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Magnet Narrative

Competitive Preference Priority 1-Need for Assistance

Introduction: The School District of Lee County (Lee) proudly educates over 91,000 students in Pre-K to 12 and is the 33rd largest school district in the United States. The Pre-K to 12 student population is made up of 15% African-American, 2% Asian, 36% Hispanic, <1% Indian, 5% Multi-racial, 42% White; 70% of its students qualify for the federal school lunch program. Southwest Florida has experienced steady population growth the past 15 years, which has increased enrollment by 1,500 - 2,000 per year. This growth has increased the need to hire more new teachers and build more schools.

Lee's academic performance is just above average in comparison to other school districts in Florida. Lee's graduation rate is 75% and ~ 53% of students in grades 3 - 10 read at or above grade level. District averages represent a range of performance among Lee's schools. The three proposed magnet schools are at the lower range where only about 30 – 35% of their students read at or above grade level. Lee's response is a focused alignment of resources (Comprehensive Funding Plan) and programs (Academic Plan) that provide the greatest support to the neediest schools. This approach is an effort to create equity and excellence for all students by providing targeted strategies to recruit and retain high quality educators in every school.

Lee County is located on Southwest Florida's gulf coast between Sarasota and Naples. Lee County is home to over 660,000 residents. The county's largest industries are in trade and tourism and the largest employers are Lee Memorial Health Systems and The School District of Lee County. There are six local municipalities within the county, but these are not typical cities with large city centers. They reflect a sprawl of businesses and housing with the majority of residents living in the unincorporated areas of the county. Lee's beaches stretch for 50 miles in a

resort and retirement community atmosphere, a natural treasure which can distract observers from the economic and demographic stresses for many living in the county.

(a) Costs of fully implementing the magnet schools project as proposed;

Lee proposes to implement The Increasing Diversity and Achievement through Rigorous and Engaging (I-DARE) Programs Project by establishing magnets in three of its high need, racially isolated middle schools. The cost of implementing the magnet schools project far exceeds the district's resources. Lee is experiencing severe economic conditions that prevent it from providing the infusion of much needed funds in order for the three proposed schools to fully implement thriving magnet programs that will each attract a diverse student population.

Lee is requesting approximately \$2 million per year for five years from the Magnet Schools Assistance Program (MSAP). Funding is needed to support a magnet director, magnet grant specialist, three magnet lead teachers – one per school, and 1 – 2 theme-based teachers per school to support and deliver content within magnet schools. MSAP resources will support the project's six objectives: 1) Reducing minority group and socioeconomic isolation; 2) Delivering high quality instruction using magnet themes and aligned with Florida Standards; 3) All students will be directly involved in magnet themed learning; 4) Student achievement will increase, especially in ethnic and racial subgroups; 5) Teachers will be well-trained to improve curriculum and deliver content; and 6) Students will have equitable access and their families will increase participation in school. In relation to the project objectives, the budget supports personnel, professional development, equipment, supplies, and contractual services to develop, implement, monitor, and improve magnet themed instruction. The resources will attract diverse students who will receive high quality instruction in a theme-based atmosphere increasing student achievement and support from families. MSAP funds will support an evaluation of the project and a rigorous

quasi-experimental study of the implementation of a highly researched reading intervention that will be used in all three proposed magnet schools. The study is of great significance because it will help to determine the effectiveness of a reading intervention for each school's lowest readers. These costs are reasonable and essential in order for Lee to efficiently and effectively provide high quality educational programs to meet desegregation goals.

(b) Resources available to carry out project if MSAP funds were not provided;

Lee allocates funding using student enrollment and Direct Certification. Schools are ranked based on demographics and performance. Greater funding is distributed to the neediest schools. Principals are given discretion regarding allocation of their school budget. Additionally, as recently as this year, Lee provides additional resources to the neediest schools based on results from progress monitoring data. These additional resources, while limited, are provided in an effort to assist in developing the current instructional staff.

Lee is capable of providing in-kind resources to support the three proposed magnet schools. Lee would provide all transportation to and from school for all students who select the three schools. The only exceptions would be extra funding from MSAP to support field trips and extra activity buses for students who attend after school activities.

The three proposed magnet schools are part of a group of high-need schools that are regularly monitored and receive teacher leaders who provide coaching and support to other teachers and teach direct instruction 40-50% of the time. The teacher leader position developed and was funded from another federal grant, Teacher Incentive Fund. Funding will end next school year so Lee has established a sustainability plan to continue funding teacher leaders in the high need schools. Teacher leaders (in-kind) will coach and support new and developing teachers along with mentor teachers at proposed magnet schools. Teacher leaders are well versed in

research-based, differentiated instructional strategies to help students. Curriculum would remain the same unless a particular subject had texts that were up for adoption. The reading program used in the three schools would remain the same because the reading intervention that would be funded by MSAP is cost prohibitive. Even though the new reading program is highly researched and found to be effective, the upfront costs are too much for Lee to include in its budget, however, the continuation or maintenance costs are much more manageable.

Due to the high poverty in each of the proposed magnet schools, the schools all receive federal Title I funding at a rate of \$454 per student. Funding is specifically allocated to improve academic achievement primarily in reading and mathematics. There are limits on how funds can be used to support these schools and Title I will not cover start-up costs to support the proposed magnet schools. Title I funds can be leveraged to support magnet programs once the programs have begun in order to improve academic achievement.

(c) Extent to which costs of project exceed the applicant's resources; and

The costs to implement the proposed magnet schools are significant and exceed the Lee's resources. The District does not have the resources needed to initiate the proposed project without MSAP support, and lacks the essential start-up funds to develop the highly specialized curriculum, support instructional and theme-specific professional development for teachers, or purchase the sophisticated equipment and theme-based interactive learning centers necessary to make these magnet schools a reality. In fact, Lee presently faces costly challenges just to meet the needs of its current school operations.

Lee's tremendous growth is demanding more schools to accommodate students, additionally, existing older schools are in need of repair. In past years, Florida' funding for fixed capital outlay (building construction, maintenance, repair and renovation) has been down. School

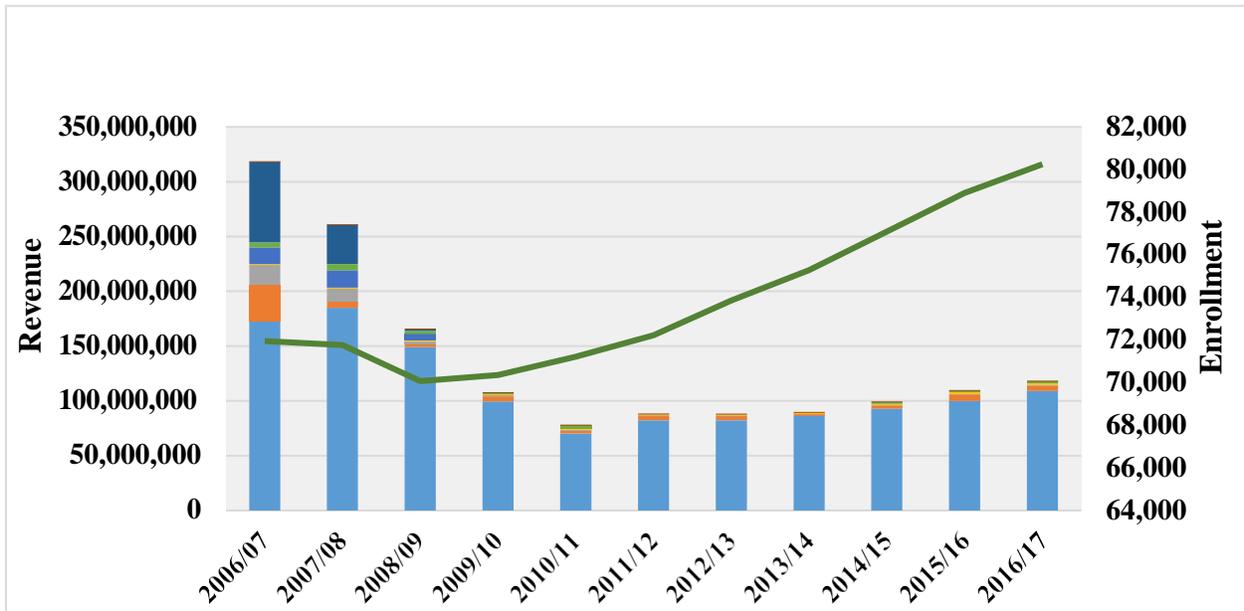
districts across Florida have lost more than \$4.6 billion in capital funding — which includes renovations and technology — over the last eight years, according to the Florida School Finance Council. For the 2016-17 school year there is an 11 percent (\$230 million) increase for kindergarten through state universities. Funding for building maintenance, repair and renovation increased by 60 percent to almost \$248 million, but the allocation of funds does not correspond to student enrollments. For example, public school students represent 65 percent of the total enrollment, but only 30 percent of the allocation. Conversely, charter school students represent 6 percent of the total enrollment, but receive 30 percent of the allocation for maintenance, repair and renovation.

Since the inception of charter schools in Florida, more and more funding is being redirected from district schools to charters. This requires Lee to consider more local sources. Property tax is the primary local source for school funding in Florida (where there is no state income tax). Additionally, Lee's school board is authorized to levy a sales surtax of up to 0.5% for capital outlay purposes if approval is obtained by referendum, but referendums in Lee County can be challenging for a variety of reasons. A significant portion of Lee County citizens are well past child-rearing age and on fixed retirement incomes. While the local retiree population generally supports education there is great public resistance to increasing taxes, even small increases for urgent services. Even during the economic boom times, before The Great Recession, a half-penny sales tax to fund an emergency trauma medical center at a public hospital was soundly defeated by voters.

Between 2008 and 2012 Lee has experienced \$49 million in general fund budget reductions and \$77 million (13%) in dollars per student (Florida Education Finance Program allocations). Stimulus dollars helped soften the blow, but departments and schools all suffered

reductions. The table below does not include charter school students and the bars represent different funding sources that were decreased or eliminated. These funding sources include: misc. fuel tax refund, interest, classrooms for kids, Impact fees, Florida’s Public Education and Capital Outlay (PECO) maintenance, taxes, PECO new construction, Capital Outlay and Debt Service. The line in the capital reductions table represents student enrollment.

Table: Capital Reductions in Lee’s School Funding



(d) Difficulty of effectively carrying out project, including impact of design.

MSAP funds will provide the necessary funding to fully implement magnet programs in three racially and socioeconomically isolated and high need schools in Lee. Each proposed school is 10 – 15 miles away from the other. The surrounding areas at each site are mostly impoverished or low income communities. Lee County economic development provides demographic data for specific addresses. The following table provides information about the location of each proposed magnet school in Lee. It is important to note that students from a wider area, not necessarily in a radius are eligible to apply to the proposed magnets. The geographic

markers for how far students can reside and still be eligible to apply is provided on a map within the student assignment plan and included in the Appendix.

Table: Demographics of 5-Mile Radius for Proposed Magnet Schools

Proposed Magnet Middle Schools	Population 5mile radius	Ages 0-19	Hispanic	Black	White	Poverty	Age 25+ no diploma
Harns Marsh	84,771	25,236	25%	15%	52%	25%	19%
Lehigh Acres	73,199	20,653	26%	14%	53%	30%	20%
Oak Hammock	69,911	17,282	22%	19%	48%	33%	23%

Each of the proposed schools does experience some negative perceptions, in part, because of the demographic and economic conditions surrounding the schools. The schools are designated Title I schools and include large numbers of students traditionally underrepresented in high performing programs and schools. Many of the families do not have English as their first language, heads of households do not have high school diplomas, many are undocumented, and are living, in some cases, in extreme poverty.

Staff at each proposed magnet school considered the student population, family, and community when developing the type of program. They consider a magnet program that would help current students improve achievement through greater engagement and better resources and would attract diverse students from across the county to want to be part of the school’s magnet program. Staff reviewed research to better understand what makes a successful magnet. Without MSAP funds staff would have difficulty effectively implementing the plan because the magnet would be best implemented school-wide, with effective outreach for prospective students (University of Minnesota Law School, Institute on Metropolitan Opportunity, 2013). Each proposed magnet, if MSAP funded, will implement a specialized curriculum and refine

instructional methods supported by training. In order to fully implement the curriculum, MSAP funds are needed to support texts, technology, materials, staff training, and to allow for experiential learning to occur. MSAP funds will provide the foundational funding while the school (fundraising) and school district will support programming after the project period ends.

Competitive Preference Priority 2-New or Revised Magnet Schools Projects. Extent to which applicant proposes to carry out a new evidence-based magnet program or replicate an existing magnet program with a demonstrated record of success in increasing student academic achievement and reducing isolation of minority groups.

Lee proposes to carry out a new evidence-based program within its three proposed magnet schools in order to increase student achievement and reducing minority group isolation. A reading intervention will be used along with implementation of each school's magnet theme. In an effort to increase student achievement at all proposed magnets Lee looked to a randomized control trial conducted by **Meisch et al. (2011)** to address the needs of its lowest readers (included in Appendix).

Meisch, A., Hamilton, J., Chen, E., Quintanilla, P., Fong, P., Gray-Adams, K., Petta, I., & Thornton, N. (2011). *Striving Readers Study: Targeted & Whole School Interventions – Year 5*. Retrieved from <https://ies.ed.gov/ncee/wwc/Study/81694>.

Meets the What Works Clearinghouse Evidence Standards without reservations.

This study found that after 2 years of exposure to READ 180, a significant effect in reading comprehension was observed for students in the treatment group.

The study included an evaluation of a reading intervention for middle school students reading 2 or more years below grade level. Since the proposed magnet schools include over 30% of students, particularly in 6th and 7th grade, that are significantly below in reading the study (2011) was of great interest. The reading intervention that was used is Read 180. This intervention has been updated since 2011 to include a component known as System 44 to address students considered non-decoders. Read 180 has been researched at length and includes nine studies in What Works Clearinghouse that met standards out of 39 eligible studies.

Read 180 and its companion System 44 will be implemented in all three proposed magnet schools. Lee, using MSAP funds, will contract with an evaluation firm and a partnering institution of higher education to conduct a rigorous, quasi-experimental study of the Read 180 and System 44 interventions. The three magnets will be in the treatment group and two middle schools within Lee that offer magnet programs but not funded by MSAP will represent the control group. More details about how Read 180 will be implemented is provided in the *Project Design* section and details are included in the *Evaluation* section.

All three proposed magnets will include the Arts as their theme or part of their theme in order to improve student achievement and reduce minority group isolation. Walton and Ford (2014) analyzed MSAP 2010 cohort grantee data and found that more magnet schools with arts and humanities or career and technical themes met their performance measure targets than did other cohort members with different themes. Snyder, Klos, and Grey-Hawkins (2014) reported on a quasi-experimental study that looked at an arts middle school magnet program that supported a low performing school targeted for restructuring. What they found was a school that implemented the arts across grade levels and subject areas and provided intensive training for

teachers. Results indicate a positive correlation between arts integration and a 77% decline in student misbehavior as well as improvement in school climate for all stakeholder groups. Most importantly, there was a 20% increase in student achievement on state standardized testing for 6th and 7th graders.

The proposed magnets will build on the success and lessons learned from the Snyder et al. (2014) study. One magnet will focus entirely on Arts Integration – schoolwide, while the other two magnets will pair the Arts with another theme. Cambridge and STEM components are included to enhance and strengthen the academic curriculum for the other two schools because rigor is a necessary element for whole school reform. The Arts integration magnet will gain rigor from the pure arts amalgamation. These programs allow the schools to distinguish themselves from one another since they do compete for some of the same pool of applicants, but certainly not all. The evaluation plan, closely tied to project objectives and performance measures, will include a formative and summative evaluation of project implementation especially as it relates to the magnet themes.

Competitive Preference Priority 3-Selection of Students. Extent to which applicant proposes to select students to attend magnet schools by methods such as lottery, rather than through academic examination.

Parents and guardians are required to submit their children’s applications during the specified period to the student assignment offices in person or through mail or on-line application processes. Assignments are made at the end of the application period according to the process described below, and parents and guardians are notified by mail. At the time of application or at the time a transfer is requested, families are required to rank, in preference

order, all of the available schools in their choice zone as well as any available zone magnet programs. **Zone magnet program choices are processed first. A lottery process is used in situations in which the number of applicants for a school exceeds the available seats.** All proposed magnet schools will accept applications from students for all open/vacant seats, 6th – 8th grade.

Students' applications are assigned random numbers to determine the order in which their applications will be considered in the student assignment process. In the event that more students apply to a choice school than there are seats available, assignments are made to fill the capacity of the school according to the following preferences or weights within the lottery: • Zone magnet programs; • ESE and special programs; • Siblings; • Proximity 1 (P1); • Proximity 2 (P2) and Proximity 3 (P3) • Serious illness or death of custodial parent • Dependent child of active duty military personnel whose move is a result of military orders • Relocated due to foster care placement in a different school zone • A move due to court-ordered change in custody • Random lottery number. An employee may request a waiver when he or she works at a school on a full-time basis, as defined by the employment contract or appropriate salary schedule, and wants his/her child to attend that same school.

Competitive Preference Priority 4-Increasing Racial Integration and Socioeconomic Diversity. Extent to which applicant proposes to increase racial integration by taking into account socioeconomic diversity in designing and implementing magnet school programs.

Many Lee County residents value diversity, and Lee strongly believes in its educational benefits. Lee defines diversity broadly to include a number of factors: gender, socioeconomic status, race, ethnicity, academic achievement, language ability, and exceptional education needs.

It is well established that schools with such multifaceted diversity contribute to a number of educational values. Experience in a diverse classroom better prepares students for the work force and trains students to better exercise their civic responsibilities. Education in a diverse school environment enhances students' values by bringing them together in ways that can reduce racial fears and stereotypes, teaches students how to interact comfortably and respectfully with people who are different from them, and prepares students to be better neighbors, colleagues, and citizens in our multicultural, democratic society.

Diversity in the student body also helps to improve teaching and learning for all students by encouraging a multiplicity of viewpoints. Moreover, placing disadvantaged students in diverse classrooms in which teachers have high expectations for all students, can positively affect their educational achievement and long-term prospects, without negatively affecting the performance of other students. In addition, diverse enrollments can improve preparation for employment and post-secondary education by teaching students the value of different perspectives, how to function in multicultural business and educational settings, and how to communicate effectively in our increasingly heterogeneous domestic workforce and expanding global marketplace.

