas ISD	TX	\$888,664	\$2,126,628		\$1,149,240	
Ector	TX			\$1,503,979		\$1,555,708
Fort Worth	TX			\$1,042,113		
Houston	TX	\$486,676	\$1,284,400			
Victoria	TX					\$1,337,130
Wichita Falls	TX					\$1,912,910
Alexandria	VA		\$564,450			
Lynchburg	VA					\$620,459
Roanoke	VA		\$1,763,587	\$1,729,330	\$1,414,555	\$3,599,943
Seattle	WA	\$3,958,592		\$3,272,668	\$1,691,715	\$1,672,102
Tacoma	WA	\$486,079			\$1,800,666	
Yakima	WA					\$715,896
Milwaukee	WI	\$4,000,000		\$2,491,031		
<b>Total</b>		<b>\$75,610,926</b>	<b>\$75,000,000</b>	<b>\$113,620,000</b>	<b>\$108,779,389</b>	<b>\$107,695,820</b>
<b>Average Award</b>		<b>\$1,680,242</b>	<b>\$1,793,684</b>	<b>\$2,104,074</b>	<b>\$1,673,529</b>	<b>\$1,889,400</b>

Average Annual Award \$1,856,009

Source: U.S. Department of Education,  
Contracts and Grants Division.

**APPENDIX B**

**Survey of Principals' Attitudes Regarding Education  
(SPARE)**

Please return to:     **David K. Lerch**  
                          **3 Heathmuir Way**  
                          **Savannah, Georgia 31411**

**Part One: Directions:** Please circle the letter for the statement that best describes you.

- A. I have served as a principal of this school for \_\_\_\_\_ years.
- B. I have been a school principal for \_\_\_ years.
- C. My race (ethnic origin) is:  
      (a) African American  
      (b) American Indian  
      (c) Caucasian  
      (d) Hispanic  
      (e) Oriental  
      (f) other
- D. The student body racial composition of the school (**other than Caucasian**) where I am principal is:  
      (a) over 85% minority (all races other than Caucasian)  
      (b) between 50% and 85% minority  
      (c) between 25% and 49.99% minority  
      (d) less than 25% minority
- E. The size of the student enrollment of the school where I am a principal is:  
      (a) fewer than 200 students  
      (b) between 201 and 500 students  
      (c) between 501 and 1,000 students  
      (d) between 1,001 and 1,500 students  
      (e) larger than 1,500 students
- F. The current classification of the school where I am principal is:
- |                      |                 |                 |
|----------------------|-----------------|-----------------|
|                      | (a) pre-primary | (grades _____ ) |
|                      | (b) primary     | (grades _____ ) |
| Fill in grade levels | (c) elementary  | (grades _____ ) |
|                      | (d) middle      | (grades _____ ) |
|                      | (e) jr. high    | (grades _____ ) |
|                      | (f) high        | (grades _____ ) |
|                      | (g) other       | (grades _____ ) |

G. I am a principal of the following type school:

- (a) Magnet school (unique school-wide curriculum designed to voluntarily attract students from throughout the school district)
- (b) Magnet program (unique curriculum or instructional activities offered during the school day that are designed to voluntarily attract students from other schools throughout the school district for part of the school day, week, or term)
- (c) non-magnet

H. Magnet Theme(s)\* if applicable:

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\* A magnet theme is the name given to a special curriculum or course of study that contains subject matter or a teaching methodology that is not generally offered to students of the same age or grade level in the same school district as the students to whom the special curriculum is offered in a school identified as a magnet school.

Please answer I and J only if you circled (a) or (b) in item G.

I. My school currently receives extra funds (not generally provided for instructional purposes) to conduct magnet theme-related activities\* from the following source(s) (check all that apply):

- (a) federal
- (b) state
- (c) special local allocation
- (d) none

\* Magnet theme-related activities include those necessary to make a curriculum or course of study special or unique in a facility designated as a magnet school.

J. Extra funds have been provided for the magnet theme-related activities in this school from the following resource(s):

- (a) Magnet Schools Assistance Program
- (b) Emergency School Assistance Act
- (c) other federal or state funds (list)

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- (d) local

K. My superintendent would tell me that, based upon national student achievement test scores, our school ranks among schools throughout the state as follows:

- (a) above average
- (b) average
- (c) below average

L. Based upon reports developed by the school district, our school:

- (a) has a very high dropout rate.
- (b) has an average dropout rate.
- (c) has a below average dropout rate.
- (d) has the lowest dropout rate in the district.

If you can provide the specific percent (i.e., 10%), please do so. \_\_\_\_\_%

M. My superintendent would tell me that our school (*check only one*):

- (a) handles the frequent reports of violence in the school efficiently.
- (b) is one of the first schools in the district to develop a safe environment.



