2005

# Whole School Reform Implementation of Comer and Co-Nect Models & Student Performance in One Abbott District

Andrea Blake-Garrett
*Seton Hall University*

# WHOLE SCHOOL REFORM IMPLEMENTATION OF COMER AND CO-NECT MODELS & STUDENT PERFORMANCE IN ONE ABBOTT DISTRICT

BY

ANDREA BLAKE-GARRETT, M.A.T., M.A.

Dissertation Committee

Elaine M. Walker, Ph.D., Mentor
Daniel Gutmore, Ph.D.
Adele T. Macula, Ed.D.
William Ronzitti, Ph.D.

Submitted in fulfillment
of the Requirements for the Degree
Doctor of Education
Seton Hall University

2005

ACKNOWLEDGEMENTS

I would like to extend my appreciation and gratitude to the following individuals who supported me in this academic endeavor:

1. To my lord and savior Jesus Christ goes my deepest gratitude for his continued blessings as I continue on my journey through life.
2. To my husband and rock, Walter H. Garrett, Sr. there are not enough words to express my love and admiration for all that you have done over the past 14 years and continue to do now. I am most grateful for your unconditional love, support, and confidence in me and my abilities. I dedicate this body of work to you.
3. Many thanks to my committee members Dr. Elaine Walker, Dr. William Ronzitti, Dr. Adele T. Macula, and Dr. Daniel Gutmore, who have kept me on task, provided ongoing support and encouragement by responding to the many questions and needs of my doctoral pursuit.
4. To Dr. James Caulfield, thanks for always being there when I needed you!

TABLE OF CONTENTS

LIST OF TABLES

# CHAPTER I

# INTRODUCTION

"How wonderful it is that nobody need wait a single moment before starting to improve the world."
(Frank, 1952)

## Context of the Problem

In the early part of the twentieth century, education focused on the acquisition of literacy skills: simple reading, writing, and calculating. It was not the general rule for educational systems to train people to think and read critically, to express themselves clearly and persuasively, or to solve complex problems with skill and accuracy. Today, these aspects of high literacy are required of almost everyone in order to negotiate the complexities of contemporary life. Society envisions graduates of our public school systems as individuals who can identify and solve problems thus making positive and productive contributions to society throughout their lifetime.

The improvement of urban education has been a major educational policy concern on the federal, state and local level for decades. To address this concern, policy makers and concerned individuals engaged in a continuous struggle centered on the issue of equalization in education using school finance reform as a means of providing quality educational experiences for disadvantaged children. In many cases, response on the federal and/or state level resulted from court decisions protecting the constitutional right of the individual and from the enforcement of civil rights (Center On Education Policy, 2002, p. 8)

The 1954 Supreme Court decision in Brown V. Topeka Board of Education, reversing the separate but equal Plessey V. Ferguson decision of 1896, declared the segregation of public schools unconstitutional (LaMorte, 2002, p. 269). The Elementary and Secondary Act of 1965 or Title I – renamed Chapter 1 Compensatory Program in 1981 - was designed to (1) deliver federal funds to local school districts and schools responsible for the education of students from low-income families and (2) supplement the educational services provided in those districts to low-achieving students (Rotberg & Harvey, 1993, p. ix, 1).

In Rotberg & Harvey (1993) report, *Federal Policy Options for Improving the Education of Low-Income Students*, they called for fundamental changes in the delivery of federal education services to low-income districts and schools. While selected students within each school were receiving the benefits of the Title I (Chapter 1) program, others within the same school were not. Therefore, Rotberg & Harvey concluded that (1) the issue was not whether Chapter 1 worked, but whether the schools serving Chapter 1 students were adequate and (2) Chapter 1 could not be better than the schools that it sought to help (p. 24). This conclusion lends further support to the issue of whole school reform.