In contrast, high concentrations of poverty, high percentages of low achieving students, and racial isolation can all cause or contribute to serious educational harms. It is widely known that many of the conditions associated with poverty present significant challenges for educators. Research has shown that when high concentrations of poor students are assigned to any given school, the academic achievement of all students in that school may be adversely affected.

Similarly, students who are not achieving on grade level, present significant challenges for educators, and high concentrations of such students can have a negative impact on all

students in the school. Finally, as Lee has learned through its own history of desegregation, students at racially isolated schools not only miss-out on the educational benefits of learning in a diverse environment, but also may suffer additional educational harms from such isolation.

In monitoring its progress in achieving diverse enrollments, Lee within its Student Assignment Plan (included in Appendix) considers Socioeconomic status, academic performance, race and ethnicity, English Language Learners, and Exceptional Student Education and specific targets to assure diverse enrollments are maintained at all schools. Specifically as it relates to **Socio-economic Status** – Lee’s goal is for each school to have a diverse enrollment with respect to socioeconomic status. The District’s target for each school is to maintain student enrollment that is within 20 percentage points, plus or minus, of the zone-wide average of students eligible for Free and Reduced Meals for each level (elementary, middle and high). As shown in the following example, an individual elementary school would be within an acceptable range if the student population receiving free and/or reduced meals or free and/or reduced lunch (FARMS or FRL) represents between 38 percent and 78 percent of the total enrollment. As of 2015-2016, Lee County is a Community Eligibility Provision (CEP) School District so new targets for Direct Certification will need to be set but the following table provides an example of targets. In addition, Lee may collect other information regarding family socio-economic situations as students participate in the application process.

Table: Socio-economic diversity targets

School level	Free/Reduced Zone Average	Acceptable Variations	Lower Limit	Upper Limit
Elementary	58%	20%	38%	78%
Middle	51%	20%	31%	71%
High	37%	20%	17%	67%
Totals	50%	20%	30%	70%

Race and Ethnicity – Lee’s goal regarding race and ethnicity is for its schools to have enrollments that include all racial and ethnic groups enrolled in the school district and sets a target that no racial or ethnic group representing at least 5 percent of a zone’s enrollment will vary from one school to another by more than 20 percent of the zone average for each level (elementary, middle and high). The proportion of elementary Hispanic children at any elementary school should fall between 25 percent and 37 percent of the total population; whereas, the proportion of White students would be targeted to range from 32 percent to 49 percent. Specific targets would not be set for Asian and Indian students in this example because they do not represent more than 5 percent of the zone population at any level.

(a) Desegregation

(1) Effectiveness of magnet plan to recruit diverse students;

Lee’s strategic plan (known as Vision 2020) focuses on four overarching goals: increase student achievement, increase family and community engagement, increase retention of effective and highly effective employees, and become a model continuous improvement organization.

Vision 2020 includes a special focus on student achievement in middle school. This echoes a statewide emphasis on ensuring that middle school students are adequately prepared for high school level studies. Districts in Florida are evaluated in part on the rate at which middle school students have either (a) passed a rigorous end-of-course subject area examinations required for certain required high school courses such as Algebra 1, or (b) have attained an industry certification credential.

While there is certainly academic merit to having high expectations such as this, there is also real merit in making sure that students of different backgrounds are successful in such accelerated programs. To further close the achievement gap, this magnet plan will provide highly-effective teachers and advanced coursework to middle school students of different social, economic, ethnic, and racial backgrounds.

To be effective, this magnet plan must address a number of factors that lead parents to be less likely to choose the three identified schools. All three schools are Title I schools, with high populations of students from low socioeconomic households. All three schools currently have a state accountability grade of “C.” All three schools have a much higher rate of students from racial and ethnic minority groups (79 to 83%) compared to the District-wide middle school average of 58%.

All three schools are located in the District’s East student attendance zone, once an area of booming agricultural industry and later a popular area for retirement communities, but which suffered greatly during the great recession and collapse of the housing bubble a decade ago. Many of the children in these three schools come from families headed by recent immigrants, with limited English fluency in the home. Many of the children in these three schools live in households facing serious challenges in providing appropriate health care, nutrition, and security.

The school district has helped schools with these demographic challenges before. In a number of prior magnet school projects, the programs were so enticing, so dramatically different, and so well-supported that they have continued to thrive long after the initial magnet funding ended. In several cases, these former magnet schools are showcase schools, and it is difficult for anyone to believe they were once the first choice of no parents at all. In other cases, overcoming profound negative connotations for a particular school is a difficult challenge, but achievable.

After a long history of magnet programs, Lee has determined that the most sustainable, effective, and enduring magnet projects have been those that significantly altered the diversity in magnet schools earlier rather than later. Some conspicuous portion of the magnet “change” needs to be dramatic and immediately visible, rather than only improvements that build gradually.

Marketing for the schools

Therefore, in addition to creating highly-appealing academic programs at the schools, Lee will strengthen the attraction of these schools by marketing the schools to appeal to parents and students from diverse socioeconomic backgrounds and to parents and students from outside the neighborhoods in which these schools are located. In particular, parents of students in nearby private schools and charter schools will be marketed in time for the District’s student assignment “season” that includes open house events and community outreach appearances.

By capturing the attention of these parents early in the school selection timelines, and by marketing the schools precisely to overcome the negative connotations, Lee will increase socioeconomic diversity in these schools, with associated improvements in reducing racial and ethnic isolation and with associated academic benefits to all students in the schools.

The marketing campaign will be varied as much as possible to reach parents currently selecting other suburban schools. Marketing materials will emphasize positive aspects of these

school programs, including highlighting the high quality of teachers, the innovations in academic offering, and the excitement of the magnet school experience. Traditional media including television, radio, newspaper, magazine, brochures, and direct mail media will be used along with digital and social media. The magnet-funded recruitment specialist will manage Twitter and Facebook accounts to promote magnet school events, the success stories of star students, faculty activities and honors, and theme-specific information about the schools. A dedicated set of magnet school project Web pages will be developed by the recruitment specialist and published on the front of the District Web site during the enrollment season to keep parents aware of the excitement at these new magnet schools.

The project director will work closely with the District’s Director of Student Assignment to ensure the new magnet programs at the three schools are featured and promoted in the school choice offices. For example, the District’s Web site will be updated with content that is presented in a more accessible format for people with disabilities in order to provide information about the new magnet programs. Moreover, the project director and recruitment specialist will assist the schools in setting up display and information tables at community events, such as Taste of the Town or the Edison Festival of Light events, in order to inform the general public about these new magnet programs. The project director, recruitment specialist, and the marketing team at each school will also implement specific methods to recruit students from different social, economic, ethnic, and racial backgrounds, which is detailed in the table below.

Table: Magnet Schools’ Recruitment and Marketing Plan

Marketing Methods	Target Audience	Timeline
School Web site redesign	Prospective families and partners	Immediately, updated quarterly

School open houses	Prospective families	January of each year
School marquee – displays school/community events and accolades	Prospective families, community	Within first year of project
School tours	Prospective families, citizens, volunteers	January – March of each year
Brochures	Prospective families in School Choice office and each school’s main office	December of each year
School performance events	Current families, local residents, community partners	At least quarterly and varied academic and talent events
Press Releases on significant school events and accomplishments	All local print, online, social media, and television media outlets	At least every two weeks

Recruiting for the schools

To track the effectiveness of this marketing in real time, the magnet director and the recruitment specialist will monitor socioeconomic diversity of applications made during and after the student assignment process, thus allowing for both immediate and long-range changes to marketing tactics if indicated. The full-time recruitment specialist will serve all three schools during the enrollment season, and continue to serve the schools throughout the calendar year. The recruitment specialist will study and recommend changes to school branding, and will

collaborate with the District's communications director to relentlessly promote the new brand of these schools to parents and to the larger community as well. Spreading the good news about these schools will encourage community, civic, and business partnerships, which will in turn further strengthen the academic success of these schools.

The recruitment specialist will use an attractive and professional mobile booth and informative and engaging brochures and marketing materials to take the message about these magnet schools to community events where school reputations can be enhanced — local festivals, fairs, social events, student competitions, town hall meetings, seminars, cultural events, teacher recruitment fairs, summer camps, and open houses and parent events at other schools targeted as having potential magnet students. The District's longstanding controlled choice program does allow for transfers during most of the school year, and so the recruitment specialist will make sure that parents considering a change in school will know that these high-quality magnet schools are prime choices.

Working closely with each school's principal and magnet team, the recruitment specialist will implement a site-specific plan for attracting, serving, and retaining a highly-diverse and high-achieving student population. As needed, the recruitment specialist will analyze school and student data to make suggestions to the principal and the magnet director about possible improvements in school practices or offerings that could enhance parent satisfaction and student success. During the final year of the magnet project, the magnet director and the recruitment specialist will work with each magnet principal and magnet team to plan a seamless transition so that these marketing and recruitment activities will be sustained by school staff after the grant project ends.

(2) Foster interaction among students of different backgrounds;

Lee’s longstanding controlled choice plan (adopted in 1997 after achieving unitary status in the settlement of a decades-long desegregation lawsuit) has helped schools gain considerable expertise in selecting, implementing, and marketing effective themes and special programs to improve their appeal to students and families. This experience demonstrates that families will indeed select a new school if what is being offered represents an authentic implementation of what is promised.

Every child, every day

The project director will work with each school’s principal and faculty — including working within each school’s existing professional learning community processes — to make sure that authentic implementation occurs, that the magnet theme enriches every part of the school program, and especially that benefits of the magnet program reach every student regardless of race, ethnicity, or socioeconomic background. Each school’s staffing plan, master schedule, school improvement plans, Title I plans, discipline processes, communications methods, and extracurricular programs will be reviewed to make sure that no subgroup of students is inadvertently left out of the magnet experience. Teachers will be provided with professional development programs that support culturally responsive teaching for diverse populations, effective differentiated instruction, and inclusion. The principals will encourage and support project-based learning, team learning, multicultural, and multidisciplinary learning throughout the school program to help foster true interaction and engagement among students.

Supporting true interaction in a diverse school

As each school’s magnet program grows and flourishes, all of these interventions will continue to be supported. Newly-hired teachers are quickly brought up to speed on the special

programs. All teachers will receive training and coaching to help them understand how the magnet theme is changing teaching and learning in the school, and how to make sure their own lessons fully engage all students.

The project director and principals of each magnet school will monitor student participation within classrooms and in each school's extracurricular programs to ensure participation of all students of all backgrounds. When participation appears to be incommensurate, the project director and the principals will work with teachers and parents to identify and remove barriers to participation that may exist. Various factors such as counseling, teacher training, scheduling, communications, lesson planning, and transportation may affect equitable participation and true participation, and all of these factors will be considering in the ongoing monitoring. When indicated, students, parents, and teachers may be surveyed to measure the effects of these factors, and help guide changes that would advance interaction.

A challenging but essential component of this approach will involve the principals leading each school's faculty in avoiding ability grouping whenever possible in favor of heterogeneous grouping. These efforts will ensure that students from all racial, ethnic, and socioeconomic backgrounds are working and learning together throughout the school day in the same classes, with the same teachers, with the same privileges and responsibilities.

The selected magnet themes will be supported by the proven instructional methods of project-based learning, differentiated instruction, and cooperative learning, all of which innately support and promote high-yield student interaction. A rich variety of projects, performances, exhibitions, presentations, camps, and practical experiences will promote high levels of student engagement and a high degree of interaction among students. Students will grow gardens, conduct experiments, exercise using Cross Fit, and read books together. They will share vivid

enrichment experiences together, including going to summer camp, touring the Kennedy Space Center in Florida, and experiencing an art conferences in New York. They will explore new technology and new software together, and they will learn to play musical instruments together. They will discover the power of working in teams, and they will find new strengths within themselves to bring to these team efforts. Throughout all of this, they will be coached by teachers who have received specialized training in methods to promote student engagement and interaction.

They will find individual success by working together, and they will find personal development by making new friends. These rich experiences and interactions will strengthen their bond to their teachers and their school, and give them the skills and confidence they need to go on to success in high school and beyond.

(3) Ensure equal access and treatment for participants traditionally underrepresented; and

Lee's proactive stance toward equity will help the magnet programs flourish, and help these schools reach underserved participants. The Director of Professional Standards and Equity currently works with each school to ensure equal access and treatment for all students, staff and families, and helping to remove barriers to student success. The School Board has adopted policy that ensures equity in school programs and employment practices, and provides that no person shall be excluded from participation in, be denied the benefits of or be subjected to discrimination in any educational program or activity based on race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, disability if otherwise qualified, or any other unlawful factor. Lee has designated two equity contacts to enforce this policy, one for employees and another specifically for students.

Each magnet school will implement their magnet program in ways to ensure equal access, particularly for those who have been traditionally underrepresented in courses or activities. The grant-funded curricular improvements, the marketing program, and the recruitment program will attract a new student population of racially and ethnically diverse students to these schools. They will be inclusive of students with disabilities, students with 504 plans, and students with limited English proficiency. Lee's student assignment program will provide parents with have extensive information and assistance in selecting the best choice of schools to meet the individual needs of their children. The recruitment specialist will expand this parent outreach by offering community-based consulting and information sessions to make sure that parents are aware of these choices available to all students.

Effective instructional practices will be used to foster interaction among students of varying backgrounds. To the greatest extent possible, ability grouping will be minimized in favor of inclusive, multidisciplinary, and cooperative classroom structures. The project director and principals will monitor schedules and plans to ensure that inadvertent sorting and selecting does not take place, and that students of all genders, races, ethnicities, languages, and abilities receive the full benefit of these magnet programs, and of the entire school program beyond that include extracurricular programs. Students will be encouraged to participate on the bases of their own interest rather than on demographic or ability factors. This is of special concern in the case of the STEM offerings at these schools. Special attention will be given to ensure effective recruitment and equitable success of girls and minority students, who have been traditionally underrepresented in such programs. Women and members of racial and ethnic minorities who have been successful in STEM careers will serve as role models in presentations, tours, trips, and classroom instruction.

Students with disabilities will be equitably served in such a way as to ensure participation, meaningful interaction with other students, and academic success. Lee will provide assistive and adaptive technologies whenever needed for students who have vision or hearing impairments. All instruction will take place in ADA-compliant facilities and all student transportation will be outfitted to accommodate individual student needs, including students with special behavioral or medical needs. The schools will use a high-quality MTSS model to identify any factors that might limit success early on, and monitor the success of any interventions or accommodations needed.

English language learners will be well-served in these magnet programs, with teachers who have been specially training in ESOL strategies. Curriculum materials and activities will be linguistically and culturally diverse, and will encourage acquisition of academic English skills while celebrating multilingualism. The recruitment specialist will provide information to parents in English, Spanish, and Haitian Creole to ensure that students of diverse linguistic backgrounds have full access to the magnet programs.

(4) Effectiveness of other desegregation strategies.

In 1997, acting under a court-ordered desegregation plan, the Lee County School Board adopted a controlled open-enrollment method of student assignment. The District achieved Unitary Status in 1999. The system of one-neighborhood-for-one-school was been replaced with an open-enrollment system. What had become an annual and upsetting ritual of redrawing school boundaries, moving children involuntarily from one school to another to accommodate growth was replaced with a system in which parents rank a variety of schools options.

For twenty years now, the School Board has continued to regularly assess and regularly modify its student assignment plan to ensure that parents have the widest possible school options for their children while still providing stability once those decisions were made. The District’s student assignment plan differs from the traditional boundary method of student assignment in that once students are enrolled in a school, they may remain in that school to the highest grade available unless: (1) they choose to leave; (2) they move out of the zone, or (3) they require placement in an alternative program. This method promotes academic improvement and accountability through constructive competition.

The Student Assignment Plan divides Lee into three large geographic Zones—each containing several elementary schools, middle schools, and high schools. A student’s home residence determines which set of schools, among the three zones, are available for parental choice. Parents select schools through the student assignment process when (a) entering kindergarten, (b) rising to middle school, (c) rising to high school, (d) when new to the District at any grade, or (e) when moving from one zone to another. Over the years, this system has been refined to the point that 95% of families are assigned to one of their top three school choices, and 82% are assigned to their top-ranked school.

The current plan provides for a large number of choices for every family, as shown in the following table. The choices do not account for charter schools and private schools.

Table: School Choices By Geographic Zone in FY17

	East Zone	South Zone	West Zone
Elementary school choices	17	15	14
Middle school choices	6	6	7

Over the years, this system has been refined to the point that 95% of families are assigned to one of their top three school choices, and 82% are assigned to their top-ranked school. This system is continuously monitored by a Marketing and Program Placement Committee, which works to maximize the choices available to every parent, and to ensure that all schools are desirable choices.

This work is then balanced by that of Lee's Equity and Diversity Advisory Committee. This School-Board-appointed committee monitors the District's maintenance of a unitary school system and adherence to School Board Policies concerning equity and diversity. The committee recommends revisions to the student assignment plan to prevent racial, ethnic, and socioeconomic isolation and promote diversity. Moreover, this committee works closely with the District's Department of Recruitment to improve efforts in hiring and retaining a diverse teacher workforce.

(b) Quality of Project Design

(1) Improve student academic achievement, including evidence, or a rationale;

Magnet school programs have the potential to improve student academic achievement in two ways: by delivering an enhanced, specialized academic program and by student integration within the schools and classrooms (University of Minnesota Law School, Institute on Metropolitan Opportunity, 2013). Additionally, the research supported that more middle school magnets increased their numbers of students reading at or above grade level as compared to schools at other grade levels. The I-DARE project will focus on three middle schools and use a

two-pronged approach to address both program and student enrollment. The first will target all elements needed to fully implement a **specialized academic program** and theme. The second will address **student integration** so the proposed magnets will reflect the overall district student population and create the rich and diverse student enrollment within classrooms needed for improved student achievement.

The proposed magnet schools are designed to improve academic achievement for all students enrolled in the schools. Measurable goals and performance measures are established in the objectives to quantify the effectiveness of the project, not only to meet academic objectives, but also to provide a continuum of benchmarks through the project years that will provide project staff and schools the data to stay the course or make midcourse adjustments. In the proposed magnet schools, all teachers will set high expectations for themselves and for all students, and students will be energized by exciting and engaging instructional strategies and learning content. The challenging, interdisciplinary curricula will be engaging and stimulating for all. Students will be challenged academically and will receive the supports needed to be successful.