- (c) has only a few reports of violence in the school.  
*(Incidents happen but we do not report it to the central board.)*
- (d) has never had any problems related to violence in the school.

N. Based on my knowledge, magnet schools are *(check only one)*:

- (a) known to provide better educational opportunities for students (providing a student with the ability to participate in any educational activity or course of study that is offered to students at a particular age or grade level in a school)
- (b) no different than regular schools.

O. Based on my knowledge, magnet schools:

- (a) are known to provide minority students with better educational opportunities after leaving magnet schools.
- (b) don't provide minority students any better educational opportunities than non-minority students.

**Part Two: Directions.** Please circle the statement that most appropriately matches your position on the following statements. For purposes of this questionnaire, please keep the following definitions in mind.

**Educational Opportunity = providing a student with the ability to participate in any educational activity or course of study that is offered to students at a particular age or grade level in a school.**

**Magnet School Thematic Activities = those necessary to make a curriculum or course of study special or unique in a facility identified as a magnet school.**

1. I believe that interaction among students of different races is an important part of schooling.

Yes

No





19. I believe that all schools should be racially desegregated.

Yes

No

20. I believe that educational opportunities for students increase in a school that offers magnet school thematic activities.

Yes

No

21. I believe that most magnet school thematic activities are more desirable than most regular school instructional activities.

Yes

No

22. I believe that most schools that have a student population exceeding 50% minority are providing as good an education to students as schools that have a student population that is less than 50% minority.

Yes

No

23. I believe that school boards are more likely to spend extra local funds on instructional programs in schools where student achievement scores are above average.

Yes

No

24. I believe that most regular school instructional activities are as good as most magnet school thematic activities.

Yes

No

25. I believe that a school needs extra operational funds when it is implementing a school desegregation plan for the first time.

Yes

No

26. I believe that students have better educational opportunities in a school that is part of a district-wide school desegregation plan.

Yes

No



35. Most school principals would prefer a magnet school program to a regular school program.

Yes

No

36. I believe that most regular schools already have instructional programs that are specifically designed to increase educational opportunities for students.

Yes

No

**Thank you for your time and help.**

**APPENDIX C**

«Date»

Dear Colleague:

Please take approximately 25 minutes to complete the enclosed survey questionnaire. I am involved in a study concerning magnet schools, and this survey is being completed for my doctoral dissertation. The study involves a survey of 120 magnet and 120 non-magnet school principals selected from throughout the United States.

The hypothesis being tested is that factors related to federal magnet project grants are perceived by school principals to increase the educational opportunities for students.

Please return the enclosed survey instrument by «date». I have enclosed a stamped, addressed envelope for your convenience.

Thank you for taking the time to help with my research. If you wish a copy of the results, please check the box at the bottom of the first page of the survey questionnaire.

Sincerely,

David K. Lerch



APPENDIX D

«Date»

Dear Colleague:

Thank you for taking the time to complete the Survey of Principals' Attitudes Regarding Education (SPARE) questionnaire. Your assistance is appreciated because it helped me complete the research needed for my doctoral dissertation.

Two hundred fifty-five principals of magnet and non-magnet schools have responded to the survey. From the information provided, I have been able to determine whether four identified factors had an influence on principals' perceptions about increased educational opportunities for students. I am including a copy of the results if you indicated an interest in reviewing the data.

Sincerely,

David K. Lerch

**APPENDIX E**

## Survey SPARE

### Survey of Principals' Attitudes Regarding Education

#### Grouped Survey Questions by Category

#### Questions by Categories

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##### Questions on survey related to finance.

2. I believe that school districts throughout the United States are losing community support for tax increases to finance education.
5. I believe that any school can start supplemental activities to improve the quality of instruction for students without any additional funds.
8. I believe that extra instructional funds (i.e. funds for extra teachers, instructional equipment, consumable classroom materials and supplies) help to reduce school problems associated with desegregation.
10. I believe that when a school starts magnet school thematic activities, additional funds should be provided.
13. I believe that student achievement can be increased in any school that is provided extra instructional funds.
16. I believe that most magnet school thematic activities are more expensive than most regular instructional activities.
23. I believe that school boards are more likely to spend extra local funds on instructional programs in schools where student achievement scores are above average.
25. I believe that a school needs extra operational funds when it is implementing a school desegregation plan for the first time.
33. I believe that I can get additional operational funds (maintenance, transportation, and custodial supplies) easier than I can get additional instructional funds (consumable classroom materials, instructional equipment, and staff development) from my board of education.

Questions on survey related to desegregation.