Citing the increase in the number of disadvantaged students attending the nation's schools, the disparities in educational spending between the rich and poor school districts and the failure of the Title I program to adapt in response, Rotberg & Harvey further concluded that schools were in need of more resources. Their study recommended the increase and redirection of federal funds directly to the districts, cities, and/ or states with the largest concentration of disadvantaged students with the assumption that increase of

resources and funding would make a better contribution to the educational improvement of disadvantaged students by encouraging school wide improvement (Rotberg & Harvey, 1993, p. xv). The Elementary and Secondary Education Act of 1965 was recently amended becoming the No Child Left Behind Act of 2001. The foundation of this legislation is it's four guiding principles: accountability, flexibility and local control, parental choice, and emphasis on "what works" proven effective teaching practices (No Child Left Behind, 2002).

Prior to the No Child Left Behind legislation of 2001, the implementation of "Whole School Reform" models (an equally controversial initiative) was the latest response to improving the education of students living in disadvantaged communities in the state of New Jersey.

## Overview of Whole School Reform

Whole School Reform (WSR) was the response of the New Jersey Department of Education (NJDOE) to the state Supreme Court's 1998 Abbott v. Burke V N.J. 480, 710 A.2d 450 decision. Based on the ruling of the court, districts and schools were required to implement Whole School Reform Models in compliance with New Jersey Administrative Code (N.J.A.C.) 6:19A. (Muirhead, Tyler & Hamilton, 2001, p. iii) This initiative required the New Jersey Department of Education (NJ DOE) to increase funding to the identified special needs or high-poverty districts.

Thirteen years, four court decisions, and hundreds of millions of dollars later (Abbott II, Abbott III, Abbott IV, and Abbott V) the NJ Supreme Court acknowledged the disadvantages faced by students in poor urban districts. In the 1998 Abbott V decision, the Court outlined the specific programs and additional supplemental services

that must be implemented in Abbott districts and schools. The purpose of these programs and services was to ensure academic success and established a process through which additional programs and services, funded by the State, "based on demonstrated need". These services included:

1. Three and four year old preschool for all children
2. Full day kindergarten
3. Family support teams and service coordinators to address social and health needs,
4. Daily reading instruction in classes of 15 with 1:1 tutoring for underachieving K-3 students,
5. Increased parent involvement coordinated by an assigned parent liaison, enhanced technology
6. 1:5 computer to students ratio, violence prevention and school security
7. Alternative education, school-to-work, and college transition programs
8. Drop-out prevention programs On-site health and social service clinics
9. Instructionally-based after school programs
10. Academic summer school programs
11. Enhanced nutrition programs
12. Enhanced and/or additional standards-based, supplemental, bilingual and special education program (The Education Law Center, 2003).

Prior to 1998 all school districts in New Jersey have been classified based on the percent of population without a high school diploma, percent with some college, occupation, population density, income, unemployment and poverty. The 621 New Jersey school districts fall into one of ten categories. On a categorical scale of A-J, Abbott (Special Needs) districts fall in the two lowest categories, A and B (Muirhead, Tyler & Hamilton, 2001, p.1). I and J districts represents the wealthiest districts based on the identified socio-economic indicator.

New Jersey state law required that all schools in all Abbott districts be restructured or reformed using the research-proven programs and strategies indicated in the NJDOE's Whole School Reform Proposal of 1998. The Abbott regulations required a "sweeping reform of education in which the program, staffing, operations and financing of each individual school would be rebuilt from the 'ground up' using research-proven programs and strategies" (District A, 2001).

Since 1998 all Abbott schools were required to implement a WSR model regardless of academic performance. In the recent 2003 Abbott decision, the court ordered the establishment of a DOE-funded evaluation of Abbott implementation by a committee of experts and stakeholders. This decision also offers those Abbott schools designated as "high performing schools" the option of continuing with their current model, modifying their existing model, replacing it with another model or implementing their own whole school reform design (The Education law Center, 2003, p. 1).