The project logic models (one district level, one per school in Appendix) are the framework that identifies the key inputs, outputs and outcomes. Project logic model activities include: desegregation/student recruitment, improved curriculum and instruction and student academic supports, magnet theme integration, professional development, and parent involvement. The logic models are explained in greater detail in *Quality of Project Design, section (4)*.

Specialized Academic Programs

The three proposed magnet schools will have their own magnet themes, but first have considered their high number of students reading below grade level according to the Florida

Standards Assessment (FSA) data (Table). Students in Levels 1 and 2 are required to take a reading class in addition to English/Language Arts. In order for students in the proposed magnets to gain the full benefit of the magnet theme they must work concurrently to become proficient readers and **to increase student achievement**. Each school has a large number of students who perform two years below their peers in reading. These students include students with special needs, English Language Learners, and students at risk of academic failure. Below level students require extra support and time on skills such as language, fluency, comprehension, and writing. The District’s English/Language Arts Coordinators have researched reading programs to help Level 1 students improve in reading and they have selected Read 180 as the best course of action for Level 1 students. The upfront costs for Read 180 are expensive at \$716 per student so the District is not able to purchase this for all of its schools. The District’s recommended alternatives are *Inside the Text* and *iReady*, but these are not as well-researched as Read 180. Additionally, once Read 180 is purchased the annual maintenance fee is much more manageable.

Table: FSA Reading Achievement 2015-2016 by School and Grade

School and Grade	Percent FSA Reading Achievement 2015-2016					
	Level 1	Level 2	Level 3*	Level 4	Level 5	Total
Harns Marsh Middle						
Sixth grade	41	29	21	8	1	323
Seventh grade	42	29	15	10	3	323
Eighth grade	37	26	21	11	5	356
Lehigh Acres Middle						
Sixth grade	39	26	21	13	2	383
Seventh grade	35	31	19	12	4	367

Eighth grade	32	23	22	14	9	341
Oak Hammock Middle	Level 1	Level 2	Level 3*	Level 4	Level 5	Total
Sixth grade	39	30	15	14	3	379
Seventh grade	44	26	18	9	4	403
Eighth grade	38	25	24	10	3	360
Middle school average	Level 1	Level 2	Level 3*	Level 4	Level 5	Total
Sixth grade	23	27	22	21	7	6,342
Seventh grade	27	25	22	17	9	6,534
Eighth grade	21	21	26	19	13	6,479

*Level 3 is considered at grade level

Read 180 is grounded in research and has been studied and validated as a reading intervention program that can improve the achievement of diverse students. This reading intervention is included in the What Works Clearinghouse where nine studies met standards in comprehension, literacy achievement, and/or reading fluency (U.S. Department of Education, 2016). The Read 180 program includes training for teachers to understand and implement 90-minute sessions that are comprised of 20 minutes of whole-group instruction, three 20-minute small group rotations (adaptive computer application, small group instruction, independent reading), and a 10-minute review and wrap up. Teachers of sixth and seventh grade reading, teacher leaders, and reading coaches will participate in 2.5 days or 14 hours of training in Read 180 and/or System 44. Renewal training or training for new teachers will occur each year and includes online continual support.

In Year 1 of the project, each middle school will target all level 1 sixth grade students based on their fifth grade FSA reading results and some seventh grade students. Additionally, in

Year 1 the lowest sixth graders (usually around 15%) will use a pre reading intervention for non-decoders, System 44 from the same publishers of Read 180. System 44 may be used up to one year, but students can test out of it and easily transition into Read 180. The instructional model for System 44 is the same as Read 180 which includes whole group, small group rotations and review and wrap up. These programs can be implemented separately or in the same class with students of varying needs. Each school will be able to accommodate approximately 225 students in Year 1 (all 6th and some 7th) and add another 225 students in Year 2 (all 6th, 7th, and some 8th), bringing the total number per school receiving the intervention to 450 students in Years 2 – 5. The intervention works best when students are exposed to Read 180 for two years (Meisch et al., 2011), therefore, low performing students in the magnet schools will participate in Read 180 for two years. Students in the magnet schools that participate in a reading class will either be in Read 180 (Level 1) or Inside the Text for Level 2 students, with the exception of the lowest 15% in sixth grade who will participate in System 44 (Table).

Table: Magnet School Reading Intervention by Grade Level

Reading Intervention Program				
Grade level	Lowest 15%	Level 1	Level 2	Levels 3-5
6 th Grade	System 44	Read 180	iReady or Inside the Text	NA
7 th Grade	Read 180	Read 180	iReady or Inside the Text	NA
8 th Grade	Read 180	iReady or Inside the Text	iReady or Inside the Text	NA

The three magnet schools will be part of a quasi-experimental study that will measure the effectiveness of the reading intervention within a magnet program. The control schools will be

Cypress Lake Middle which uses *iReady* for non-decoders and Level 1, *Inside the Text* for Level 2 readers and Fort Myers Middle which uses *Really Great Reading* for non-decoders, *Compass* and *Success Maker* for Level 1 and Level 2 readers. The control schools are magnet schools as well, but are not funded using MSAP funds.

Research-based reading intervention for the proposed magnet schools is only one component of the overall plan to increase student achievement. According to current research findings (University of Minnesota Law School, Institute on Metropolitan Opportunity, 2013) there is much evidence to support the implementation of magnet school programs as long as these programs include certain components. In studies where magnets were implemented with fidelity there has been an **increase in student achievement**, student motivation and satisfaction with school, teacher motivation and morale, and parent satisfaction with the school (p.3). The same research review found that the effects of differing magnet themes suggested no strong advantage for one type over the other, but what was important was the inclusion of specific characteristics within magnets (2013). Characteristics of successful magnets include: whole magnet programs instead of school within a school program, effective outreach, non-competitive entrance requirements, community desires, strong leadership, training, safe and orderly, transportation, sustainability plan, and constant communication (pp. 18-21). In order to effectively impact student achievement magnets need a specialized curriculum and highly effective instruction (Betts, Kitmitto, Levin, Bos, & Eaton, 2015). These characteristics will be integral to the implementation of magnet programs at the three sites.

Magnet Theme Integration

Harns Marsh Middle – Arts and Cambridge Magnet School

Harns Marsh Middle will adopt the Cambridge AICE (Advanced International Certificate of Education) program to provide an international curriculum that is globally recognized along with enhancing its Arts program to ignite creativity in its 1,138 students. Cambridge Secondary 1 is typically for learners of ages 11 to 14 years. Harns Marsh will use the flexible framework for developing skills and understanding in English, English as a second language, mathematics and science. Cambridge includes external assessments that schools may use to provide international benchmarks for student achievement and Harns Marsh will begin using these assessments in Year 3. This helps teachers identify learner strengths and opportunities for growth in addition to school and state assessments. Appropriate and relevant internationally, Cambridge Secondary 1 has been designed to be culturally sensitive. Harns Marsh is able to use Cambridge Secondary 1 with other curricula since no part of the program is compulsory and teachers can use the materials to suit their own situation. Harns Marsh will integrate Cambridge strategies into each class. This allows Harns Marsh to combine Cambridge with the Arts for a comprehensive program.

The Arts will be infused throughout the school day where 6th grade students participate in an exploratory arts wheel that changes quarterly. The arts wheel will include: theater, band (orchestra beginning Year 2), chorus, dance, and drawing/painting/sculpting. Then by 7th and 8th grade students can target an area or areas of Art that are of greatest interest to them, participating in semester or year-long programs in music, dance, theater, or drawing. The Harns Marsh plan is to provide extended enrichment by offering Cambridge-based learning and arts performance and project-based opportunities after school in addition to the school day. This is greatly needed since most are working families and desire a safe place for their children after school. The

extended learning will culminate in a dinner and musical theater event performed annually by Harns Marsh students and shared with friends, family, and the community.

Lehigh Acres Middle – STEAM Magnet School

Lehigh Acres Middle will implement the Science, Technology, Engineering, Arts, and Mathematics (STEAM) theme to provide students with meaningful and engaging coursework that will enhance left and right brain learning. Preliminary research on successful STEM schools indicates that cultivating partnerships with industry, higher education, nonprofits, museums, and research centers is important for engaging students in STEM learning through internships, mentorships, interdisciplinary project-based learning, and early college experiences (Means, Confrey, House & Bhanot, 2008; National Research Council, 2011). Lehigh Acres will take advantage of key partnerships it has made with local organizations and the local institution of higher education to provide outreach to extend the classroom for its 1,198 students to STEAM field experiences. Lehigh Acres' program will be modeled after exemplars like Capitol Hill Magnet (Rondo) in St. Paul. Capital Hill specializes in several areas including science, visual arts, drama, physical education and music (2013). Lehigh Acres is also looking at university partnerships examples like the ones in North Carolina where they are a leader in this type of partnership (2013).

Key elements of Lehigh Acres' approach derived from National Research Council (2011) reporting. The key elements of STEAM will include a coherent set of standards and curriculum that will be aligned to Florida's Standards and the Next Generation Science Standards. Teachers will have a high capacity to teach their discipline and will receive intensive training as needed to develop rigorous lessons. The approach will include a system of assessments and accountability that will include project-based assessments for students. Teachers will have adequate

instructional time with extended, high quality learning opportunities for students. Finally, the culture of Lehigh Acres will be one of creativity and performance through STEAM disciplines. Each year of the five year project the STEAM curriculum will develop and expand. A table is included in the next section to illustrate how each strand will be addressed by year.

Oak Hammock Middle – Arts Magnet School

Oak Hammock Middle will enhance its academic program through Arts integration, in order to attract students of diverse populations. Oak Hammock staff is committed to integrating the Arts into every classroom on campus for its 1,332 students. Oak Hammock will partner with key arts organizations/businesses to strengthen its infrastructure supporting the Arts (Carlisle, 2011). Oak Hammock’s plan for sustainability will be to grow its Student Arts Showcase, garner sponsors, and use this as a fundraiser to continue supporting the Arts at Oak Hammock and increasing student achievement.

Oak Hammock understands the evidence that students who experience direct arts instruction show gains not only in academic achievement measured in standardized testing of reading and mathematics, but they also show gains in cognitive ability, critical thinking and verbal skills (Smith, 2009). Oak Hammock has already reached out to one of Lee’s schools that has made great improvements in student achievement and has integrated the arts within its curriculum. This model school earned “Arts Achieve! Model School” designation for 2009-2011 and 2011-2014 from the Florida Alliance for Arts Education *for exemplary arts programs, strong arts integration, supportive instructional settings, and outstanding community connections*. This school will be a valuable resource to Oak Hammock as it implements its magnet theme.

Oak Hammock has built plans to integrate the arts into all disciplines: social studies, science, English/Language Arts, mathematics, AVID, and the arts electives (drama, chorus,

culinary arts, computer applications and digital design, television production, orchestra and band). These plans will further be refined each summer to best meet student learning needs. An example of Oak Hammock's approach to arts integration in social studies is provided.

The **Social Studies** department will continue to enhance student learning by using resources from the DBQ Project (Document Based Question) which incorporates the fine and folk art from the historical time period and place of study. This will allow students to visually see how the artist of the time period interpreted the world around them and compare this information to a variety of other primary and secondary resources to further extend students understanding of the content through critical analysis and development of analytical skills. Partnerships with museums will allow students to authenticate resources of the time period, and can be showcased through the existing television production program, providing students with an authentic learning platform and the opportunity to produce video media for the purpose of educating their peers.

With authentic arts integration lessons, students will complete projects such as incorporating their understanding of how art transmits history to create their own piece of historical artwork from the time period being studied. This may include, but is not limited to a painting, a sculpture, a three dimensional model, costumes, a historical dance, a song performed on an instrument used during that time period, props for a theatrical production or time period reenactment. In addition to arts integration through the DBQ project, project based learning is another example of how arts would be integrated into all social studies classes. Project based learning may include assessments in the form of skits or reenactments in addition to a demonstration of knowledge learned and scored according to a rubric that students would follow. Our arts integration plan will also include field trips that will allow social studies teachers the opportunity to bring to life content being taught as well as offer tangible evidence of historical

artifacts. Local field trips to places such as the Fort Myers Museum, Mound Key and the local courthouse will provide students with these authentic experiences and opportunities.

Student Integration

Marketing and Student Recruitment as indicated in the Desegregation section, will be a combined effort of the project director and recruitment specialist working closely with the three schools to market the magnet program offerings in an effort to recruit diverse students. Lee's Web site will be updated with content that is presented in a more accessible format for people with disabilities in order to provide information about the new magnet programs. Schools will set up displays and information tables at community events in order to inform the general public about these new magnet programs. The project director, recruitment specialist, and the marketing team at each school will also implement specific methods to recruit students from different social, economic, ethnic, and racial backgrounds.

The magnet director and the recruitment specialist will monitor socioeconomic diversity of applications made during and after the student assignment process, thus allowing for both immediate and long-range changes to marketing tactics if indicated. The recruitment specialist will serve all three schools during the enrollment season, and continue to serve the schools throughout the calendar year. The recruitment specialist will study and recommend changes to school branding, and will collaborate with the District's communications director to relentlessly promote the new brand of these schools to parents and to the larger community as well. Spreading the good news about these schools will encourage community, civic, and business partnerships, which will in turn further strengthen the academic success of these schools.

Parent Involvement is a key component of the each school's logic model. The schools recognize parental involvement as essential to the success of the project and for its sustainability.

Parents are the most influential factor in determining student success, but schools must partner with parents to help guide them through the student's educational journey. Since magnet schools require application these programs tend to draw interested parents, but it is up to the school to nurture the parent relationship to encourage greater involvement. Parents at each proposed magnet will be expected to be involved in their child's learning and educational experiences. There will be a variety of opportunities for involvement that will accommodate working families. Parents will be invited to participate in planning for magnet events. When parents are involved, students tend to demonstrate motivation and a better attitude toward school, toward others, and toward themselves. Children from diverse cultural backgrounds tend to do better in school when parents and teachers collaborate to bridge the gap between the culture at home and at school. Children benefit the most from a true partnership between parents and educators.

(2) Demonstrates resources to operate project beyond length of grant, demonstrated commitment of partners, evidence of broad support for long-term success;

Resources (finance and operation plans) beyond grant period - Vision 2020 is Lee's updated Strategic Plan for fulfilling its vision: To Be a World-Class School System. Vision 2020's targets aim first to become one of the highest performing districts in Florida, followed by national and international targets. Vision 2020 defines a specific course of action to implement key, research-based recommendations and strategies, allowing Lee to meet four overarching goals: 1. Increase Student Achievement; 2. Increase Family and Community Engagement; 3. Increase Retention of Effective and Highly Effective Employees; and 4. Become a Model Continuous Improvement Organization. Department and school improvement plans align with Vision 2020 targets, and have specific action plans which align to district objectives and guide

the work. There are superintendent's cabinet level project plans aligned to each goal. These projects are monitored by the superintendent and cabinet using an in-house project tracker and dashboard. Each goal in Vision 2020 is focused on improved teaching and learning in support of rigorous academic standards.

Lee allocates funding that is aligned to Vision 2020 and distributes it equitably using student enrollment and Direct Certification. Schools are ranked based on demographics and performance. Greater funding is distributed to the neediest schools. Principals are given discretion regarding allocation of their school budget. Additionally, as recently as this year, Lee provides additional resources during the school year to the neediest schools based on results from progress monitoring data.

Lee is committed to providing funding where interventions are creating positive results in student achievement. An example of this is Lee's sustainability plan that it created to fund project components from a federal Teacher Incentive Fund (TIF) grant that will be in its final year for the 2017-2018 school year. The committee reviewed the budgets for TIF (FY18 only), Title I, Title II, SAI, and district funds. Decisions made regarding sustainability were based on research. The plan includes a timeline, transition plan, and a communication plan to ensure all stakeholders know roles and responsibilities in relation to sustainability. This same approach will be used to support the long-term success of magnet programs at the three middle schools.

Commitment of partners - The magnet schools understand the importance of community partnerships in order to help sustain the programs. Each school has reached out to existing or new partners to develop ways they can work together to benefit the students. For example, Lehigh Acres is partnering with AIMS Engineering, Inc., Ding Darling Wildlife Society, and ECHO (Innovations in World Hunger Relief) to collaborate on STEAM in-class and field studies

to enrich student learning and their letters are included in the Appendix. Additionally, Lehigh Acres is partnering with Dr. Laura Frost of the Whitaker Center for STEM education at Florida Gulf Coast University to provide student lectures, judge local STEM projects, and host students on FGCU's campus for STEM related activities. Oak Hammock has established partnerships to supports it Arts integration with Vibe (recording institute), Florida Repertory Theatre, and Broadway Palm Dinner Theatre (letters of support are in Appendix) in order for its students to experience arts in action and to build community connections.

Evidence of broad support - The I-DARE project is supported by the Teachers Association of Lee County (TALC letter of support included). TALC understands that in order to fully implement magnet programs at each school, this requires commitment on the part of the instructional and support staff and the school administration. Leadership at these schools includes principal, assistant principal, teacher leaders, and other instructional personnel. Teachers, with the support of school principals and school advisory committees, researched, designed, and are committed to the full implementation. School Advisory Committees or SACs are made up of teachers, principal, parents, and community members. The SAC develops and oversees the school improvement plan and any other programs that support teaching and learning. SAC will play a key role in providing input on theme implementation and assist with gather other stakeholder input throughout the school year.

The Foundation for Lee County Public Schools gives its full support to the I-DARE project (letter of support attached). The Foundation is a non-profit, charitable education foundation which enhances and enriches the quality of public education in Lee County for students and educators. The Foundation's programs, resources, and experiences are made possible through corporate, individual, and educational partnerships. These partnerships help to

sustain programs like the magnets at the three proposed schools through volunteering and donations.

Lee is proud to have the support of Senator Bill Nelson (D) and Congressman Francis Rooney (R). Senator Nelson supports programs that attract more diverse student populations while also increasing student achievement. Congressman Rooney also understands the importance of creating specialized programs that appeal to a diverse student population and that increase engagement and achievement. Letters of support are included in the Appendix.

(3) Professional training is of quality, intensity, and duration to lead to improvements; and

The integration of the magnet theme into the curriculum and instruction, supported by intensive professional development, is a key component of this project. Because of this, the fidelity of implementation will include an examination of the intended curriculum, as presented in curriculum materials and professional development, and the enacted curriculum, as seen in classrooms. Making this examination and comparison will help determine if the professional development activities are effective in integrating the magnet theme into the classroom and will determine whether there is a need to modify or intensify professional development activities.