1. I believe that interaction among students of different races is an important part of schooling.
4. I believe that students get a better education in racially desegregated schools.
6. I believe that if a school is not part of a district-wide school desegregation plan, it could provide a better quality education for students.
11. I believe that extra instructional services should be provided to students in a newly desegregated school.
19. I believe that all schools should be racially desegregated.
22. I believe that most schools that have a student population exceeding 50% minority are providing as good an education to students as schools that have a student population that is less than 50% minority.
28. I believe that the educational process is disrupted when a school district must make annual student enrollment adjustments for desegregation purposes.
30. I believe that parents generally become more concerned about their child's education in a school that is part of a new district-wide desegregation plan.
32. I believe that school boards that have adopted district-wide school desegregation plans generally spend too much money on their implementation.

Questions on survey related to thematic activities.

3. I believe that the use of magnet school thematic activities to voluntarily attract students of different races to schools is a good way to desegregate a school district.
7. I believe that my school board could find additional funds in the district's local budget if I wanted to start new magnet school thematic activities in my school.
9. I believe that magnet school thematic activities increase educational opportunities for students.

15. I believe that magnet school thematic activities help children learn better.
18. I believe that magnet school thematic activities should be part of all district-wide school desegregation plans.
21. I believe that most magnet school thematic activities are more desirable than most regular school instructional activities.
24. I believe that most regular school instructional activities are as good as most magnet school thematic activities.
27. I believe that my school district should include magnet school thematic activities in every school.
35. Most school principals would prefer a magnet school program to a regular school program.

Questions on survey related to educational opportunities.

12. I believe that school boards are more responsive to schools where the majority of the students' parents have had better educational opportunities.
14. I believe that there is more community support for any school that can show that it provides students better educational opportunities.
17. I believe most children are provided the skills to increase their educational opportunities in most public schools regardless of the type of instructional program offered.
20. I believe that educational opportunities for students increase in a school that offers magnet school thematic activities.
26. I believe that students have better educational opportunities in a school that is part of a district-wide school desegregation plan.
29. I believe that teachers should be specifically trained by curriculum experts to learn how to provide children with better educational opportunities.
31. I believe that improving classroom instruction generally results in increased educational opportunities for students.

34. I believe that extra funds should be specifically provided to schools to increase educational opportunities for students.
36. I believe that most regular schools already have instructional programs that are specifically designed to increase educational opportunities for students.

**APPENDIX F**



Grouped Survey Responses

No.	T	Q1	Q2	Q3	Q4	F	T	D	E
1	1	2	1	3	2	6	6	5	6
2	2	2	1	2	1	8	8	8	7
3	2	2	1	2	1	9	7	7	7
4	4	1	1	1	1	8	3	5	7
5	3	1	1	1	2	7	6	5	8
6	4	1	1	1	2	5	6	8	8
7	3	2	1	1	1	8	5	5	9
8	3	3	1	1	2	5	4	7	8
9	1	2	1	1	2	5	2	4	5
10	4	1	1	1	1	5	6	7	7
11	2	2	2	3	1	7	4	7	9
12	1	3	1	2	1	6	6	6	6
13	4	1	1	3	1	7	3	6	6
14	2	3	1	1	2	4	6	5	8
15	4	2	1	1	2	4	3	6	8
16	1	3	2	1	2	8	4	6	8
17	1	1	1	1	2	6	8	4	7
18	1	1	1	1	2	7	6	7	8
19	3	2	2	1	2	7	6	7	8
20	4	1	1	1	1	6	4	7	6
21	3	1	1	1	2	7	6	7	8
22	1	2	1	1	1	4	6	6	8
23	3	1	1	3	2	2	3	5	3
24	2	1	1	1	1	5	2	9	8
25	1	1	1	1	2	6	5	6	6
26	1	3	1	1	2	5	5	6	7
27	3	2	1	1	2	5	6	6	8
28	1	1	1	1	2	6	4	5	7
29	3	3	2	1	1	6	5	7	7
30	1	1	1	1	1	6	8	6	8
31	4	3	1	2	1	1	1	2	3
32	1	1	1	2	2	7	4	6	7
33	1	1	1	1	2	7	6	6	5
34	4	2	1	1	1	5	3	6	5
35	1	1	1	1	2	4	6	7	8
36	1	2	1	1	1	5	5	5	8
37	1	2	1	1	1	5	6	6	6
38	1	1	1	3	1	8	6	6	7
39	1	3	3	3	1	7	4	8	7
40	1	1	1	1	1	8	7	8	9
41	1	2	1	1	1	6	8	5	7
42	4	1	1	1	2	3	1	5	7
43	4	2	1	1	1	7	6	7	7
44	1	2	1	1	2	6	6	6	7
45	3	3	1	1	2	7	5	6	7