The purpose of this study is to investigate and describe the relationship that exists between the level of school implementation of the Comer and Co-Nect Whole School Reform Models (two of the five most recent school reform initiatives identified by the state department of education to improve education of "disadvantaged" students in Abbott district schools) in the public middle schools of the district selected (referred to as District A) for this study and student performance on the State Standardized Assessment Grade Eight Proficiency Assessment (GEPA) for the 1999, 2000, 2001, 2002, & 2003 school years. With the exception of one school with only grades 6-8, all schools selected for participation in this study are K - 8 schools. The Grade Eight Proficiency Assessment is a state assessment which is used to determine student academic performance at the 8$^{th}$

grade level in Math, Science and Language Arts. All students are required to take the GEPA, except for certain special education students and limited English proficient students whose learning disabilities or lack of fluency exempt them from the exam. Student scores on the GEPA will place them in one of three categories: advanced proficient, proficient, or partially proficient. The GEPA is the only current state assessment that assesses students in all three subject areas. By the time students reached the 8th grade the effects of WSR implementation and student achievement should be evident. For these reasons this assessment was chosen as the measurement tool for student achievement in this study.

This study will provide potentially relevant information to educational policymakers (at the federal, state, and local levels) in identifying difficulties that are still impeding the successful implementation of WSR that still exists and educators who may be considering the implementation of Whole School Reform models including Comer and Co-Nect to assist them in raising student achievement, setting academic goals, and meeting state / national educational standards.

At this stage in the research, the degree or level of implementation for each of the Comer and Co-Nect schools will be categorized as schools where there has been no progress, little progress, some progress, significant progress, or goals achieved since initial year of implementation, based on the results of an implementation survey and analysis of annual WSR model evaluation documents. In a school that achieved its goals in implementing the Comer or Co-Nect Whole School Reform model, one can expect that all members of the school community (model developers, administrators, teachers, support staff, school capacity, students, parents etc.) embrace and implement consistently

all key elements of that particular model adopted in their school. All parties would agree that all model requirements have been satisfied. Student performance is defined as the percentage of student's who are proficient or advanced proficient on the GEPA assessments, used to determine cumulative achievement of the New Jersey Core Curriculum Content Standards through eighth grade.

The Abbott district studied (classified as an Abbott school district DFG "A") is one of the largest school districts in the state of New Jersey. Located in an urban area, the district has a diverse student population over 31,000 students in grades Pre-k – 12. African Americans comprise 35.6% of the student population, Hispanic students 39.4%, White students 9.4%, Native American students 1.2%, and Pacific Islander / Asian students 14.4%. According to district records, over 84% of the students receive free or reduced-price lunches (District Data, 2003). In 1999, the state board began action as part of a gradual transition to return control of the school district back to local governance. In 2000, the New Jersey state board of education approved returning control of this district's budget and finances to the local Board of Education. As of August, 2004 the return to local control has not occurred. Coupled with the take-over of two other large urban districts, Whole School Reform proved to be an enormous and expensive undertaking for the State Department of Education. In the largest Abbott districts, professional development, training and continuous support proved most challenging.

In a 1998 RAND report, Glennan, found that schools where educators felt that they adopted a design without fully understanding it or that they were forced to adopt a design, showed lower levels of implementation than schools that were well-informed and had freedom of choice. (Glennan, 1998, p. 39) Walker & Gutmore (2000), in their study

of "Whole School Reform in New Jersey Special Needs Districts", discussed the challenges associated with the implementation of Whole School Reform during the first year. Districts experienced difficulty in satisfying the demands of the state department of education citing, the lack of time to adequately engage in quality planning for implementation, there was no opportunity for districts to engage in the kinds of organizational review which a reform initiative as encompassing as Abbott would require. (Walker & Gutmore 2000, p. V)

This study accepts the hypothesis that a school's successful implementation of school reform models depends on many factors including planning, school management team, school based budgeting, personnel (appropriate staffing, teacher qualification), the academic program, training/professional development, the integration and alignment of resources on the state, district, and school level, the school environment, student and family services, family involvement, district support, NJDOE products and activities, building and district leadership, appropriate staffing, teacher qualification, adequate facilities, financing, communication support efforts, instructional and program support from major stakeholders and their commitment to the program. Furthermore, this study attempts to investigate and describe the relationship of these factors to the identified schools Whole School Reform implementation levels and student academic performance results.