Professional development will play a key role throughout the five years of the magnet school project, which will focus on specific needs with targeted outcomes and objectives. In each year of the project, all teachers will participate in a **minimum of fifty hours** inclusive of face-to-face trainings, interactive webinars, professional learning communities, and online workshops focused at extending teachers' knowledge in their content area, methods of integrating the theme into their curriculum, and increasing student engagement and academic achievement. In utilizing the project model, teachers will be provided with subsequent training and coaching opportunities

both in (teacher leaders) and out of the classroom. In order to establish that training is continuous and supported throughout the years, teachers will be required to annually partake in an increasing number of hours of professional development comprised of targeted professional learning opportunities for them to engage, analyze and contemplate ways to successfully bring new information and strategies into the classroom.

The Magnet Lead Teacher (MLT) along with Teacher Leaders (non-MSAP funded) will be responsible for providing subsequent support for teachers following the trainings to include training, mentoring, demonstrating, observing, evaluating and creating peer groups. The MLT and teacher leaders will work with the principal and project director to monitor training feedback to determine sufficient **quality and quantity** and make necessary changes as needed. Teachers that educate in a common grade level and content area will be grouped accordingly in peer groups in order to brainstorm, develop ideas, provide solutions and implement techniques and strategies from professional learning into curriculum effectively. This plan allows for feedback on the outcome of the professional learning received by teachers and its impact on student effectiveness and success. Each and every teacher will be an essential piece of the magnet project and will engage in professional development. The practices and techniques resulting from professional development will be shared and implemented school-wide. Specific pieces will target instructional techniques to ensure all students' academic achievement as well as addressing essential requirements needed for faculty as they navigate through ongoing change and improvements as a result of actualizing the magnet school project.

In order to effectively realize the project, all faculty will need to be prepared for change. In-depth training will be needed to assist the magnet teachers' comprehensive requirements for professional development to devise and produce the creative instruction. As a result, there will be

a vast amount of funding allocated in the budget for extensive professional development in creating the magnet theme school-wide, meeting the needs of all students in order develop and sustain academic achievement. Teachers will be paid a negotiated hourly stipend for attend training programs outside the school day. If travel is required to attend training, teachers will be reimbursed for travel expenses. With this type of needed professional development, all teachers will be ready to transform from a normal school model to a magnet school model where the magnet theme is integrated into every aspect of curriculum.

Harns Marsh Middle Implementation and Training Plan

Training for staff at Harns Marsh Middle will occur in the summer and throughout the school year. Staff are assigned as teams and will have common planning time. Staff meet twice per month in PLCs to address critical questions related to teaching and learning. Harns Marsh has operated using PLCs for multiple years and understands the value of learning and growing together with colleagues. As colleagues acquire new knowledge related to Arts and Cambridge this will be shared in PLCs. The magnet theme will be rolled out school-wide, but a stronger emphasis with specific coursework will begin in 6th grade and add a grade each year until the theme is fully implemented. Training will support Cambridge, the Arts, AVID (college and career readiness), culturally responsive pedagogy, Response to Intervention, and rubric development.

Cambridge

The implementation and training plan for Cambridge is a comprehensive program that includes training courses that are face-to-face, online, and are qualification or certification related. Some teachers at Harns Marsh have completed some Cambridge training. The plan will

reflect introductory (all teachers), extension (key subject area teachers), and (all teachers) enrichment training for teachers. Finally, in order to sustain Cambridge a smaller group of teachers will participate in Cambridge Professional Development Qualifications (Cambridge PDQs). The Cambridge PDQs include:

- meeting the needs and priorities of the individual and the school;
- supporting school based professional development;
- enhancing professional thinking and practice to improve the quality of learning;
- providing international benchmarks for professional learning leading to valuable certification and progression; and
- energizing professional learning communities.

Arts

The implementation and training plan to support Arts as a shared theme with Cambridge will be focused on a train the trainer model where Arts experts in their specific arts disciplines will receive training, will operate as an Arts PLC, and will work in cross-curricular PLCs to ensure the Arts theme is represented throughout the school. Teachers of theater, music, dance, drawing/painting/sculpting will receive training that develops and expands their knowledge and expertise in order to bring engaging arts opportunities to students. The arts will be project- and performance-based in learning and assessing learning. Students will be expected to share their creations with other students, families, and the community.

Table: Harns Marsh Middle Magnet Implementation and Training Plan

Timeframe	Implementation and Training plan
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Year 1	<p>Cambridge Secondary 1 – face-to-face or online in introductory training for all instructional staff on curriculum and assessment, teaching ideas and approaches.</p> <p>Follow up shared learnings in PLCs, Cambridge study and organizational techniques will be adopted school-wide beginning August 2018. Cambridge specific courses offered in 6th grade first – high level coursework, including Cambridge ESOL.</p> <p>Arts-4 art teachers to visit arts exemplar schools in Miami, bring back lessons learned, share with PLCs; theater renovation; upgrade musical instruments</p> <p>Read 180 first, Level 1 grade 6 and 7 teachers will take the get started training, next the same teachers will take follow-up courses to learn effective planning and progress monitoring, differentiation and assessment.</p> <p>AVID – continue summer training and offer a combined AVID/Cambridge class for on grade level students, other supports related to culturally responsive pedagogy, rubric development, RTI</p>
Year 2	<p>Cambridge – continue training, add courses for 7th grade, plan for testing in following year</p> <p>Arts – Arts teachers attend arts discipline training, hire orchestra/chorus and dance teachers to help build arts program, design performance schedule and plan for stage usage</p> <p>Read 180 – 6, 7 and some 8th grade Level 1 teachers will take follow up courses and participate in individual and team coaching, AVID, other supports related to culturally responsive pedagogy, rubric development, RTI</p>

Year 3	Cambridge – continue training to add classes - Third year of 6th grade classes, second year of 7th grade classes, and first year of 8th grade coursework/testing (Stage 9). Send a small group of teachers to train (2-3 teachers trained); 1-2 staff training for Cambridge PDQ’s to build capacity
	Arts – Summer development for Arts and English/Language Arts teachers to create themes for project- and performance-based learning for next school year; inventory and align arts materials to learning themes.
	Read 180 teacher individual and team coaching and new/refresher courses, AVID, other supports related to culturally responsive pedagogy, rubric development, RTI
Year 4	Cambridge – PDQs will help host training for staff, attend Cambridge conference, in class coaching from MLT and Teacher Leaders
	Arts – Summer development for Arts and Social Studies teachers to create themes for project- and performance-based learning for next school year
	Read 180 teacher individual and team coaching and new/refresher courses, AVID, other supports related to culturally responsive pedagogy, rubric development, RTI
Year 5	Cambridge – PDQs will help host training for staff, attend Cambridge conference, in class coaching from MLT and Teacher Leaders
	Arts – Attend Arts conferences, partner with Cambridge teachers to create themes for project- and performance-based learning for next school year

	Read 180 teacher individual and team coaching and new/refresher courses, AVID, other supports related to culturally responsive pedagogy, rubric development, RTI
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Lehigh Acres Middle Implementation and Training Plan

Lehigh Acres will implement STEAM through arts infusion and the addition of high interest courses like flight simulation, video game design, and coding. There will be a focus on real life applications including hands-on projects using renewable energy, sustainable community gardens, and by becoming the first Cross Fit Affiliate School in the state of Florida. Lehigh Acres will offer a living, sustainable food garden, classes in anatomy and physiology, nutrition and wellness, mathematics and STEAM camps, virtual reality classrooms, app design, robotics, aviation with a NASA experience, an enriching visual and performing arts program which includes classical and contemporary dance, theatre, digital photography, ceramics and fine arts. All of this requires thorough planning, partnerships and professional developments. The following table provides an outline of magnet implementation and training.

Table: Lehigh Acres Middle Implementation and Training Plan

Year 1	<p>Curriculum:</p> <ul style="list-style-type: none"> • Teacher Leaders and teachers assigned to new resources will attend trainings pertinent to their product. • They will ensure our magnet program aligns with Florida Standards and develop curriculum for any new courses.
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- Administration and Teacher Leaders will visit magnet schools where STEAM programs have been implemented and test scores have improved for best practices alignment.

- Advisory board will be set up.

Conferences:

- Key staff will attend the following conferences: Magnet Schools of America, STEM National Education Conference, Confratute conference and STEM summer institute at Florida Gulf Coast University.

STEAM

Science:

- Begin planting the orchard and vertical gardens for our sustainable community garden.
- Add dog model, skeletons, thermometers, pulse oximeters and pig puzzles to science.
- Begin launching our Cross Fit program tying nutrition to physiology.

Technology:

- Purchase and begin using virtual reality goggles for field trips and dissections, mobile lab.
- Install a digital marquee on campus.
- Roll out the READ 180 program amongst our lowest performing students.
- Launch coding and design classes through Techno Kids.
- Fly to Learn aviation program launched with flight simulators and field trips to NASA.

	<ul style="list-style-type: none"> • Purchase and begin using 3D printers in art and technology classes. <p>Engineering:</p> <ul style="list-style-type: none"> • We will add Lego robots to our robotics program, bridging the gap that we currently are experiencing. <p>Art:</p> <ul style="list-style-type: none"> • Implement smart music and site music factory software for our music program. • Purchase our Raku kiln and begin using it in ceramics class. • Purchase band and chorus uniforms. <p>Math:</p> <ul style="list-style-type: none"> • Purchase compasses, calculators and protractors for math.
Year 2	<p>Curriculum:</p> <ul style="list-style-type: none"> • We will roll out train the trainer model so all staff can implement best practices and video tape trainers so staff members can watch from any location or review footage. • Administration and Teacher Leaders will visit magnet schools where STEAM programs have been implemented and test scores have improved for best practices alignment. • Staff will meet regularly with the advisory board. • A plan for campus beautification will be implemented to help market school. <p>Conferences:</p> <ul style="list-style-type: none"> • Key staff will attend the following conferences: Magnet Schools of America, STEM National Education Conference, Confratute conference and STEM summer institute at Florida Gulf Coast University.

STEAM

Science:

- We will add to the community sustainable orchard.
- This will be year 1 of 4 to install wooly garden planters along the fence line.
- Add vertical gardens.
- Renovate 4 classrooms and turn them into fully equipped science labs.

Technology:

- We will purchase a poster maker that can be used school-wide.
- Year 2 of the Read 180 program.
- Year 2 of flight simulation Fly to Learn and coding classes with Techno Kids, continued field trips to NASA.
- Add google tablets to technology classes.
- Purchase 3 color printers.

Art:

- We will purchase new sound equipment for our cafetorium sound system which is used by our theatre and music programs as well as renovate our current sound booth. Theatre style lighting system installed.
- Music practice rooms will be renovated.
- 10 students attend Florida Rep Theatre summer camp.
- We will purchase 46 woodwind instruments for our band program.
- We will enhance our dance studio with barres and mirrors.
- Purchase 200 frames for our gallery.

	<ul style="list-style-type: none"> • Year 2 of the smart music program. <p>Math:</p> <ul style="list-style-type: none"> • 10 students attend mathletes at Florida Gulf Coast University.
Year 3	<p>Curriculum:</p> <ul style="list-style-type: none"> • We will roll out train the trainer model so all staff can implement best practices and video tape trainers so staff members can watch from any location or review footage. • Administration and Teacher Leaders will visit magnet schools where STEAM programs have been implemented and test scores have improved for best practices alignment. • Staff will meet regularly with the advisory board. <p>Conferences:</p> <ul style="list-style-type: none"> • Key staff will attend the following conferences: Magnet Schools of America, STEM National Education Conference, Confratute conference and STEM summer institute at Florida Gulf Coast University. <p>STEAM</p> <p>Science:</p> <ul style="list-style-type: none"> • We will build a greenhouse to house our aquaponics system. • Uniforms for our leadership program. • Adding to gardens. • Add butterfly garden <p>Technology:</p> <ul style="list-style-type: none"> • Continuing Read 180, Techno Kids, Fly to Learn coupled with NASA field trip.

	<p>Engineering:</p> <ul style="list-style-type: none"> • Launch of our engineering program with sustainable energy focus and models which use it including solar cars, transformers, robots, planes; hydro and wind powered projects students can build. <p>Art:</p> <ul style="list-style-type: none"> • Add 32 brass instruments • Add risers, sound shells, music system, chairs, stands and cabinetry for our music program. • 10 students to attend Florida Rep Theatre camp. • Continuation of Smart Music and Site Reading Factory. • Send 30 students to New York City for art conference. <p>Math:</p> <ul style="list-style-type: none"> • 10 students to attend FGCU mathlete camp.
Year 4	<p>Curriculum:</p> <ul style="list-style-type: none"> • We will roll out train the trainer model so all staff can implement best practices and video tape trainers so staff members can watch from any location or review footage. • Administration and Teacher Leaders will visit magnet schools where STEAM programs have been implemented and test scores have improved for best practices alignment. • Staff will meet regularly with the advisory board. <p>Conferences:</p>

- Key staff will attend the following conferences: Magnet Schools of America, STEM National Education Conference, Confratute conference and STEM summer institute at Florida Gulf Coast University.

STEAM

Science:

- Adding to gardens.

Technology:

- Continuing Read 180, Techno Kids, Fly to Learn coupled with NASA field trip.
- Renovate our television studio.

Engineering:

- Continue to build our renewable energy engineering program.

Art:

- 10 students to attend Florida Rep Theatre camp.
- Continuation of Smart Music and Site Reading Factory.
- Send 30 students to New York City for art conference.
- 13 percussion and string instruments.

Math:

- 10 students to Mathletes at FGCU.

Our community garden will begin to produce food for our community.

Our partners will help us to find keynote speakers to come to our classrooms to advise our students.

Students will attend field trips that show real world connections between curriculum and life.

	<p>We will prepare for robotics competitions through programs like Odyssey of the Mind.</p>
<p>Year 5</p>	<p>Curriculum:</p> <ul style="list-style-type: none"> • We will roll out train the trainer model so all staff can implement best practices and video tape trainers so staff members can watch from any location or review footage. • Administration and Teacher Leaders will visit magnet schools where STEAM programs have been implemented and test scores have improved for best practices alignment. • Staff will meet regularly with the advisory board. <p>Conferences:</p> <ul style="list-style-type: none"> • Key staff will attend the following conferences: Magnet Schools of America, STEM National Education Conference, Confratute conference and STEM summer institute at Florida Gulf Coast University. <p>STEAM</p> <p>Science:</p> <ul style="list-style-type: none"> • Adding to gardens. <p>Technology:</p> <ul style="list-style-type: none"> • Continuing Read 180, Techno Kids, Fly to Learn coupled with NASA field trip • Add more google tablets. <p>Engineering:</p> <ul style="list-style-type: none"> • Continue to build our renewable energy programming. <p>Art:</p>

	<ul style="list-style-type: none"> • 10 students to attend Florida Rep Theatre camp. • Continuation of Smart Music and Site Reading Factory. • Send 30 students to New York City for art conference. <p>Math:</p> <ul style="list-style-type: none"> • 10 students to mathletes at FGCU. <p>We will work on growing our community partnerships and recruit new partners as technology improves.</p>
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Oak Hammock Middle Implementation and Training Plan

Arts Integration

Arts Integration Solutions, or a similar establishment, will train teachers to use a three-step arts integration process in the classroom. The first step, teachers will learn is to physically engage students with the art form through warm up activities. Next, they will learn to have students explore and discover the range of academic content using the art form. Finally, the teachers will learn to have students collaborate, create and innovate to demonstrate what they have learned. Arts integration professional development will also train teachers in skills or knowledge in six areas: planning, innovation, collaboration, assessment, presentation, and improvisation. Oak Hammock’s model for arts integration professional development will mirror the following:

- Professional development training for the entire staff during preschool training days to provide an experiential overview of the arts integration model.
- In-class modeling by arts integration facilitators using arts integration strategies connected to content learning standards.

- Co-planning between an arts integration facilitator and teams of classroom teachers to help them develop their own lessons incorporating the arts.
- Side-by-side instructional coaching to help teachers reflect on lesson implementation and the impact of the learning experience on student success.
- A cycle of planning, co-teaching and instructional coaching that builds on each previous experience with the facilitator, classroom teacher and students in the classroom.
- Intermittent professional development training led by a team of teachers to share their learning with colleagues and lead them into using the strategies in their own classrooms.

In order to ensure fidelity of arts integration, the professional development provided to teachers will include a hybrid classroom practice of arts integration in which teachers will learn to create lessons in which academic content is taught through core arts integration strategies that are built into lessons where appropriate. Teachers will learn to use the strategies as tools for modeling, practice, checking for understanding, and/or assessment, as they become adept at finding key areas where strategies align with curriculum and standards. This type of professional development has been successful in dramatically increasing student engagement in math, science, language arts and other academic subjects. The model has been developed and tested with teachers in preschool through high school with Arts Integration Solutions.

Throughout the professional development process, teachers will be trained on how to measure success by looking at teacher efficacy, student engagement and student achievement. The arts integration facilitators, along with the Magnet Lead Teacher, will provide classroom observation criteria, an action research planning model for collecting student success data, teacher surveys and qualitative data to measure the success of the program implementation at

Oak Hammock. The assessment process used by the teachers will focus on the following questions:

- How are students engaged in learning?
- Are arts standards evident?
- Are academic standards evident?
- Is there alignment between the arts integration strategy being used and the content being learned?
- Was academic learning measurable and evident?
- Are students using critical thinking skills to explore learning content and demonstrate evidence of their learning?

Oak Hammock will expand its AVID program school-wide to create a culture of learning and college readiness. Teachers will be trained in the basics of AVID methodologies through a variety of selected professional development experiences throughout the school year, attending AVID conferences both during the summer and in the winter. Teachers will then model and utilize these methodologies for other teachers in the school, making the AVID framework and philosophy explicit. Oak Hammock's teachers will be expected to implement the strategies within the supportive framework of their classes.

In addition to using AVID and arts integration to increase student achievement, Oak Hammock staff will be trained on researched best practices for student engagement by certified Kagan trainers. Central to Kagan workshops are Kagan Structures. Kagan Structures and more will be paired with the AVID engagement strategies in all academic subject areas to boost student engagement and learning once teachers are effectively trained. Student engagement

structures and strategies will be used throughout the school to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character.