## Grouped Survey Responses

No.	T	Q1	Q2	Q3	Q4	F	T	D	E
46	3	3	2	2	2	6	3	7	6
47	1	2	1	3	1	7	6	5	7
48	2	1	1	1	2	5	5	4	7
49	2	1	1	1	1	5	6	6	8
50	1	1	1	1	2	5	6	7	8
51	3	3	1	1	2	9	2	7	6
52	1	2	1	1	1	8	4	6	8
53	1	3	2	1	2	6	6	6	7
54	1	1	1	1	1	5	3	6	8
55	2	1	1	1	1	6	5	8	9
56	1	1	1	1	1	6	6	6	5
57	4	1	1	1	1	6	4	6	5
58	3	3	1	1	2	6	6	7	8
59	3	1	1	1	1	9	5	6	7
60	1	3	1	1	1	6	4	6	7
61	3	3	1	1	1	8	5	6	5
62	4	1	1	1	1	7	3	5	6
63	1	3	3	1	2	5	4	4	7
64	3	1	1	1	2	6	7	4	7
65	4	2	1	3	2	7	4	6	6
66	1	1	1	2	2	8	7	7	7
67	4	1	1	1	2	7	8	7	7
68	2	2	1	1	1	7	7	7	7
69	2	2	1	1	2	9	8	7	8
70	1	1	1	1	1	4	7	5	8
71	1	2	1	3	2	6	5	5	6
72	1	2	1	1	2	5	3	4	5
73	2	1	1	1	1	5	3	4	5
74	4	3	1	2	1	2	1	1	4
75	4	3	1	2	1	1	4	5	5
76	3	1	1	1	1	7	5	7	8
77	2	1	1	1	1	6	5	7	8
78	2	2	1	1	1	7	8	7	9
79	2	2	2	3	2	6	5	6	9
80	1	3	1	2	1	6	7	6	6
81	3	3	2	1	2	6	3	7	6
82	4	2	1	3	2	6	6	5	7
83	3	1	1	3	2	4	1	6	5
84	4	1	1	1	1	7	7	9	9
85	2	3	1	1	1	3	7	5	7
86	4	1	1	1	1	6	5	7	6
87	2	3	1	1	1	5	5	5	8
88	2	3	1	3	1	7	7	7	8
89	4	1	1	1	1	6	2	7	9
90	2	1	1	1	1	5	5	5	7

## Grouped Survey Responses

No.	T	Q1	Q2	Q3	Q4	F	T	D	E
91	3	1	1	1	2	6	5	7	7
92	4	2	1	1	2	7	6	7	7
93	1	3	2	1	2	8	6	6	8
94	1	1	1	1	1	6	7	4	7
95	1	1	1	1	1	7	7	7	8
96	1	2	1	3	2	7	6	5	7
97	3	2	2	1	2	7	5	7	8
98	4	1	1	1	1	4	4	6	7
99	2	1	1	1	1	6	3	6	6
100	2	2	1	1	1	6	6	9	9
101	4	1	1	3	1	7	4	6	6
102	4	1	1	1	1	3	1	6	6
103	3	3	1	1	2	9	2	6	6
104	2	2	1	2	1	7	7	6	7
105	3	3	2	2	2	6	3	8	6
106	2	3	1	3	1	5	6	6	8
107	4	2	1	1	1	5	4	6	4
108	1	1	1	1	2	8	5	9	9
109	2	1	1	1	2	4	5	9	8
110	1	2	1	1	2	4	7	6	8
111	1	1	1	1	2	6	6	5	6
112	2	1	1	1	2	7	5	7	8
113	2	2	1	1	1	7	4	9	7
114	2	1	1	1	1	7	4	4	8
115	4	1	1	1	1	5	6	5	5
116	3	3	1	1	1	7	5	6	7
117	3	3	1	1	1	7	5	7	6
118	3	3	1	1	2	7	6	5	5
119	4	2	1	1	1	5	4	6	8
120	3	2	2	1	1	6	6	7	8
121	4	1	1	1	1	7	6	6	6
122	4	1	1	1	1	6	4	5	7
123	3	2	1	1	1	4	6	6	8
124	2	1	1	1	1	5	4	8	6
125	2	1	1	1	2	6	4	5	7
126	3	3	1	1	2	6	6	7	8
127	4	2	1	1	2	5	4	7	8
128	2	2	2	3	1	8	5	7	8
129	4	1	1	1	1	5	5	4	5
130	2	2	1	2	2	8	7	8	7
131	2	2	2	3	1	8	6	7	8
132	4	1	1	1	1	6	3	6	6
133	4	1	1	1	1	7	4	5	6
134	2	1	1	1	1	6	6	7	7
135	1	3	1	1	2	4	3	6	7

