



PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System

WHITLOWE R. GREEN COLLEGE OF EDUCATION

Doctoral Defense Announcement

ABSTRACT

THE SUBJUGATION OF PUBLIC EDUCATION IN AMERICA: A GROUNDED THEORY STUDY INTO THE DOMINATION OF TESTING IN PUBLIC SCHOOLS AND THE RISE IN CHARTER SCHOOLS

(June 9, 2014)

Alan Patrick Huff

B.S., Texas Christian University

M.Ed., Sam Houston State University

Dr. Patricia Hoffman-Miller, Dissertation Chair

The purpose of this study was to conduct a grounded theory qualitative investigation of two diverse communities. One located on the east side of a city in Central Texas and the other located just north of a large metropolitan area of Southeast Texas. The two communities share a commonality of failed public schools that resulted in restructuring and finally closure of neighborhood schools.

The study highlights the relationship of Adequate Yearly Progress (AYP) non-compliance

along with federal No Child Left Behind mandates and its relationship with the people impacted by the mandates. The data accompanying this study was collected through interviews with parents in the two communities and school personnel involved in the restructuring and closure process. Through this research, a grounded theory was generated that demonstrates how the reauthorization of the Elementary and Secondary Education Act of 1965, also known as the No Child Left Behind Act of 2002, along with its underfunded mandates, may contribute to public school failure through the accountability system required to meet Adequate Yearly Progress. Through an understanding of this process, school personnel and parents gain knowledge and insight that will serve to guide future actions to influence education policy decisions.

Laws written by the state and federal governments govern school operations and the education profession. School officials are charged with adhering to the laws that govern the operations of schools. There is no leeway for avoiding the law. At the present time school districts in Texas and in many parts of the country, are faced with difficult decisions as they witness their schools failing to meet AYP compliance. Once a school fails to meet compliance for five consecutive years in the same category (Texas Education Agency) the district must act to change the nature of the school. One of the options available to superintendents (Texas Education Agency) is to contract with an outside company to restructure their non-compliant school into a public charter school. When restructuring of the school is implemented it creates disruption to the school community and alters the career of many education professionals.

The following questions guided this study:

1. From the evidence presented, have the NCLB mandates served to propel schools and school districts toward AYP non-compliance?

2. What are the perceptions of parents toward the restructuring of their neighborhood school?
3. What are the perceptions of parents of children affected through the restructuring of the neighborhood schools with regards to their representation in their taxation?
4. What are the perceptions of teachers and administrators who have been involved in the restructuring process?

This study was framed using the theoretical framework of the Hegelian Dialectic. Dialectics is the process of searching for the truth through opposing or contradicting paradigms. Developed by Georg Wilhelm Friedrich Hegel in the 18th century the Hegelian Dialectic develops a course of action that moves from thesis, which is followed by an antithesis, and produces an eventual synthesis. Two researchers who spent considerable effort in researching the connection between Hegel's Dialectic, and how the Dialectic has played out in world events through the ages, are Niki Raapana and Nordica Friedrich. According to Raapana and Friedrich (2005) it is Hegel's schematic of progressive action that leads from the initial problem, and then results in an opposite reaction to the problem. A compromise to the original problem is agreed upon by both opposing forces and serves as the solution. The key in the Dialectic (2005) is that those who created the problem, manage the reaction, also have the solution ready to be produced before the problem was ever presented. The Hegelian Dialectic serves as the theoretical framework in this grounded theory study.

Through the research in this study, clarity was given to the beneficiaries of NCLB mandates that drive education policies. The study demonstrates who benefits from the Federal AYP and the State Accountability System and who is penalized. From the research a grounded theory was

presented that explains the intended purpose of No Child Left Behind and demonstrates its impact on the education profession.

References

Raapana, N. and Friedrich, N. (2005). *What is the Hegelian Dialectic?* Retrieved from
<http://www.crossroad.to/articles2/05/dialectic.htm>

Texas Education Agency. (2012). 2012 AYP requirements on the rise. Retrieved from
http://www.tea.state.tx.us/news_release.aspx?id=2147508195

Date: June 9, 2014

Department: Educational Leadership and Counseling

Time: 1:00 PM

Location/Room: DELCO 220

Dissertation Chair: Patricia Hoffman-Miller, Ph.D.

Dissertation Committee Members: Teresa Hughes, Ph.D.

William Kritsonis, Ph.D.

Solomon Osho, Ph.D.

Marcia Shelton, Ph.D.