In addition to student engagement, discipline can play a key role in any school, especially when change is happening. Another aspect of Kagan is Kagan's Win-Win Discipline. Win-Win will transform teachers' concept of discipline and show them that discipline is not something done to students but something staff can help students acquire. Staff will learn step-by-step strategies for every discipline problem. They will also be instructed to recognize and respond differently to the seven positions that cause almost all discipline problems and convert disruptions into learning opportunities. Finally, the teachers will be taught to show students how to be responsible for their own discipline.

Read 180 will be Oak Hammock's intervention program that will offer the combination of differentiated instruction and immediate feedback to help its struggling readers succeed. The technology collects data based on individual responses and adjusts instruction to meet each student's needs at their level, accelerating their path to reading mastery. To successfully incorporate Read 180 into the curriculum, Oak Hammock teachers will be trained to ensure effective utilization and to provide ongoing intervention and instruction.

Professional Development Timeline

Semester 1:

- Assess teachers' knowledge and implementation of arts integration, AVID, Kagan and Read 180 skills and familiarity to establish a baseline for targeted professional development.

- Collect baseline demographic and student achievement data to measure the effectiveness of program implementations.
- Create a professional development plan of action to include trainings, conferences, workshops, coaching and follow-up for programs such as Arts Integration Solutions, AVID, Kagan and Read 180.
- Select and form arts integration, AVID, Kagan and Read 180 committees and site teams to implement, assess, evaluate, reflect, follow-up and coach teachers once professional development begins.
- Continue ongoing training and use of Google Apps (such as Google Docs, Google Slides, and Google Classroom) which will be used as tools for implementation, evaluations, ongoing coaching and follow-up of all professional development.
- Kagan and AVID trainings will begin as well as implementation of techniques and instructional strategies.

Semester 2:

- Professional development for Read 180 and arts integration will begin with initial implementation stage. Magnet Lead Teacher along with site teams will arrange for follow-up, monitoring, coaching and reflection via Google classroom set up for each professional development training.
- Teachers will continue AVID training via Summer Institute while working on continuing to implement strategies within the classroom.
- Additional Kagan trainings will begin during this time along with follow-up on initial training.

Semester 3:

- Training, coaching, modeling and workshops with visits from professional development facilitators for arts integration for continued support and monitoring will be ongoing during this time.
- Kagan, arts integration, AVID and Read 180 trainings will continue with ongoing professional development and support along with more in-depth training for new teachers.
- Site teams along with administration and Magnet Lead Teacher will begin to identify teachers who have shown exemplary skills at utilizing techniques and instructional strategies successfully from each of the professional development initiatives within their classroom consistently. These teachers will be selected to become trainers and model classrooms for each of the professional development programs, to establish ongoing training within the school, as we build our sustainability model with specialized coaches.

Semester 4:

- Targeted evaluations will be completed by Magnet Lead Teacher, administration and site teams using rubrics created with and for each professional development program as all initiatives will be up and running in full at this point. Once this is done, targeted plans including professional development, coaching and follow-up will be put in place to address areas needed for improvement.
- Training for the exemplary teachers selected to be trainers for each program will begin during this time.
- Follow-up, monitoring, coaching, reflection and sharing of high impact techniques and instructional strategies will continue via Google classroom set up for each professional

development training along with model classrooms, continued support and mini-workshops.

Semesters 5-10:

- Kagan, arts integration, AVID and Read 180 trainings will continue with ongoing professional development and support along with more in-depth training for new teachers.
- Ongoing targeted evaluations will continue and be completed by magnet teacher leader, administration, site teams and program coaches using rubrics created with and for each professional development programs. Once this is done, targeted plans will continually be made including professional development, coaching and follow-up put in place in order to address areas needed for improvement. This will remain in place on a continuous basis to ensure initiatives are being followed through in every classroom throughout the school on a consistent basis.
- Follow-up, monitoring, coaching, reflection and sharing of high impact techniques and instructional strategies will continue via Google classroom set up for each professional development training along with model classrooms, continued support and mini-workshops. These will now be monitored by the exemplary teachers selected and trained for each professional development initiative who will now act as program coaches.

(4) The extent to which the proposed project is supported by strong theory.

District magnet support and each proposed magnet school have worked together to develop the proposed project and the work is framed by four logic models representing the district and each school. The logic models (in Appendix) represent a road map for the project

work and include project resources, activities, outputs, short-, medium-, and long-term outcomes. The logic models reflect the project's theory of action. The theory of action is:

- If all teachers, in each school, receive 50 hours of high quality professional development each year focused on improvement of core subject curricula and instruction, reading comprehension for low performing students and development of a magnet theme and its integration into those curricula, then teachers will develop and implement quality magnet curriculum and instruction (a special curriculum capable of attracting substantial numbers of students of different racial and socioeconomic backgrounds);
- If quality magnet curriculum and instruction is taught to students and becomes the core of the school's instructional program, and that is widely known by students and families, then a large, diverse group of students will apply to a magnet school and minority group and socioeconomic isolation will be reduced; and
- If a magnet school's students are exposed to quality magnet curriculum and instruction for 10 hours per week (project year 5 performance measure target) and parents are partners with schools in helping their students, then they will then attain higher levels of achievement than carefully matched students who do not attend a magnet school. The district logic model is included on the next page.

Resources	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
<u>District</u> <ul style="list-style-type: none"> • 3 full-time district staff • Support from district-funded staff • MSAP funds • Knowledge of research-based interventions and marketing <u>(3) School level</u> <ul style="list-style-type: none"> • Teachers and administrators • Partners • Knowledge of research-based interventions and marketing 	<u>District</u> <ul style="list-style-type: none"> • Manage project • Promote magnet program offerings through Student Assignment and feeder schools • Accept applications for Magnet lottery • Coordinate training to support strategies <u>School level</u> <ul style="list-style-type: none"> • Market magnet offerings • Coordinate with partners • Improve curriculum through Read 180 and revise core academics • Integrate magnet theme • Coordinate training to support strategies • Plan student/family and community theme events 	<u>District</u> <ul style="list-style-type: none"> • Fidelity of implementation • Marketing materials/ videos for each Magnet • Feeder school presentations • Diverse student Magnet selections • 3+ trainings held at each Magnet <u>School level</u> <ul style="list-style-type: none"> • Number of students choosing • Partner interactions • Peer reviewed lessons improved academics and integrated with theme • Number/hours of trained staff • 2+ theme integrated family and community events 	<u>District</u> <ul style="list-style-type: none"> • School benchmarks fidelity to budget • Applicant pool benchmarks <u>School level</u> <ul style="list-style-type: none"> • Improved student engagement • Improved perception of Magnet schools • Teacher reported lesson plan alignment • Improved instructional strategies of teachers • Improved relations between staff and families and community 	<ul style="list-style-type: none"> • Annual PMs • MSAP PMs attained APR approved • Reduced MGI and SES isolation <u>Performance Measures (PM)</u> <ul style="list-style-type: none"> • Unit dosage and quality targets attained • Increased reading math, science scores for all students • Classes are heterogeneous • Improved instruction and magnet theme hrs per teacher • Increased involvement and support from families/community 	<ul style="list-style-type: none"> • 3-Year Targets • Compliance review is good <u>PMs</u> <ul style="list-style-type: none"> • Reduced MGI and SES isolation • 100% of magnet units are high quality • Magnet theme dosage 10 hrs per week • Increased scores in math, reading, science • Students master magnet curriculum • Improved magnet themed instruction • Improved family/ community involvement

(c) Quality of Management Plan

(1) Adequacy of management plan to achieve objectives on time and within budget, including responsibilities, timelines, and milestones for accomplishing tasks; and

The logic model is the framework for the project. Project objectives support five project activities. The project objectives include:

1. Minority group and socioeconomic isolation will be reduced at the proposed magnet schools;
2. All students will receive high quality instruction that includes their school's systemic reforms and magnet themes in units and courses aligned with Florida Standards;
3. All students, at each magnet school, will receive magnet theme instruction;
4. a) Student academic achievement will increase each year in English/Language Arts, mathematics, and science for all students; b) The percentage of students from major ethnic and racial subgroups attaining level 3 or 4 on the state assessments will increase;
5. Staff will receive professional development related to improvement of curriculum, instruction and magnet theme development and implementation;
6. a) All students will have equitable access to high quality education; and b) There will be an increase in parent participation at each magnet school.

The five major activities are 1) desegregation associated with marketing and student recruitment supporting objective 1; 2) improvement of curriculum and instruction and student academic and 3) magnet theme integration supports objectives 2, 3, 4 and 6a; 4) professional development supports objective 5; and 5) parent involvement supports objective 6b. The following table presents the objectives, major annual activities, persons responsible, timelines, and milestones for accomplishing tasks.

School magnet principals report to executive directors for schools support who then report to the school superintendent. The project director will work closely with each school’s principal and magnet teams to achieve the objectives of the magnet project, outlined above, on time and within budget. The project director will manage all aspects of the I-DARE project and supervise all magnet district-level staff: a full-time grant specialist and full-time recruitment specialist and will work closely with each school’s principal in the supervision of the full-time magnet lead teachers who will guide the implementation of curricula related to the magnet theme at each of the three magnet schools. (Please see section (d) Quality of Personnel for a description of the roles, responsibilities and qualifications of the project director, grant specialist, recruitment specialist, magnet lead teachers, other key magnet teachers, executive directors for school support and magnet school principals).

Table: Management Plan Timeline

Annual Project Management Plan (October 1 – September 30)				
Obj(s)	Activities	Milestones	Person(s) Responsible	Timeline
1-6	Hire (Years 2-5 renew or replace) project personnel for district and schools	Project personnel in place	Executive Directors of School Support, Magnet Principals	Oct - Nov
1-6	Establish and maintain Magnet advisory board	Monthly first year then	Exec Dir, Project Dir, Recruitment Sp, School teams	Nov, monthly,

		Quarterly minutes	(5-Principal, lead teacher, other staff, parent, and partner)	then quarterly
1	Develop marketing/public information campaign plans,	Plans approved by Equity and Diversity Committee	Project director, magnet principals, magnet lead teachers	Dec Yr 1, Sept Yrs 2-5
1-6	Ordering annual specified supplies and equipment	Documented orders and receipts, items inventoried	Grant specialist, school bookkeepers	July - April
1	Implement marketing/public information campaign	Events, brochures, signs, social media, open houses	Project director, recruitment specialist, magnet principals	Oct - Jan
1	Application period	Application numbers for magnets	Student Assignment	Jan - Mar

2, 3, 4, 6a	Magnet unit development / magnet class development	Units documented, lessons	Magnet lead teachers, teacher leaders	April - Aug
2, 3, 4, 6a	Magnet units and magnet class implementation	Lessons observed, documented	Teachers	Aug - May
4, 6a	Magnet theme-based learning	Student portfolios	Students	Aug - May
5	Professional development related to the improvement of curriculum and instruction (PLCs, workshops, institutes, courses, coaching, mentoring)	PD records, improved instruction documented	PD partners, partner schools, Teachers	Year round
5	Professional development related to the magnet theme (PLCs, workshops, institutes, courses, coaching, mentoring)	PD records, improved instruction documented	PD partners, partner schools, Teachers	Year round
6b	Development of parent involvement plan	Plan documents, calendar of events	Recruitment specialist, Magnet school teams	July

6b	Implementation of parent involvement plan	Parent logs, parent survey results	Recruitment specialist, Magnet school teams	Aug - May
1-6	Evaluation planning and implementation	Site visits, Formative and summative reports	Project director, Grant specialist, Evaluator	Dec and April Yr 1, 3 times Yrs 2-5
1-6	MSAP required reporting	Submitted timely reports	Project Director, grant specialist	As required
1-6	MSAP and MSA conferences	Attendance and reports	Project Director, Magnet school teams	As scheduled

(2) Ensure diversity of perspectives are brought to bear in operation of project, including parents, teachers, business community, professional fields, recipients or beneficiaries.

In order to ensure that a diversity of perspectives are brought to bear throughout the project, the project director, executive directors, school principals and school leadership teams will form a committee to establish a Magnet Advisory Board for the project. The board will consist of representative parents and teachers from the three magnet schools and community partners. The board will meet monthly in Year 1 and quarterly in Years 205 and will review progress the schools are making towards meeting project objectives, including reviewing summaries of formative evaluations provided by the evaluator and the project director. The

members will provide input to the project director on the operation of the project, including suggestions for project improvement, where necessary. The membership of the Magnet Advisory Board will be established each project year to ensure that the board continues to reflect a diversity of perspectives. Additionally the board will garner input from Lee's Equity and Diversity Advisory Committee (explained in the next section).

The School Advisory Council (SAC) in each school will assume a major role in the project, and provide local oversight to address the development and needs of their respective magnet programs. The implementation of the magnet project will be included in each school's improvement plan. The SAC is established by Florida Statute and given authority over each school's plan. The SAC meets on a monthly basis to review, approve, guide, and advise on activities for the school. By Florida statute, a SAC is comprised of parents, community members, business partners, teachers, students, and administrators, and each school's SAC is required by statute to reflect that school's racial/ethnic representation.

The school leadership teams (teachers, administrators, parents and community partners) will ensure that parents are key players and well informed in relation to the magnet project. The recruitment specialist will work with school leadership teams to inform and receive information from families through newsletters, websites, e-mails, opinion polls and surveys, and telephone contacts. Parents will be needed to attend workshops with their children and to assist and participate in school events. Parents will attend meetings and events to learn about and provide feedback on the magnet theme in their child's school, the school advisory council, the school's progress toward improvement and meeting MSAP objectives, strategies for supporting student academic performance at home, and other planned magnet parent events. Parents will actively

help to build a positive image for the schools to attract other families to send their children to the magnet schools by choice.

(d) Quality of Personnel

(1) Extent to which-- (a) The project director is qualified to manage the project;

The **project director** (100% FTE, MSAP funded) will be a highly effective and experienced administrator (job description in Appendix). The project director will have a Master's degree or higher in a related area to magnet, certification in Educational Leadership, and experience managing a large project with successful implementation. The project director will have experience working in a magnet school or school with a special attractor program. The project director will have knowledge of current research and practice in curriculum, instruction, and assessment; knowledge of legislation, regulations, and standards related to management of major grant programs, and knowledge of principles of professional development, human resources management, budgeting, and school law. The project director will oversee all aspects of the I-DARE project, manage district project personnel, and work with district staff, magnet schools' staff, partners, and the evaluator to support project objectives. The project director reports to the Executive Directors for School Support and oversees the Magnet Advisory Board.

(b) Other key personnel are qualified to manage the project; and

There are three **Executive Directors for School Support** (district funded) that provide direction and support to all school principals. Each executive director oversees elementary, middle or high. The middle school executive director is Dr. Douglas Santini who has 30+ years in education. Dr. Santini is renowned for turning a fledgling arts magnet into a national model

arts school (North Fort Myers Academy for the Arts, K-8) where the Arts are integrated into every classroom. Dr. Santini understands all components required to implement and sustain a magnet from recruitment to curriculum to students to families to fundraising to community support. Dr. Santini will be an amazing resource for the three school principals as they implement their magnet programs. Dr. Santini will serve on the Magnet Advisory Board.

The **Magnet Advisory Board** will be made up of the project director, Dr. Santini (executive director), magnet recruitment specialist, Neketa Watson, Linda Maere, and Jennifer Sneddon (magnet school principals), and their school magnet teams - magnet lead teacher, other magnet school staff member, parent representative, and community partner. The board will meet monthly in Year 1 and quarterly in Years 2-5 to monitor progress toward project goals and make mid-course changes as needed. The board will share updates with the Equity and Diversity Advisory Committee (EDAC) as needed.

Equity and Diversity Advisory Committee (EDAC) shall consist of fifteen members. Each School Board Member shall select three members to be appointed by the Board. Each Board Member will make reasonable efforts to ensure that at least one of his/her appointees resides in that Member's residence area and at least one is a minority. The Superintendent shall assign no more than three appropriate District staff as liaisons. The mission of the committee shall be to monitor the District's maintenance of a unitary school system and adherence to School Board Policies concerning equity and diversity. The committee shall review and provide input concerning revisions to the student assignment plan and any proposal to acquire a school site, construct or abandon a school facility.

Magnet Schools' Principals (district funded)

Lee's executive directors for school support worked with district staff to identify schools that were minority group isolated and would benefit from a magnet program to attract diverse students and improve student achievement. As part of the school selection criteria, the proposed magnet must have stable and strong leadership that is committed to implementing and sustaining a high performing magnet program. The three middle school principals exceed the criteria because not only are all three highly effective and committed to magnet, but all three have experience implementing specialized, attractor programs in middle schools.

Linda Maere, principal of Harns Marsh Middle, is a highly effective turnaround principal who led a Title I middle school to improved academic success. She led the efforts in developing an Arts and Cambridge attractor program at Bonita Springs Middle. As the school's performance improved year after year, the student demographics changed creating more socioeconomic diversity and causing the school to lose its Title I status. Ms. Maere was tapped by the superintendent in 2016 to lead the change efforts at Harns Marsh Middle. She is a highly respected and accomplished educator (resume in Appendix). Ms. Maere's assistant principal, Alex Dworzanski worked as administrator at a magnet high school, East Lee County High, to help implement and monitor magnet objectives (resume in Appendix).

Naketa Watson, principal of Lehigh Acres Middle, has provided strong and stable leadership with improved results. Ms. Watson has eight years of experience administering magnet/attractor programs at two area high schools. She previously served as the assistant principal for curriculum at Lehigh Senior High Center for the Arts and at East Lee County High Magnet School. Before coming to Lehigh Acres, Ms. Watson worked closely with teachers as they developed and implemented magnet-themed instruction. Ms. Watson's experience as

elevated her enthusiasm for implementing a magnet program at Lehigh Acres (resume in Appendix).

Jennifer Sneddon, principal of Oak Hammock Middle, was instrumental in developing Oak Hammock as a Center for the Arts (resume in Appendix). The Arts designation has helped build enthusiasm for the arts at Oak Hammock, but what is missing is the funding to build the program. With existing funding Ms. Sneddon has grown fine and performing arts and has worked to develop community partnerships. MSAP is an opportunity to provide the resources needed to create an arts infrastructure and develop the arts integration. The arts teachers at Oak Hammock are enthusiastic about becoming a magnet school where arts is infused in every classroom and have given the strong support to Ms. Sneddon.