Grouped Survey Responses

No.	T	Q1	Q2	Q3	Q4	F	T	D	E
136	1	1	1	1	1	7	5	7	6
137	4	1	1	1	1	4	5	4	8
138	2	3	1	1	1	4	7	6	7
139	1	1	1	1	1	5	6	5	7
140	4	1	1	1	1	6	4	7	6
141	3	3	2	1	2	6	5	5	7
142	1	1	1	1	2	7	8	6	8
143	3	3	2	1	2	6	3	7	7
144	4	1	1	1	1	6	4	7	6
145	4	2	1	1	1	6	6	6	8
146	4	1	1	1	1	8	5	6	5
147	2	1	1	1	1	6	4	4	7
148	3	1	1	1	2	7	6	7	8
149	2	1	1	1	1	4	7	6	6
150	2	1	1	1	1	8	5	6	7
151	1	1	1	2	2	7	7	6	8
152	1	3	3	1	2	5	5	3	6
153	1	1	1	1	2	4	5	5	8
154	2	3	1	1	2	5	6	7	7
155	4	1	1	1	1	3	1	5	5
156	2	1	1	1	2	6	3	5	7
157	2	2	1	2	2	9	6	8	8
158	1	1	1	1	2	7	7	6	6
159	2	2	2	3	1	7	5	7	8
160	3	1	1	1	1	8	5	7	6
161	2	2	1	2	1	8	7	7	7
162	3	1	1	1	2	7	8	6	7
163	2	1	1	1	2	7	5	7	8
164	4	1	1	3	2	7	4	5	5
165	4	2	1	3	1	7	5	4	4
166	3	1	1	3	1	3	2	3	3
167	4	1	1	1	2	4	4	5	8
168	4	1	1	1	1	4	4	5	7
169	1	1	1	1	2	5	6	7	5
170	1	2	1	1	2	6	6	5	8
171	2	1	1	1	2	5	5	8	8
172	2	3	1	3	1	8	7	8	8
173	2	3	1	3	1	6	5	5	9
174	3	1	1	1	2	7	5	7	7
175	1	2	1	1	2	5	7	5	8
176	1	1	1	1	1	8	8	8	9
177	1	2	1	1	2	6	7	7	7
178	1	1	1	1	2	6	7	7	8
179	1	2	1	1	1	5	6	6	6
180	1	1	1	1	2	5	2	8	8

Grouped Survey Responses

No.	T	Q1	Q2	Q3	Q4	F	T	D	E
181	4	2	1	1	1	7	5	8	7
182	4	2	1	1	1	6	3	6	7
183	1	1	1	3	2	8	7	6	7
184	1	1	1	3	1	8	7	7	7
185	1	3	3	3	2	6	3	7	5
186	4	2	1	3	1	8	5	7	6
187	1	3	3	3	2	6	4	5	6
188	1	1	1	1	1	8	8	8	9
189	1	2	1	1	2	6	6	5	8
190	3	1	1	1	1	6	7	7	7
191	4	2	1	1	2	4	3	4	4
192	2	1	1	1	1	2	4	7	8
193	1	2	1	1	2	6	8	7	6
194	1	1	1	1	1	6	5	6	5
195	2	2	2	3	1	7	6	7	9
196	2	2	1	1	2	9	5	6	8
197	4	1	1	1	1	3	1	4	8
198	2	1	1	1	1	6	5	6	5
199	3	3	1	1	1	8	4	6	7
200	3	3	1	1	2	7	5	7	8
201	4	2	1	1	1	5	3	6	4
202	2	2	1	2	1	7	6	8	7
203	2	2	2	3	1	8	5	7	8
204	3	2	1	1	2	5	7	6	7
205	4	2	1	1	1	7	6	8	8
206	2	1	1	1	2	8	5	9	7
207	1	2	1	3	1	7	5	5	7
208	2	2	1	1	1	8	6	9	9
209	2	1	1	1	2	4	3	7	7
210	1	1	1	1	2	6	6	8	8
211	3	3	2	1	1	6	4	7	7
212	1	2	1	1	1	8	5	6	8
213	4	2	1	1	1	6	5	8	7
214	4	1	1	1	2	8	6	5	6
215	4	2	1	3	1	5	6	8	4
216	1	3	2	1	1	7	7	6	6
217	2	2	1	2	1	8	6	8	7
218	2	1	1	1	1	6	6	6	7
219	4	1	1	1	1	7	6	6	6
220	3	3	1	1	2	6	5	6	6
221	3	1	1	1	2	7	5	7	7
222	2	1	1	1	2	7	5	6	8
223	3	1	1	3	1	2	1	3	5
224	2	1	1	1	2	9	5	8	7
225	4	2	1	3	1	6	6	5	6

## Grouped Survey Responses

No.	T	Q1	Q2	Q3	Q4	F	T	D	E
226	3	3	1	1	1	7	4	6	8
227	3	1	1	1	2	7	6	7	6
228	1	3	1	1	2	6	4	7	8
229	3	3	1	1	2	7	7	7	8
230	3	3	1	1	2	8	5	6	7
231	4	2	1	1	1	6	2	6	7
232	4	1	1	1	1	6	3	5	7
233	4	2	1	1	1	5	6	5	8
234	2	1	1	1	1	6	4	9	8
235	2	3	1	3	2	6	6	6	6
236	3	2	2	1	2	7	6	7	8
237	3	3	2	2	1	6	3	8	7
238	2	3	1	1	2	5	7	7	8
239	3	3	1	1	1	6	5	7	8
240	1	1	1	2	2	8	6	7	7
241	4	1	1	1	2	8	9	9	8
242	4	2	1	3	1	6	5	6	5
243	4	1	1	1	2	5	3	3	8
244	2	2	1	1	2	9	4	8	8
245	2	3	1	3	2	8	6	7	9
246	3	3	1	1	2	6	5	7	7
247	3	1	1	1	1	7	7	5	7
248	2	3	1	3	2	7	6	6	9
249	3	2	2	1	2	7	5	6	8
250	3	2	1	1	2	6	7	7	8
251	3	2	1	1	1	4	6	6	8
252	3	1	1	3	2	2	1	3	5
253	3	1	1	1	2	7	6	7	8
254	4	1	1	1	1	7	4	5	5
255	4	1	1	1	1	3	1	7	8

## Vita

**David K. Lerch**

1155 Connecticut Avenue, Suite 400

Washington, D.C. 20036

(202) 467-8588

### 1. EARNED DEGREES

<i>Degree</i>	<i>Institution</i>	<i>Date</i>	<i>Field of Specialty</i>
B.S.	University of Richmond	1963	Management
M.Ed.	University of Virginia	1967	Educational Administration
Adv. Grad. Cert.	University of Virginia	1970	Educational Administration
Doctoral Candidate	Virginia Polytechnic Inst.	current	Educational Administration

### 2. ACADEMIC AND PROFESSIONAL HISTORY

<i>Institution</i>	<i>Location</i>	<i>Position Rank</i>	<i>Date</i>
Huguenot High School	Richmond, VA	Mathematics Teacher	1963-65
Cardwell Elementary School	Goochland, VA	Elementary Principal	1965-67
George C. Marshall High School	Fairfax, VA	Assistant Principal	1967-68
Woodbrook Elementary School	Charlottesville, VA	Elementary Principal	1968-70
U.S. Office of Education	Philadelphia, PA	Desegregation Specialist	1970-71
U.S. Office of Education	Washington, D.C.	Education Specialist	1971-76
U.S. Office of Education	Virgin Islands	on loan to VI Governor	1974-75
U.S. Office of Education	Washington, DC	Chief, Special Projects	1976-82
U.S. Office of Education	Washington, DC	Chief, Impact Aid	1982-83
National Association of Magnet School Development	Alexandria, VA	President	1983-present
Wright State University	Dayton, OH	Resource Officer (on leave)	1989-present
The Juliana Group Inc.	Washington, DC	Vice President and Treasurer	1993-present

### 3. LONG TERM CONSULTANT CONTRACTS (One Year or Longer)

<i>Institution</i>	<i>Location</i>	<i>Services</i>	<i>Date</i>
Savannah Public Schools	Savannah, GA	Established 13 Magnet Schools	1987-89
Dayton City Schools	Dayton, OH	Established 28 Magnet Schools	1989-90
Ohio Joint Vocational School Superintendents Association	Columbus, OH	Consultant for Development of Magnet Schools	1990-91
Savannah Public Schools	Savannah, GA	Magnet Program Evaluation	1993-94
Dayton City Schools	Dayton, OH	Magnet Program Evaluation	1993-94
Ware County Schools	Waycross, GA	Magnet Program Evaluation	1993-94