Grant Specialist (100% FTE, MSAP funded) - Lee will adhere to hiring regulations as set forth by the school district and the state of Florida and in compliance with the law. The grant specialist job description is provided in the Appendix. The grant specialist reports to the project director. The grant specialist's primary function is to ensure effective and appropriate implementation of a major grant program by assisting the project director with duties related to grant accountability, application, auditing, communications, compliance, forecasting, management, needs assessment, reporting, and tracking requirements.

Recruitment Specialist (100% FTE, MSAP funded) - Lee will adhere to hiring regulations. A similar job description of Family Services Specialist is provided in the Appendix, but this will require a new job description with School Board approval. The recruitment specialist will require a high school diploma or greater, experience working in schools, experience in working with students and families from different racial and ethnic backgrounds, experience in prioritizing and coordinating school-based and community-based outreach and

recruitment activities; experience in creating multi-media materials and documents using technology; familiarity with use of presentation tools and media; and ability to be creative, flexible and project-oriented in a large, grant-funded initiative serving multiple schools.

The recruitment specialist will: (1) work collaboratively with the project director and with each district's parent advocates and each school's parent coordinator and school based teams, be responsible for planning, coordinating and implementing a comprehensive magnet outreach program utilizing technology and multi-media resources; (2) help to develop magnet materials, products and technology tools, such as websites, flyers, brochures, banners, advertisements, and databases; (3) provide information to parents, community members, and community agencies on the schools' magnet programs; (4) attend citywide parent meetings; (5) participate in annual School Fairs and other recruitment activities and coordinate the presentations of the magnet schools; (6) help develop a plan for recruitment and advertisement, in conjunction with each of the magnet school recruitment teams; and (7) work cooperatively on a regular basis with parent groups and the schools' School Leadership Teams.

Project Evaluator (MSAP funded) - American Educations Solutions (AES) will be the external evaluator for this project, in collaboration with the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. Since 1995, AES has evaluated 61 Magnet Schools Assistance Program grants. The AES team includes highly experienced magnet practitioners and university partners. AES practitioner teams include site visitors who have many years of experience as teachers and as magnet school principals, as well as administrators of magnet projects and other equity programs. For the past seven years AES has partnered with CRESST on rigorous evaluations and on survey development and analysis for Magnet Schools Assistance Program projects. For the 2010-2013 cycle AES partnered with

CRESST on 5 rigorous MSAP evaluations. For the 2013-2016 cycle, AES partnered with CRESST on another 5 rigorous MSAP evaluations. And for the 2016 – 2019 cycle, AES and CRESST will work together on another 3 rigorous MSAP evaluations. Prior to 2010, AES worked with Education Alliance at Brown University and the SERVE Center at the University of North Carolina on 10 rigorous MSAP evaluations. CRESST will perform the quasi-experimental design study, as well as survey design, analysis and reporting described in the evaluation section of this proposal. CRESST has done hundreds of high quality education studies. The Principal Investigator (PI), Dr. Joan Herman, and the Co-PI, Dr. Jia Wang, have done well received, high quality research for many years. (Please see the description of CRESST and the researchers in the appendix.) The duties and responsibilities of the evaluators are described in this proposal's evaluation section.

(c) Teachers are qualified to implement special curriculum of magnet schools.

Magnet Lead Teachers MLT) (100% FTE, MSAP funded) - Lee will adhere to hiring regulations as set forth by the school district and the state of Florida and in compliance with the law. Magnet Lead Teachers will be highly effective teachers with at least three years' teaching experience as well as experience teaching in a specialized program. Additionally, MLTs will need clinical educator training and project management experience in order to lead magnet implementation and coach other teachers within the school. MLTs will work closely with the school principal and project director and serve on the Magnet Advisory Board. MLTs will attend magnet conference and trainings related to their magnet themes. They will help develop marketing, communication, training, and implementation plans related to magnet. MLTs will help promote their school and magnet program by attending community and school based events

and sharing information. MLTs will help monitor progress toward project goals at their school sites.

Other Magnet-theme Teachers (100% FTE, MSAP funded) - Lee will adhere to hiring regulations as set forth by the school district and the state of Florida and in compliance with the law. Harns Marsh Middle will hire one orchestra/chorus teacher and one dance teacher beginning in Year 2 of the project as the arts program grows to develop and support these disciplines. Lehigh Acres Middle will acquire a technology/engineering teacher to fill its instructional gap and complete the STEAM learning strands. Finally, Oak Hammock Middle will add an arts teacher in the area most desired by students as the arts and integration magnet grows.

Other Magnet-theme Teachers (non-MSAP funded)

Rachel DeMayo, Harns Marsh Dance and Drama teacher, and Vanessa Lynch (resume in Appendix), Language Arts and Gifted teacher, guided the development of the Harns Marsh magnet proposal along with their instructional colleagues. Ms. DeMayo conducted a needs assessment of the arts along with other arts educators. Ms. Lynch mapped out the course of action for Cambridge implementation and has already received some training. Ms. Lynch previously worked with her principal, Ms. Maere, establishing Arts and Cambridge at Bonita Springs Middle.

Michelle Start, English teacher, and Jennifer Ryan, science teacher, spearheaded the development of the STEAM magnet proposal with their instructional and administrative colleagues (resumes in Appendix). Ms. Start has previous experience in an Arts attractor school, while Ms. Ryan has extensive experience in cross-curricular development. These highly effective and experienced teachers will take lead roles in implementing STEAM.

Kea McElfresh, theater teacher, has collaborated with instructional and administrative colleagues to develop an implementation plan for Arts integration at Oak Hammock (resume in Appendix). Ms. McElfresh has headed the theater department at Oak Hammock for six years and is a mentor teacher for new and developing teachers. She has summer youth director experience in arts programs where she worked with teachers from arts magnet schools in the Miami-Dade area. Ms. McElfresh brings vision and enthusiasm to the arts program at Oak Hammock.

Teacher Leaders (non-MSAP funded)

The three proposed magnet schools receive additional support using Title I funds in the form of teacher leaders (job description in Appendix). Each school has at least two teacher leaders. The primary goal of the teacher leader is to lead teachers toward the fulfillment of their potential in support of student's intellectual, emotional, physical and social growth in a safe and cost effective manner that supports the goals of the District. Teacher leaders provide job-embedded professional development, coaching, modeling and team-teaching. Teacher leaders provide coaching and support 60% of their scheduled time and 40% is dedicated to direct classroom instruction of students. The teacher leaders will be invaluable to their instructional colleagues and they implement the magnet theme.

(2) Experience and training in fields related to objectives of project, including knowledge and experience in curriculum development and desegregation strategies.

Knowledge of and Experience in Curriculum Development: As demonstrated by the descriptions of their experience presented earlier, the middle school executive director for school support and magnet principals have extensive expertise in magnet-themed curriculum development and working to increase equity for all students, especially English language learners. A theme-based

approach to instruction to improve academic achievement and promote diversity will be used in the magnet schools. A particular focus has been the development of interdisciplinary curriculum materials and activities that cut across content areas and enhance and enrich student learning.

Lee and its school principals, have extensive knowledge and experience in desegregation strategies. The superintendent, executive directors for school support and principals have been teachers and supervisors in highly minority group isolated schools and have worked with school staff to implement equity and desegregation strategies. Lee has been actively involved in desegregation strategies in order to meet the needs of a student population that is characterized by great diversity. Specifically, they have participated in strategies, as part of the Student Assignment Plan, related to Student Achievement, Equity, and Diversity. Diversity specifically includes socio-economic status, achievement levels, English language learners, race and ethnicity, and students with special needs. As a result of these initiatives, school and district staff has gained experience in a full array of desegregation and equity issues and strategies. Further, Lee has been fortunate to receive Magnet Schools Assistance Program funding in former funding cycles. As a result, key district and project personnel, as well as project school staff, have gained valuable knowledge and experience in all aspects of desegregation strategies and in developing theme related curricula to promote equity and excellence in the schools.

(e) Quality of Project Evaluation

This evaluation, spanning the five years of the project, is designed to produce evidence of promise (rigorous evaluation with two sets of quasi-experimental studies) as well as provide feedback to help school and district staffs improve project performance and attain high levels of fidelity of implementation. The evaluation will also produce information needed by the United

States Department of Education (USDOE) to properly evaluate project effectiveness, determine if all project activities are implemented as designed and on time, and to insure that adequate progress is made toward the attainment of all project outcomes (two annual summative reports).

Data Collection: This evaluation will draw on a wide variety of data to provide substance and context for formative and summative reports and the quasi-experimental study. The evaluation contractor will develop a complete set of data collection instruments (including surveys, data and document requests, and observation and interview protocols) designed to collect sufficient information to address performance measures, perform the quasi-experimental analysis and supplement extant data. However, extant data will be used whenever possible to lessen the burden on school and project staff. The data to be collected will include:

Student academic achievement, demographic, enrollment and other data: The contractor will collect standardized test score data (e.g., school and grade level and individual student data linked to their teachers) needed to address performance measures related to student academic achievement and perform the quasi-experimental study. School enrollment, applicant pool and student selection data disaggregated by race/ethnicity and socioeconomic status data will indicate the extent to which the schools succeed in meeting desegregation related performance measures.

Document requests: The contractor will request documentation from magnet school teachers and MSAP staff to help determine the quality and extent of MSAP implementation. Examples include: ► descriptions of and dosage (amount of program delivered) for units and courses that present the magnet theme to students; and student recruitment, teacher professional development, parent involvement; ► schedules of school based magnet staff; ► School improvement plans.

Observation and interview data will be collected during site visits to each school (see schedule at end of section), by trained evaluators with extensive experience in magnet schools. During site

visits, the evaluator will conduct walkthroughs, observe lessons, and interview teachers, administrators, students and parents to help assess progress towards performance measures. Surveys will be administered annually to all teachers and a sample of students (one complete grade) at each magnet and comparison school. Comparison schools will be selected based on school size, grade span, and school-level student achievement and demographics. Drawing on its 20-year history of MSAP and regular and rigorous evaluations, American Education Solutions developed survey items and scales with its survey consultants, Dr. David Silver, a senior researcher at UCLA's CRESST Center, and currently, Dr. Jia Wang, a senior research scientist at CRESST. These survey items are directly related to the purposes of the MSAP and the logic model, objectives and performance measures of this proposal. Validated survey items and scales measure constructs including school climate, instructional leadership, professional development hours (formal, collaborative and coaching) and effectiveness, student academic commitment and expectations, student engagement and motivation, student and teacher perceptions of intergroup relations and magnet theme implementation, standards based instruction, systemic reform implementation, parent involvement, and magnet-specific professional development dosage.

(1) Extent to which methods of evaluation will, if well-implemented, produce evidence of promise;

The rigorous evaluation design proposed below will be carried out by researchers at University of California Los Angeles (UCLA), Center for Research on Evaluation, Standards, and Student Testing (CRESST). Dr. Joan Herman will be the principal investigator (PI), and Dr. Jia Wang will be the co-principal investigator (co-PI) and project director. The UCLA team has many years of experience conducting similar studies, including evaluations of magnet schools

(e.g., Los Angeles, New Haven), charter schools (e.g., Green Dot), and I3 validation grants (e.g., Literacy Design Collaborative). Both the PI and co-PI have peer-reviewed publications based on our prior magnet work (Wang & Herman, 2017; Wang, Schweig, 2014 & 2017).

UCLA CRESST's rigorous evaluation of the impact of the School District of Lee County's Magnet Schools Assistance Program (MSAP) grant on student learning will be comprised of two sets of quasi-experimental studies and will also examine fidelity of implementation to the Read 180 program as well as magnet implementation more broadly. These quasi-experimental studies are designed to meet the "What Works Clearinghouse Evidence Standards with reservations" by comparing MSAP outcomes with an identified comparison group that is similar to the treatment group at the baseline. If the interventions are well implemented, UCLA expects the quasi-experimental studies to produce evidence of promise on the relationship between program implementation and objective performance outcomes.

The first set of quasi-experimental studies will examine how the Read 180 program impacts the achievement of students in the three target schools with low prior reading achievement relative to academically and demographically similar comparison students at two other magnet middle schools in Lee County. The second set of quasi-experimental studies will explore how students in each of the three individual funded magnet schools perform relative to academically and demographically similar peers in similar non-magnet schools in Lee County. The following sections will describe these studies in detail.

Studies will be conducted with the statistical rigor of a high-quality quasi-experimental design, but with keen attention to limitations of available data and sample sizes, and on a scale that is reasonable within the current funding structure. This evaluation strives to bolster the current body of research with instrumentation and analytic methodology aligned directly with the

priorities and selection criteria of the Magnet Schools Assistance Program (MSAP), and it is intended to contribute to the evidence-based database on magnet schools the Department of Education is building.

While UCLA will administer annual surveys to students and teachers to get their perspectives on their magnet schools and provide context for student outcome analysis, the evaluation focuses on measuring MSAP impact on student achievement in English Language Arts (ELA), math, and science. Using a statistically rigorous, high-quality quasi-experimental design, UCLA examines the following broad evaluation questions:

Evaluation Question 1. How did middle school students with low prior reading achievement in the three target schools perform on the Florida Standards Assessment (FSA) English Language Arts (ELA) in relation to matched students at two comparison magnet schools in the same district?

Evaluation Question 2. How did students attending each of the three target MSAP schools perform on state tests in relation to matched students at comparison non-magnet schools in the same district?

Evaluation Question 3. How is the fidelity of implementation to the Read 180 model at the teacher level related to student achievement outcomes?

Evaluation Question 4. How did the level of magnet implementation vary across the three target MSAP schools?

The following sections will describe how UCLA will address each of these evaluation questions in detail.

Evaluation Question 1: Quasi-Experimental Design (QED) Studies of Read 180

As noted earlier, Lee County will be implementing Read 180 and the related System 44

product as a strategy for supporting the lowest performing students in reading in the three target middle schools. The program will support approximately 450 students in each of the three schools, for a total of 1,350 students. The program will serve students who performed at level 1 on the FSA ELA. Students who are non-decoders (approximately the bottom 15% of the grade) will begin by participating in the System 44 program, and will later move up to the Read 180 program. Students will receive the special instruction during an additional daily reading class in addition to their required English class. The Read 180 program includes training for teachers to understand and implement 90-minute sessions that are comprised of 20 minutes of whole-group instruction, three 20-minute small group rotations (adaptive computer application, small group instruction, and independent reading), and a 10-minute review and wrap up.

Table 1 below displays the timeline for program implementation. Teachers of sixth and seventh grade reading, teacher leaders, and reading coaches will participate in 2.5 days or 14 hours of training in Read 180 and/or System 44. Renewal training or training for new teachers will occur each year and includes online continual support. The 1st cohort of students will begin during project year 2 after teachers receive the professional development. The 2nd cohort of students (shaded test) will begin during project year 3. Year 5 is 2021-22.

Table 1. Timeline for Read 180/System 44 Implementation by Cohort

Year 2 (2018-19)	All 6 th Grade Students who performed at Level 1 on 5 th Grade FSA Reading. Some 7 th Grade Students who performed at Level 1 on 6 th Grade FSA Reading.
Year 3 (2019-20)	7 th Grade students receiving a second year of Read 180/System 44. 8 th Grade students receiving a second year of Read 180/System 44. All 6 th Grade Students who performed at Level 1 on 5 th Grade FSA Reading.

Year 4 (2020-21)	8 th Grade students who have moved out of Read 180 into regular instruction. 7 th Grade students receiving a second year of Read 180/System 44.
Year 5	8 th Grade students who have moved out of Read 180 into regular instruction.

Attendance and coaching records will be used to calculate the total number of hours of professional development received by each teacher. In addition, an annual survey will incorporate special questions for the Read 180/System 44 teachers to capture attitudes and perceptions regarding the program

Identification and Matching of Comparison Group

The comparison group consists of two magnet middle schools not funded by MSAP and not receiving Read 180/System 44 (Cypress Lake Middle School and Fort Myers Middle School). Students in these two control schools will be receiving the Inside the Text curriculum in their intervention reading classes. UCLA will utilize a radius matching approach to select students in the comparisons schools who are similar to treatment students across a broad range of variables (Huber, Lechner, & Wunsch, 2010). The radius matching approach will compute a distance measure comprised of both a propensity score and a Mahalanobis distance score for all eligible comparison students. Any comparison student whose distance measure falls within a defined distance (radius) of a treatment student in the same grade will be matched to that student.

If the propensity scores of multiple comparison students are sufficiently close to a single treatment student, each comparison student will receive a weight inversely proportional to her difference measure. For example, two comparison students who have identical difference measures within the defined radius distance would each receive a weight of 0.5. Treatment students will be removed from the analyses when they cannot be matched to any comparison

student within the defined radius. The approach will also apply a trimming technique to ensure that no single control case is weighted too heavily in the analysis (Huber et al., 2010). UCLA intends to use the following variables in the matching process: grade, gender, race/ethnicity, English Language Learner (ELL) status, National School Lunch Program (NSLP) status, special education status, and prior FSA scores.

Analysis Approach

The research will examine the effect of Read 180/System 44 by comparing outcomes of students taught by teachers implementing Read 180/System 44 to similar students at similar magnet schools in the same school district. To examine the effect of Read 180/System 44 on student achievement outcomes UCLA will use a regression-based approach with bias adjustment, which performed well in a recent simulation study as detailed in Huber, Lechner, & Steinmayr (2012). Specifically, UCLA will first use a Weighted Ordinary Least Square (WOLS) regression equation on the comparison student population to produce the coefficient estimates.

A counterfactual estimate will then be obtained by adding a bias adjustment from the regression results to the average observed score of the comparison population in an outcome year. This counterfactual represents an estimate of how these students may have fared if they had not been received Read 180/System 44 instruction and had instead attended a comparison school. The average treatment effect on the treated (ATT) (Ho, Imai, King, & Stuart, 2007) is determined by subtracting the counterfactual estimate from the actual average observed score of the students under Read 180/System 44 in MSAP schools. This approach is known as a double-robust regression as the estimator is said to be consistent if either one of the two models (propensity score or regression) is correctly specified (Huber et al., 2010). In other words, controlling for prior indicators relevant to treatment status and achievement in both the matching

model and the analysis model increases the robustness of the estimates.