4. SHORT TERM CONSULTANT CONTRACTS

<i>District</i>	<i>Location</i>	<i>Year of Service</i>
Albany Public Schools	Albany, NY	1983, 1984
VA State Department of Education	Richmond, VA	1984
Chula Vista Public Schools	Chula Vista, CA	1985
Community School District #30	New York, NY	1985
Oakland USD	Oakland, CA	1985
Prince Georges County	Laurel, MD	1985
Pittsburgh Public Schools	Pittsburgh, PA	1985
Queens College	Brooklyn, NY	1985
National USD	San Diego, CA	1985, 1987
Plain Public Schools	Plain City, OH	1985, 1987
Bibb County Public Schools	Macon, GA	1985, 1987
Buffalo City Schools	Buffalo, NY	1985, 1987
Community School District #18	New York, NY	1985, 1987
Point Coupee Public Schools	Point Coupee, LA	1985, 1987
Poughkeepsie Public Schools	Poughkeepsie, NY	1985, 1987, 1989
Virginia Beach Public Schools	Virginia Beach, VA	1986
Alexandria City Public Schools	Alexandria, VA	1987
Cambridge Public Schools	Cambridge, MA	1987
Detroit Public Schools	Detroit, MI	1987
Euclid Public Schools	Euclid, OH	1987
Evanston Public Schools	Evanston, IL	1987
Glendale Public Schools	Phoenix, AZ	1987
Greensboro City Schools	Greensboro, NC	1987
Kansas City Public Schools	Kansas City, MO	1987
Richmond USD	Richmond, CA	1987
University Of Delaware	Newark, DE	1987
Yonkers Public Schools	Yonkers, NY	1987
Community School District #19	New York, NY	1987, 1989
Community School District #2	New York, NY	1987, 1989
Jefferson Co. Public Schools	Louisville, KY	1987, 1989
NYC Central Board	Brooklyn, NY	1987, 1989
San Jose USD	San Jose, CA	1987, 1989
Kankakee Public Schools	Kankakee, IL	1987, 1989, 1991
Milwaukee Public Schools	Milwaukee, WI	1987, 1989, 1991, 1993
Dayton Public Schools	Dayton, OH	1987, 1989, 1991, 1993, 1994
Savannah Public Schools	Savannah, GA	1987, 1989, 1991, 1993, 1994
Schenectady Public Schools	Schenectady, NY	1987, 1989, 1991, 1993, 1994
Anchorage Public Schools	Anchorage, AK	1989
Community School District #20	New York, NY	1989
Community School District #28	New York, NY	1989
New Haven Public Schools	New Haven, CT	1989
Vicksburg Public Schools	Vicksburg, MS	1989
Winston-Salem Public Schools	Winston-Salem, NC	1989
Red Clay Public Schools	Wilmington, DE	1989
Porchester - Rye School District	Porchester, NY	1989, 1991
Waukegan Public Schools	Waukegan, IL	1989, 1991
Ft. Wayne Public Schools	Ft. Wayne, IN	1989, 1991, 1993, 1994



<i>District</i>	<i>Location</i>	<i>Year of Service</i>
Duval Public Schools	Jacksonville, FL	1989, 1991, 1993, 1994
DeKalb County Public Schools	Atlanta, GA	1991
Green County Public Schools	Fairborn, OH	1991
Hillsborough Public Schools	Tampa, FL	1991, 1992
District of Columbia Schools	Washington, DC	1993
Newport News Public Schools	Newport News, VA	1993
Portsmouth Public Schools	Portsmouth, VA	1993
St. John's Parish Public Schools	La Place, LA	1993
Clark County Public Schools	Jeffersonville, IN	1993, 1994
Akron Public Schools	Akron, OH	1993, 1994
Brevard County Public Schools	Orlando, FL	1993, 1994
Laurel Public Schools	Laurel, MS	1993, 1994
Lima Public Schools	Lima, OH	1993, 1994
Victoria Public Schools	Victoria, TX	1993, 1994
Ware County Public Schools	Waycross, GA	1993, 1994
Connecticut State Department of Ed	Hartford, CT	1994
Goldsboro Public Schools	Goldsboro, NC	1994
New Britain School District	New Britain, CT	1994
Topeka Public Schools	Topeka, KS	1994

**5. PROFESSIONAL CERTIFICATES AND LICENSES**

<i>Title</i>	<i>Granting Organization</i>	<i>Date</i>
Secondary School Teacher (Math)	Virginia State Department of Education	1963
Elementary School Principal	Virginia State Department of Education	1965
Superintendent of Schools (Life)	Virginia State Department of Education	1967
Superintendent of Schools (Life)	New York State Department of Education	1967
Supervisory Training Certificate	U.S. Department of Education	1976
Management Leadership Training Cert.	U.S. Department of Education	1983
Leadership Certificate	Georgia State Department of Education	1987

**6. TEACHING AREAS**

<i>Institution</i>	<i>Location</i>	<i>Courses Taught</i>	<i>Date</i>
Seattle University	Seattle, WA	Grantsmanship (Grad.)	1974
Horace Mann Center	U.S. Department of Ed.	Supervision, Management	1976-80
Wright State University	Dayton, OH	Grantsmanship (Grad.)	1991-92

**7. PRESENTATIONS**

<i>Conference</i>	<i>Location</i>	<i>Topic</i>	<i>Date</i>
Emergency School Aid Act	Canton, OH	Federal Laws and Regulations	1981
New York State Title I	Grossingers, NY	Chapter II and Federal Funding	1982
Community Action	White Plains, NY	Magnet Schools and Education	1984
Magnet Schools Assistance	Dallas, TX	Writing Magnet School Grants	1985
National School Boards Assn.	Washington, DC	Developing Magnet Schools	1986
New York Principals Assn.	Newburg, NY	Benefits of Magnet Schools	1987
Magnet Schools Assistance	Nashville, TN	Writing Magnet School Grants	1987

7. **PRESENTATIONS (cont.)**

<u>Conference</u>	<u>Location</u>	<u>Topic</u>	<u>Date</u>
Buckeye Superintendents Assn.	Columbus, OH	Magnet School Grants	1989
Magnet Schools Assistance	Seattle, WA	Writing Magnet School Grants	1989
Magnet Schools Assistance	Nashville, TN	Writing Magnet School Grants	1991
Magnet Schools Assistance	Miami, FL	Writing Magnet School Grants	1993
Qualifying for Magnet Funds	Washington, DC	Magnet School Eligibility	1994
Magnet Schools Assistance	San Francisco, CA	Writing Magnet School Grants	1994

8. **PUBLICATIONS**

*Securing Montessori magnet school funding.* In David Kahn, **Implementing Montessori education** (pp. 313-316) North American Montessori Teachers' Association.

*When are we going to say something good about public education.* **Record in Educational Leadership.** Wright State University. In press.

*Big money and school desegregation - The road to magnet schools.* **National association of magnet school development manual.** (pp. 49-51) Washington, D.C., March 1994.

9. **GRANTS**

U.S. Department of Education (1993) *Magnet Schools Assistance Program* (\$4,419,226) Ohio, Dayton Public Schools (Benjamin Kirby)

U.S. Department of Education (1993) *Magnet Schools Assistance Program* (\$5,378,126) Georgia, Savannah/Chatham County Public Schools (Geri Smith)

U.S. Department of Education (1993) *Magnet Schools Assistance Program* (\$1,911,718) Georgia, Ware County Public Schools (Barry Deas)

U.S. Department of Education (1993) *Magnet Schools Assistance Program* (\$1,055,126) Ohio, Lima City Schools (Charles Eichelberger)

U.S. Department of Education (1993) *Magnet Schools Assistance Program* (\$2,484,436) Indiana, Ft. Wayne Public Schools (Hans Sheridan)

Edward E. Ford Foundation (1993) *Technology Grant* (\$50,000) Georgia, Savannah Country Day School (Paul Presley)

Edward E. Ford Foundation (1992) *Faculty Training* (\$50,000) Virginia, St. Stephen's and St. Agnes School (Joan Holden)

Lettie Pate Whitehead Foundation (1992) *Scholarship for Women* (\$35,000) Virginia, St. Stephen's and St. Agnes School (Joan Holden)

Ohio State Department of Education (1992) *Eisenhower Grants* (\$104,000) Ohio, Greene County Public Schools (J. Benjamin Leake)

U.S. Department of Education (1991) *Magnet Schools Assistance Program* (\$4,292,336) Ohio, Dayton Public Schools (James Williams)

U.S. Department of Education (1991) *School Community Program* (\$50,000) Ohio, Wright State University. (Howard Nixon)

U.S. Department of Education (1990) *Fund for the Improvement of Schools and Teachers* (\$678,252) Ohio, Wright State University (Stephen Frederick)

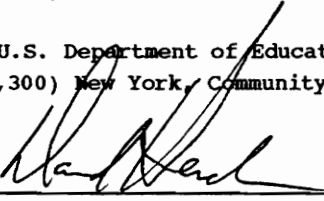
U.S. Department of Education (1989) *Magnet Schools Assistance Program* (\$6,949,766) Ohio, Dayton Public Schools (James Williams)

U.S. Department of Education (1989) *Magnet Schools Assistance Program* (\$3,449,230) Georgia, Savannah/Chatham County Public Schools (Geri Smith)

U.S. Department of Education (1987) *Magnet Schools Assistance Program.* (\$4,503,948) New York, Community School District #22 (Bert Sacks)

U.S. Department of Education (1987) *Magnet Schools Assistance Program* (\$1,040,140) Louisiana, Point Coupee Public Schools (John Lyman)

U.S. Department of Education (1985) *Magnet Schools Assistance Program.* (\$7,097,300) New York, Community School District #22 (Bert Sacks)

  
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Signature

11/29/94  
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Date