Evaluation Question 2: Quasi-Experimental Studies of Students Attending Magnet Schools

To answer Evaluation Question 2, UCLA will conduct individual school analyses for each of the three magnet schools in this grant application. UCLA will employ the same radius matching approach described above, this time to identify the comparison students at similar non-magnet schools in Cedar Rapids, and the same Weighed Ordinary Least Square (WOLS) regression equation to analyze the student data.

However, there are four distinct differences. One is that instead of identifying comparison students from other existing magnet school in the district, the comparison students will be identified from similar non-magnet schools in Lee County via a two-step process. Specifically, UCLA will first select comparison schools within the district based on how closely they match the characteristics of MSAP supported schools in the year prior to magnet implementation using hierarchical cluster analysis. The comparison school selection will take into consideration the grade span of the school, school size based on enrollment, school racial composition (i.e., percentage of Black and Hispanic students), the percentage of ELL students and the percentage of NSLP participants.

To identify comparison students, the research team will first restrict the pool of MSAP and comparison students to those that had achievement outcomes for each outcome year and may also limit the students to those at the same MSAP or comparison schools for a defined period of time. A covariate balancing propensity score will then be computed for the eligible comparison students. Students from each comparison sample will be matched to MSAP students with similar propensity scores using radius matching.

The second difference is that instead of investigating the effect of Read 180/System 44 on

ELA outcomes for low-achieving students, UCLA will investigate the effect of magnet school attendance on ELA, math, and science for the full population of students. The research will examine the effect of MSAP implementation by comparing outcomes of students in MSAP schools to the counterfactual condition of how they would have fared if they had not been a part of the MSAP program. As described earlier, this effect is known in the literature as the average treatment effect on the treated (ATT).

The third difference is that instead of pooling/combining students across the three target magnet schools, UCLA will conduct individual school analyses (one for each of the three schools).

Evaluation Question 3: Relationship between Fidelity to Read 180 and Student Outcomes

In the fidelity of implementation analysis, UCLA will also explore how differences across teachers in how they implement Read 180 are associated with differences in student learning outcomes. This within treatment study will take advantage of two main data sources: attendance records capturing teachers' exposure to professional development and surveys and/or logs capturing teachers' attitudes regarding Read 180 and reading instructional strategies.

The UCLA team will construct a number of measures based on these two data sources, including variables capturing the dosage of Read 180 training that a teacher received and the extent to which teachers are faithful to the Read 180 model in their classrooms. Exploratory HLM analyses will then be conducted with teachers at Level 2 and students at Level 1. Given the small sample size UCLA anticipates only being able to include one to two teacher level variables in each model. Statistical power at Level 2 is likely to be a constraint on identifying relationships between fidelity of implementation and student outcomes, so UCLA will stress that these analyses will be exploratory in nature.

Evaluation Question 4: Variation in Magnet Implementation across Target MSAP Schools

As described earlier, the evaluation will collect and analyze data on magnet implementation via surveys, site visits, and analysis of artifacts. These instruments will be used to construct variables such as magnet theme implementation, professional development usage, etc. and thresholds for adequate fidelity of implementation will be set for each measure. UCLA CRESST will work closely with AES and the district in developing the rubrics used to rate the classroom artifacts teachers submit for peer review. The classroom artifacts will include end-of-unit assessments developed by teachers and the accompanying student work.

Assignment/assessment tasks can serve as windows into such variables as teacher clarity of instruction, cognitive rigor of instruction, and, in this case, degree and quality of magnet theme implementation. The CRESST team will also independently score a random set of these artifacts to ensure that school site peer review teams are reliably scoring the artifacts in alignment to the expectations set forth in the rubrics.

Based on collaboration with AES and the school district, the CRESST research team will create a fidelity index incorporating the various variables which UCLA will use to measure quality of implementation at the school level. UCLA will determine different levels of fidelity for each construct, including a threshold for adequate implementation. The fidelity index will indicate whether a particular school performed adequately across the different constructs, such as magnet theme implementation, quality of professional development, etc.

UCLA CRESST has been developing a database of individual school MSAP effects based on prior evaluations, and has published multi-site analysis work based on this database. Individual school effect estimates and fidelity measures from the current study could potentially be used in future analyses that would take advantage of this growing database of magnet studies.

Evidence of Promise

(1) The Read 180/System 44 study will establish a link between the Read 180 component of the three project schools' logic models and student outcomes in ELA.

(2) The magnet school study will be conducted for each of the three project schools, and the study will establish a link between the Quality Magnet Curriculum and Instruction component of their logic models and student academic outcomes for ELA, math and science on state tests.

Rigorous Evaluation Timeline

- ▶ Study design revision (Year 1); ▶ UCLA and district IRB application & renewal (Years 1-5);
- ▶ Request and analyze school level data to identify comparison schools for surveys (Year 1);
- ▶ Survey development (Year 1); ▶ Survey administration, analysis and reporting (Years 1-4);
- ▶ Development of artifact scoring rubrics (Years 1-2); ▶ Scoring and analysis of artifact data (Years 3-4); ▶ Analysis of implementation variables (Years 3-4); ▶ Student level data request (Years 1-4); ▶ Student outcome data analysis & reporting for Read 180 study (Years 3-5); and
- ▶ Student outcome data analysis & reporting for magnet study (Years 4-5).

Rigorous Evaluation Reporting

Students are tested in late spring, and the testing data usually become available in September at the end of the grant year. To study the impact of Read 180 on student outcomes, UCLA will analyze student outcome scores in years 2-4 at the beginning of Years 3-5. The analysis of the impact of student attendance in the magnet schools in years 3-4 will be done at the beginning of Years 4 and 5. A draft report will be submitted to the district within 8 weeks of the receipt of the complete data set.

The report will contain an executive summary, introduction, description of the school district and the participating magnet schools, analysis procedure that describes data, data

collection, and analysis approaches, and the analysis results for both quasi-experimental studies. For the Read 180/System 44 study, results will be reported for the three project schools pooled together; and for the magnet school study, student results will be presented for each school separately. When the sample size allows, the results will be disaggregated by race/ethnicity, grade, free and reduced price lunch status, English Language Learner status, and disability status.

UCLA CRESST Capacity

UCLA's Center for Research on Evaluation, Standards and Student Testing (CRESST) proposes to conduct the rigorous evaluation for the current MSAP grant application. CRESST brings to the effort strong capacity in rigorous qualitative and quantitative methodologies and wide experience in evaluating and supporting the improvement of state, district, and local programs. CRESST is at the forefront of discussions in assessment and evaluation design, implementation, and evidence of high-quality measures and their constructive applications to students of various backgrounds across diverse educational settings. Dr. Joan Herman will serve as Principal Investigator (PI), and Dr. Jia Wang (Co-PI and Project Director) will lead the proposed evaluation study.

- Dr. Joan Herman, PI, CRESST Co-Director Emeritus, a nationally known expert on educational assessment and evaluation, will provide intellectual leadership and overall direction. Dr. Herman will provide overall conceptual and methodological leadership and direction to the project. She has wide experience as an evaluator of school reform and has shared her expertise in this area through a number of practical guidebooks, including the recently published Turnaround Toolkit.
- Co-PI and Project Director, Dr. Jia Wang, with over a decade of experience in educational evaluation and specializing in research design and methodology, has led

multiple statewide evaluation projects and evaluation projects that involve multiple school districts. Dr. Wang has day to day responsibility for project operations, including evaluation design and analysis, data collection and analysis, reporting and monitoring and assuring the quality, timeliness, and cost effectiveness of project operation.

The current UCLA team has many years of experience conducting similar studies, including evaluations of magnet schools (e.g., Los Angeles, New Haven), charter schools (e.g., Green Dot), and I3 validation grants (e.g., Literacy Design Collaborative). UCLA's rich history in studies of the implementation and effects of school reform programs particularly positions us to understand and be sensitive to MSAP's intended outcomes and the factors that are likely to influence its success.

The same CRESST team has been engaged in the evaluation of magnet schools on student learning and teacher effectiveness since June 2010. UCLA CRESST worked with 11 MSAP grant awardees in the 2010 cycle, and 9 MSAP grant awardees in the 2013 cycle. Among these, UCLA conducted rigorous student outcome analysis for 5 awardees in each of the 2010 and 2013 cycles. Based on this prior magnet work, the team currently has three publications. The following offers examples of the other relevant school projects the PI and co-PI have completed:

CRESST has been engaged in the evaluation of the implementation and impact of Literacy Design Collaborative (LDC) tools on student learning and teacher effectiveness since 2011, funded by the Bill and Melinda Gates Foundation. Dr. Herman is the Principal Investigator for the Study. There are two independent studies of LDC: one an examination of LDC implementation in 8th grade social studies and science classrooms in Kentucky and Pennsylvania and the second a district-wide implementation in 6th grade advanced reading classes in Hillsborough, Florida. The studies are employing specially crafted measures of LDC

implementation and impact and feature a quasi-experimental design to examine LDC impact on student learning. Results are available in two technical reports (Herman, et al. 2015a and Herman, et al. 2015b) and a journal article (Herman, Epstein, & Leon 2016).

UCLA CRESST successfully completed two four-year statewide after-school evaluation projects in California: Statewide Evaluation of ASES and 21st CCLC After School Programs: May 1, 2008-December 31, 2011 and Statewide Evaluation of High School After School Programs: May 1, 2008 - December 31, 2011. The reports (Huang & Wang, 2012; Huang, Wang, & the CRESST Team, 2012) can be found at the California Department of Education website (cde.ca.gov/ls/ba/cp/uclaeval.asp). Dr. Jia Wang led the quantitative part of the evaluation studies.

In these statewide after-school evaluation projects, CRESST employed both quantitative and qualitative research methods to study the effect of after-school attendance on a wide range of student outcomes, both academic (including standardized test data) and non-academic outcomes. CRESST administer survey, conduct site visit and interviews, make on-site classroom observation, organize focus groups with staff and students, compile school profile, etc. CRESST utilized sampling strategies to select representative samples of after-school programs for more intensive data collection and analysis. Multilevel analysis was used to measure student achievement and behavioral outcomes, with the quasi-experimental design framework with propensity score matching. Specifically separate cross-sectional analyses were conducted for after school program participants by year to examine the after school participation effect on participants' year-end academic and behavior outcomes within a given year of participation. CRESST also conducted longitudinal analyses to examine the effect of after school participation on participants' academic and behavior outcomes over the study's three-year period. The

longitudinal analyses focused on how after school participation over the three years altered a student's outcome trajectory during the same three-year period.

Another example, completed in February 2013, is the Five-year Evaluation Project of Green Dot's Locke High School, funded by the Gates Foundation. DR. Herman is the PI and Dr. Wang is the Project Director. The three associated reports (Rickles, Wang, & Herman, 2013; Herman, Wang, Rickles, Hsu, Monroe, Leon, & Straubhaar, 2013; Herman, Wang, Ong, Straubhaar, Schwig, & Hsu, 2013) can be found at the CRESST website (<http://www.cse.ucla.edu/products/reports.php>). With a history of severe segregation that mirrors the residential segregation of the surrounding neighborhoods, Locke High School had a record of among the lowest academic performance of any school in Los Angeles County. With approval from Los Angeles Unified School District, Locke High School transitioned into a set of smaller, Green Dot Locke (GDL) Charter High Schools in fall 2007. The CRESST evaluation, employing a rigorous quasi-experimental design with propensity score matching and comparing GDL students to similar students at three neighborhood high schools, found statistically significant, positive effects for the GDL transformation including improved achievement, school persistence, graduation, and completion of college preparatory courses for both cohort of GDL students. During the five-year evaluation, CRESST also conducted focus group with staff and students, conducted site visits and interviews.

(2) Extent to which methods of evaluation include objective performance measures clearly related to intended outcomes and will produce quantitative and qualitative data; and
Project performance measures follow the description of the formative evaluation.

Formative Evaluation: The evaluation contractor will aid in the continual improvement of the

project through formative evaluation, an examination of implementation that returns information to project, school and district staff to help them improve program performance. Formative evaluation includes the study of program fidelity (the degree to which a program is implemented as designed) and reach (the proportion of the target group that participates). Components of fidelity include: ► adherence – the degree to which the program adheres to its goals, plans, activities, timeline; ► dosage – the amount of program delivered; ► quality – the quality of program activities and services; ► responsiveness of participants to program activities; ► program differentiation – unique features when compared to non-magnets.

Formative Evaluation Reporting: Data will be collected, as available, and analyzed, and findings will be discussed with the project director, the school evaluation team and school staff throughout the year. Five formative evaluation reports will be written by evaluators each year:

Reduction of Minority Group Isolation (MGI) Report: Enrollment data will be compared with applicant pool and student placement data (all disaggregated by race/ethnicity), benchmarks and data from previous school years to determine why performance measures were or were not attained and if previous recommendations were implemented. The October site visits, will focus on desegregation activities including recruitment, student selection and placement procedures and on the final results of the process. During this visit, the MGI report and all related data will be discussed with the project director, each school’s recruitment and evaluation teams, and MSAP project staff. If minority group isolation performance measures were not attained, the data supporting the findings will be discussed and will inform modifications to recruitment or selection procedures and the collection of additional information (e.g., parent focus group results) if needed. Recommendations for improvement will be jointly formulated by the evaluator, the project director and the school evaluation teams.

Site Visit Reports provide feedback based on data related to project implementation. After each site visit (2 for year 1; 3 for years 2-4; 1 for year 5), a report will be written by the site visitor and submitted within ten days. It will summarize the findings of the visit, help school staff understand if they are on track to attaining performance measures and benchmarks, discuss reasons they may not be attained and highlight project successes. Recommendations for improvement, jointly arrived at by the staff (school evaluation team), the project director and the evaluator, will be included. **Documentation Reviews**, included in site visit reports, will summarize descriptive and quantitative data related to magnet curricula and instruction, systemic reforms, parent activities and professional development, and report on: adherence (e.g., activities implemented on time), dosage (e.g., the amount of time students, teachers and parents are exposed to grant activities), quality (e.g., peer reviews of units). Note: Because of the time involved in project start-up (e.g., hiring staff) there will be 2 visits for year 1. Because of the schools' increased capacity to implement program activities, there will be 1 visit during year 5.

Survey Reports will include item by item results for each school and summaries of survey construct results for each school. Relationships between variables (e.g, magnet implementation and student engagement, professional development dosage and impact) are explored as is change over time. Other formative evaluation strategies include: Short Term Outcomes. Benchmarks are short term outcomes that indicate whether adequate progress is being made towards the attainment of annual performance measures. Most are derived from site visit and documentation review reports, survey items or the MGI report. Examples of critical benchmarks are included in the performance measure section which follows. The project director, evaluator and the school evaluation teams can decide on additional benchmarks that could help guide one or more schools. The degree to which benchmarks are attained will be reported in the site visit,

documentation review, survey and MGI reports or during Skype or Google Hangout sessions when needed (e.g., at critical points during the recruitment period).

Continuous Cycle of Improvement. This evaluation uses a four-part iterative cycle that will lead to better understanding of the components of this project's logic model and theory of action as well as improved outcomes for students:

1) Planning or Modifying Activities. The logic model and the activities described in this proposal will form the basis of the implementation plans that will be developed at the beginning of each project year. **2) Implementation.**

Activities described in the MSAP proposal will be implemented by school and project staffs with fidelity. **3) Formative Evaluation Feedback** includes the five reports listed above, three site visits (most years, please see schedule at the end of this evaluation), two annual summative reports, and ongoing telephone, Skype and e-mail discussions with the evaluators about the reports and data. **4) Reflection/Discussion.** This part of the cycle insures that formative and summative data are discussed and used for project improvement. A school evaluation team,

composed of the magnet lead teachers, teacher representatives (determined by the school principal) and the principal, review all formative and summative reports and data, discuss report findings and recommendations with teachers during faculty and grade conferences, get teachers' feedback and monitor the implementation of recommendations. The team will meet at least five times per year within a few days of the receipt of each report. PLC's for magnet resource teachers. Magnet resource teachers and the project director will meet once per month to discuss project implementation, examine benchmark and short term outcome data and discuss barriers to implementation and how to solve them. Successes (best practices) will be identified, shared and duplicated in other schools. The results of **Reflection and Discussion** will be used for **Planning or Modifying Activities** as the cycle repeats throughout each project year.

Summative Evaluation and Reporting: The evaluator will determine the extent to which performance measures (medium term outcomes on the logic model) are attained. The evaluator will collect and analyze the data, prepare two semi-annual summative performance reports (mid-May and end of September), summarizing findings, and discuss the results with district and magnet school staffs. The data and findings in the semi-annual summative reports can be used in the Annual Performance and Ad Hoc Reports submitted to the U.S. Department of Education. The following section describes the annual performance measures, their relationship to each MSAP program purpose and to this project's logic model and how the evaluators will assess their attainment (e.g., indicators, measures of change, data collection methods, data sources and frequency of data collection). Some of the most important benchmarks associated with each performance measure are also described. Long term outcomes on the logic model are the year 5 performance measures and represent the outcomes for the entire project period. They will be reported on in the final report. **Program Purpose 1: The elimination, reduction, or prevention of minority group isolation in ... schools with substantial portions of minority students....**

Logic Model Activity: Desegregation – Student recruitment, application and selection activities:

Benchmarks: for applicant pool - proportion of isolated students (race/ethnicity and socioeconomic status [SES]) is 10 percentage points less than actual enrollments for each school. All proposed magnet schools will reduce minority group isolation and increase socioeconomic integration by decreasing the percentage of black or Hispanic students and increasing the percentage of white and middle class students. The percentage of black students (Harns Marsh, 25.7% and Lehigh Acres, 25.4%) or Hispanic students (Oak Hammock, 59.4%) are greater than the district-wide average of black students (14.7%) and Hispanic students (38.3%) and the East Zone average of black students (21%) and Hispanic students (44.9%). The

proportion of low income students at each school is greater than the district average of 52.8% based on direct certification information (Harns Marsh- 66%, Lehigh Acres- 65%, and Oak Hammock- 67.5%).

Objective 1. Minority group and socioeconomic isolation will be reduced at the proposed magnet schools. (This objective addresses MSAP Performance Measure a.)

Performance Measures 1.1-1.5: By October 1 of each project year, for the following magnet schools, enrollment targets (see Table 3: Enrollment Data-Magnet Schools) will be attained by reducing the isolation of black or Hispanic students (using 2016-17 as the baseline) by at least 1 percentage point per year (7 percentage points or more over 5 years). The schools and their 2016-17 enrollments (isolated groups in bold) are: **1.1** ► Harns Marsh (gr. 6-8) (**25.7% black**, 48.6% Hispanic, 19.2% white, 2 or more races 5%, other groups < 2%, **Low Income:** 66%); **1.2** Lehigh Acres Middle (gr. 6-8) (**25.4% black**, 47.9% Hispanic, 20.8% white, 2 or more races 4.5%, other groups < 2%, **Low Income:** 65%); and **1.3** ► Oak Hammock Middle (gr. 6-8) (12.6% black, **59.4% Hispanic**, 21.7% white, 2 or more races 5%, other groups < 2%, **Low Income:** 67.5%).

1.4 By October 1 of each project year (Years 2-5), the proportion of low income students will be reduced by at least 2 percentage points at each magnet school therefore reducing socioeconomic isolation. **1.5** For each project year, each magnet school will receive at least 120 applications.

Assessment: School enrollment data, disaggregated by race/ethnicity and socioeconomic status, as defined in Competitive Preference Priority (CPP4), collected by the district, will help determine the degree of attainment of 1.1-1.5. Each year (October 1), the percentage of students in the isolated racial/ethnic group and low income students enrolled in each school will decrease. Baselines are 2016-17 school enrollments. School census data is collected by teachers at each school and aggregated and confirmed by the district. Applicant pool (applications for magnet

school seats) and student selection data (students who applied and were selected), collected by project staff (magnet lead teachers, school administrators, project director) each spring will determine if 1.5 was attained and explore how outcomes can be improved for all measures.

Purpose 2: To develop, implement and expand magnet school programs that will assist LEAs achieve systemic reforms, and provide all students the opportunity to meet challenging State academic standards. Logic Model Activity: Improve Curriculum, Instruction & Student Academic Supports; Benchmark: 90% of each school's teachers agree that a great deal of emphasis was placed on (a) alignment of curriculum content and assessments with Florida Standards; (b) data based decision making; (c) RtI; d) Inquiry; (e) Unit quality reviews. (Survey results.) Objective

2: All students will receive high quality instruction that includes their school's systemic reforms and magnet themes in units and courses aligned with Florida Standards. **Performance Measure**

2.1: By the end of each project year (September 30), at each magnet school, at least 15% (year 1), 40% (year 2), 65% (year 3) and 90% (year 4) and 100% (year 5) of all core academic subject units will meet district and project quality criteria determined by peer reviews using a unit quality rubric.

Assessment: Unit quality rubrics will be designed, and passing scores established, by each school under the guidance of the district curriculum and professional development staff along with the project director and the evaluator. Reviews will occur 2-4 times per year as determined by magnet lead teachers, teacher leaders and school administration. Teachers will review each other's units facilitated by magnet lead teachers who will monitor the process and maintain a database of review results. Teachers will be trained in rubric use, as needed, to insure inter-reader reliability. Evaluators will review a sample of units to check for inter-reader reliability. Baseline is zero for 2016-17. The percent of units meeting quality criteria increases each year.

Purpose 3: The development, design and expansion of innovative educational methods and

*practices.... **Logic Model Activity:** Magnet Theme Integration; **Benchmark:** (a) Unit dosage attains the target number of hours. (Checked 3 times/year.) (b) See Benchmark for Project Purpose 2. (c) Student surveys indicate that engagement and motivation increase each year (year 1 is baseline). (d) 90% of students are interested in magnet theme and find it challenging.*

Objective 3. All students, at each magnet school, will receive magnet theme instruction.

Performance Measure 3.1: By the end of each project year, all students, at all magnet schools, will receive magnet theme instruction coordinated with or including systemic reforms for at least 3 (year 1), 4 (year 2), 6 (year 3), 8 (year 4) and 10 (year 5) hours per week.

Assessment: Success will be determined, by the evaluators, through unit analysis and confirmed with surveys, interviews and walkthroughs. Unit summaries for each teacher (including teacher dosage logs) are submitted to evaluators by each school 3 times per year. Entire units are made available by schools (magnet lead teachers) to evaluators (on-line access) on a continuous basis. The dosage is the average number of hours per week each teacher presents magnet theme related instruction (integrated units and separate magnet theme classes) to students. The baseline is zero for 2016-17. The number of hours will increase each year to meet the target.

Program Purpose 4: *Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of ... career, technological, and professional skills of students...* **Logic Model Activities:** All. **Logic Model Output:** Quality Magnet Curriculum and Instruction. **Benchmarks:** See Benchmark for Project Purposes 2,3,5, and 6.

The State of Florida administers the Florida Standards Assessment (FSA) in English language arts and mathematics to students in grades 3-8. In addition, Florida administers the Statewide Science Assessment (SSA) to students in grades 5-8. Each year, the State determines

and provides the percentage of students reaching proficiency (identified as % satisfactory) for English language arts, mathematics, and science. This data is provided for all students and each of the following subgroups: Black/African-American, Hispanic, Asian, White, American Indian/Alaskan Native, Economically Disadvantaged, Students with disabilities, and English Language Learners.

Further, the State of Florida assigns each school a School Grade. Each school is rated based on percentages of students scoring satisfactory or above on the Florida Standards Assessments (FSA) in ELA, mathematics, science, and social studies as well as learning gains made by all students and learning gains made by students in the lowest 25%. This produces a scale score of up to 800 points for elementary schools and 900 points for middle schools. The total number of points a school earns is then divided by 800 for elementary schools or 900 for middle schools in order to determine the percentage of points earned. This percentage is then converted to a School Grade of A-F.

Objective 4 (a) Student academic achievement will increase each year in ELA/literacy and mathematics and science for all students. (b) The percentage of students from major ethnic and racial subgroups attaining level 3 or 4 on the state assessments will increase.

Performance Measures 4.1-4.6: Performance Measures 4.1 and 4.2 address GPRA (U.S. Department of Education) Performance Measures (b and c): *The percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts and mathematics.*

4.1-4.2: By the end of each project year, for each magnet school, the percentage of "All Students" and students from each student subgroup who score "Satisfactory" and above on the FSA will increase compared with the previous year for: **4.1:** English language arts and **4.2:** mathematics.

4.3: By the end of each project year, for each magnet school, the percentage of "All Students" and students from each student subgroup who score "Satisfactory" and above on the Statewide Science Assessment will increase compared with the previous year.

4.4: By the end of each project year, each magnet school will increase its School Grade score, when compared to the previous year.

4.5: By the end of the project period, 75% of students at each school will develop mastery of the magnet curriculum, as determined by project based assessments scored by rubrics.

4.6: By the end of the fourth year of the grant (September 30, 2021), for each project school, students in two or more of the tested groups/subgroups (e.g., total tested population, each racial/ethnic group, low income students, English Learners) will have higher test scores than carefully matched students attending non-magnet schools in at least one subject area tested by the State (ELA/literacy, mathematics, science). These results will be statistically significant.

Assessment: All students are tested in April of each school year. Data is analyzed by the State Education Department and made available to school districts. This data (4.1-4.4) will be presented in the Annual Summative Performance Reports in tabular form, highlighting the performance targets and how each magnet school – both in aggregate and by subgroups – performed in relation to these targets. Baselines are 2016 scores and indexes.

Project based assessments (4.5) will be developed in year 1 for each grade by the magnet resource and classroom teachers with the support of the curriculum and instruction department. Rubrics will be used in years 2 through 5 by teachers at least twice per year (frequency to be determined by each school's planning and management team) and be approved by the magnet project director. The baseline is zero for 2016-17 and will increase each year. PM 4.6 will be determined through the quasi-experimental analysis of FSA (ELA and math) and SSA (science)

scores in project years 3 and 4. (Please see the quasi-experimental design section of this evaluation.)

Purpose 5: Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance level after Federal funding...is terminated. Logic Model Activities: Professional Development (PD); Benchmarks: (a) PD is implemented as designed. (Checked during site visits.) (b) At least 85% of teachers will agree with survey items related to PD: (i) helped me integrate the magnet theme into lessons; (ii) deepened my content knowledge; (iii) helped me better maintain student engagement; (iv) I use what I learned from PD in my classroom; Objective 5. Provide professional development related to

Improvement of Curriculum, Instruction and magnet theme development and implementation.

Performance Measures 5.1 and 5.2: By the end of each project year, at each magnet school, teachers will receive (40 hours in Year 1) at least 50 hours of professional development (e.g., workshops, courses, coaching) in each of the following areas: **5.1** directly related to the improvement of curriculum and instruction including the development and implementation of the systemic reforms listed in the school improvement plan; **5.2** directly related to the development and integration of the magnet theme.

Other performance measures related to capacity building include: (2.1, 3.1) development and implementation of systemic reforms and magnet theme units and courses.

Assessment: Magnet lead teachers (MLTs) will collect professional development (PD) data including the type of training, the number of hours provided and which teachers are involved and summarize it. This information will be entered into a database at each school under the supervision of the MLTs. Attendance sheets and data, agendas, workshop materials and magnet resource teacher logs and schedules will be available at each school and checked by the evaluator

and project director. The 2016-17 baseline is zero. As explained by the logic model, the effects of professional development on student achievement are mediated by classroom teaching activities related to the PD. Therefore, the evaluation of PD effectiveness will include measures of classroom teaching practices and student achievement. These include teacher surveys, teacher logs (self-reports) of teaching strategies developed by the evaluators and district staff, units created by teachers, and student testing data. Individual student test scores will be linked to their teachers' implementation data. This data will be analyzed by the evaluators and used for the quasi-experimental study. Please see the quasi-experimental study design.

Purpose 6: Ensuring that all students ... have equitable access to high quality education that will enable the students to succeed academically **Logic Model Activities:** *Parent Involvement and all other logic model activities;* **Benchmarks:** *The degree to which: (a) parent activities described in the proposal are being implemented; (b) all classes reflect the racial/ethnic composition of the school. (Items a and b be determined during each site visit.)* **Objective 6a:** All students will have equitable access to high quality education. **Performance Measure 6.1:** By the end each project year, for each magnet school, at least 70% (yr. 1), 75% (yr. 2), 80% (yr. 3), 85% (yrs. 4 and 5) of Arts, Cambridge and STEAM classes, will reflect their grade's enrollment for each racial/ethnic group and gender by ± 15 percentage points. **Assessment:** Success will be determined by analysis of class enrollments disaggregated by race/ethnicity and gender. Please see the assessment for measures 1.1-1.5. Baselines are 2016-17 enrollments. The percentage of classes meeting the criteria increases each year.

Parent involvement promotes equitable access to high quality education for all students.

Objective 6b: There will be an increase in parent participation at each magnet school.

Performance Measure 6.2: By the end project years 2 through 5, for each school, there will be a

5% increase (compared with the previous year) in the numbers of parents who participate in school activities. **Assessment:** Workshop materials, attendance records and parent interviews will determine parent participation and satisfaction. They will be collected by the magnet resource teachers as sessions occur and summarized and submitted to evaluators and the project director 3 times per year. The baseline year will be 2016-17. There will be an increase in the number of parents involved in school activities for years 2 through 5.

Annual Evaluation Schedule: ► Initial meeting with project and district staff (Week 1); ► Refine data collection instruments and plan; refine analysis plan; (Weeks 1-3); ► Collect data (Throughout year): Enrollment data (Week 1); Documents collected (e.g. units integrated with magnet theme - Weeks 17, 29, 2 in next school year); Site visits including interviews, observations, implementation data collection for quasi-experimental study, etc. (Weeks 18, 30, 3 in next school year); Site Visit-Document Review Reports (Weeks 19, 33, 3 in next school year); applicant pool data (Week 31); Dosage data (ongoing); Surveys administered (Week 33-35); State test data (Week 49); Survey results reported (Week 40); ► Formative evaluation including discussion of recommendations (Weeks 1-52); MGI Report (Week 3); ► Analyze and process summative data (Weeks 30-32 and 50-52); ► Prepare Summative Evaluation Reports (Weeks 29-30 and 50-52); ► Summative Evaluation Reports (Weeks 31 and 52); Quasi-experimental Evaluation Report (Week 3). Week 1 is the week the project begins each year. For the 2016-19 MSAP cycle, October 1 was week 1. The site visits and related activity dates denote two visits for year 1 and the third visit at the beginning of year 2, three visits in years 2 through 4, and one for year 5.

(3) Costs are reasonable in relation to objectives, design, and significance of project.

This evaluation will be cost effective and, at the same time, provide appropriate levels of service. It contains the most important activities that will provide the support and feedback that schools need to modify and improve project activities and produce evidence of promise, while keeping an eye on level of service in relation to cost. The frequency of major evaluation activities is summarized in the table below.

Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Quasi-experimental Analysis 1	No	Yes	Yes	Yes	No
Quasi-experimental Analysis 2	No	No	Yes	Yes	No
Site Visits and Site Visit Reports	2	3	3	3	1
Surveys	Yes	Yes	Yes	Yes	No
MGI Reports	No	Yes	Yes	Yes	Yes
Summative Reports	2	2	2	2	2

Project year 1 will most likely start on October 1, 2017. Project staff need to be selected/assigned following district guidelines and procedures, and project activities are just beginning. Therefore, it makes more sense to have two, rather than three, site visits during project year 1 to allow time for startup. Also, MGI reports will start in year 2 after the first recruitment/application/selection cycle during the first year. For years 2 through 4, there will be three site visits. By year 5, project activities will be completed or nearly completed, Therefore, there will probably be a need for only one visit. Site visit reports and documentation reviews will be written after each site visit. Two summative evaluation reports will be written each year (May and October). Surveys will be given for years 1-4. The quasi-experimental design (QED) analysis 1 (Read 180) will be performed for project years 2, 3 and 4 (see rigorous evaluation

section). QED analysis 2 (magnet schools) will be performed for project years 3 and 4. An analysis for year 1 for QED 1 and for years 1 and 2 for QED 2, may not show significant results because students and teachers may not be exposed to the treatments for a long enough period of time. Also, there may not be enough time during year 5 for an analysis of test scores before the end of the project period.

Part 1 of the QED analysis is significant, because the first set of quasi-experimental studies will examine how the Read 180 program impacts the achievement of students in the three target schools with low prior reading achievement relative to academically and demographically similar comparison students at two other magnet middle schools in Lee County. Studies will be conducted with the statistical rigor of a high-quality quasi-experimental design, but with keen attention to limitations of available data and sample sizes, and on a scale that is reasonable within the current funding structure.

Quasi-experimental analysis 2 is significant, because it compares the test scores of students in this project's schools with those of similar students in non-magnet comparison schools. There are few high quality studies of magnet schools that show significant and positive results. Ballou (2009) examined 14 studies and found four that met high design quality criteria. Of those, two, Crain, Heebner and Sim (1992 and 1999); Ballou, (2007) had statistically significant positive results. The What Works Clearinghouse has only one study (Bifulco et al., 2009) that meets its design standards and has positive, statistically significant results. A recent multi-site study (Wang, et. al. 2016) of 24 MSAP magnet schools in five districts found no effect on test scores, on average across all schools, but wide outcome variability. Using local implementation data to differentiate among schools, Dr. Wang found that the variability in student achievement was due to the degree of fidelity of implementation, which included magnet

theme implementation (e.g., curriculum and professional development dosage, quality and reach) and support of classroom teachers (e.g., time with coaches). The two study-level covariates explained about 60% of the variance between schools for the magnet effect on math and about 40% of the variance on reading. The effect of both factors was statistically significant. Wang, et al., indicates the importance of fidelity of implementation of key grant components and of coaching, part of the professional development activities of this grant.

If the magnet schools in this project are well implemented, as determined by the evaluation described in this section, we believe that test scores of students attending project schools will be higher than those of similar students attending non-magnet schools, and that the differences will be statistically significant, an important result. This result would support the findings of Wang, et al., that the degree of fidelity of implementation of a magnet program is related to student achievement and that attending a magnet school contributed to improved student achievement, supporting the findings of Bifulco (2009).

The total 5 year cost of this evaluation is \$529,000 or 5.2% of the total 5 year budget of \$10,000,000. This is much less than evaluation budgets for grants such as I3, which can cost as much as 10% to 15% of a budget's total. The 5.2% is also reasonable considering the research focus of part of the evaluation as well as the formative and summative evaluation components.

It is difficult to separate this exactly into the categories of rigorous evaluation, summative evaluation and formative evaluation as described in the evaluation section because of the close working relationship between UCLA CRESST and American Education Solutions. That said, however, the cost of the "rigorous evaluation," including the QED design, analysis, reporting, collection of test score data, survey design and analysis and reporting, is \$300,000 for the five years of the grant. The cost of the formative and summative parts of the evaluation (\$229,000

for the five years of the grant) includes the site visits and site visit reports and documentation reviews, the MGI Report, the summative reports, the collection of all data except for test scores including all data related to desegregation (e.g., enrollments, applicant pool, placements) and teacher level implementation data related to the QEDs. There is some overlap in data collection. For example, teacher level implementation data collection and monitoring including logs, interviews and unit quality rubrics will occur in schools, and their collection cost is included in the formative/summative component.

The average cost of the evaluation per year is therefore, \$105,800 for all evaluation activities. That is \$60,000 per year, on average, for the “rigorous component” and \$45,800 per year, on average for the formative and summative evaluations as described in this section. We believe these costs are reasonable because: (1) two sets of quasi-experimental studies are being performed to answer questions that the district feels are important; (2) the formative evaluations include site visits to all three schools, and, most years five formative evaluation reports; (3) during site visits to all three magnet schools, evaluators will collect teacher level data related to the implementation of professional development, units related to the magnet theme, and other implementation data needed for either the quasi-experimental study or the formative and summative evaluation; (4) the evaluation will look at the effectiveness of professional development at the teacher level. The evaluation will look at the quality of the magnet curriculum including rigor. Using validated survey scales and items, the evaluation will look at school climate, instructional leadership, student engagement and motivation, magnet theme implementation, etc. (please see survey descriptions); (5) the evaluators are very experienced. The CRESST at UCLA has done hundreds of high quality education studies. The researchers, Drs. Wang and Herman, have done well received, high quality research for many years (please

see the description of CRESST and the researchers in the appendix). American Education Solutions (AES) has been doing magnet evaluation work for over 20 years. AES has performed 61 MSAP evaluations since 1995 working in partnership not only with CRESST but also with the Education Alliance at Brown University; (6) the formative and summative evaluations include only those activities that are necessary as described above. Because of these factors, the cost of this evaluation is, we believe, reasonable.

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