## Problem of Study

The 2001 No child Left Behind legislation mandated that schools show "Annual Yearly Progress" on state standardized assessments or be held accountable. As a result of the nationwide standards-based accountability movement, policymakers are quickly identifying schools that are performing below the standards (Ed Source Online, 2002). Under increased public attention and pressure, many low-performing schools [districts] are scrambling to develop ways of improving the quality of student instruction. Some, either by choice or mandate, are implementing school reform models as a means of doing so (Ed Source Online, 2002; No Child Left Behind, 2002).

Since the purpose for adopting a WSR model is to help all students reach high academic standards, a thorough understanding of the factors affecting level of implementation of the model at the building level and their relationship to improving student academic performance on New Jersey State Standardized Assessment (GEPA) is warranted.

This study attempts to investigate the relationship between the level of school implementation of the Comer and Co-Nect Whole School Reform Models and the level of academic performance of District A, New Jersey eighth grade students on the state assessment since 1999. This study proposes to pursue four avenues of data collection: 1) survey, 2) interviews/focus groups, 3) examination of documents (e.g. individual school WSR implementation self-assessment reports, examination of the state's assessment (GEPA) results for 1999 through 2003, and 4) Comer and Co-Nect implementation evaluation documents regarding the Abbott district's progress in implementation of the model or lack there of since the initial year program implementation.

## Significance of the Study

This study attempts to narrow the focus in its investigation of the relationship that exists between the level of implementation of the whole school reform initiatives and student academic performance at the eighth grade level, using the GEPA results of the public middle schools studied within one Abbott district, which have adopted and implemented either Comer or Co-Nect models, as evidence of academic performance.

Over the past few decades, implementation research has become a major vehicle for policy analysis. While some implementation studies focused primarily on whether the results of a particular policy or program were consistent with expected outcomes, others (like this present study) focused on variations in the responses of individuals and institutions (Schiller, 2001). The literature in this field up to this point has presented a large-scale view of the effects of Comprehensive School Reform in districts across the United States. Slavin (2003) characterized the brief history of the Comprehensive School Reform (CSR) process as fundamentally focused on the school as the unit of reform requiring a vote of a supermajority of teachers agreeing to implement a particular model within a given school. The district must also agree with the selection of the model. Primarily the decision is up to the individual school. Districts that [once] enthusiastically embraced comprehensive school reform are finding it difficult to manage large numbers of very different reforms chosen by different schools (Slavin, 2003, p. 2-3). New Jersey's response to Comprehensive School Reform was the development and mandated implementation one of five state approved Whole School Reform models limiting the field of choices. Success For All (SFA) was to be the presumptive model. However, that quickly changed when districts complained.

According to the New Jersey Department of Education website, May 1998 to June 2002 was referred to as Abbott Phase I (coined by new commissioner William Libera). The Three-Year Operational Plan (most recent response to 2003 Abbott X ruling) published on the NJ DOE's web site in 2002 confirms the options now open to the Abbott schools. These schools can choose to retain, modify, or discontinue their current WSR model. Schools have the opportunity to shift from the mandate for selecting and implementing a nationally developed whole school reform model to voluntary use of such models. (Three-Year Operational Plan/ One-Year School-Based Budget, 2002, p. 4) In his 2002-2003 welcome letter, Assistant Commissioner Gordon A. MacInnes confirmed that these changes will cause a "dramatic shift in emphasis" for Abbott schools (Abbott Phase II). MacInnes stated that schools are free to replace WSR models with another national model or with instructional programs tailored to the school's needs (New Jersey Department Of Education, 2002).

Should a future court decision making the continued implementation of Whole School Reform models optional in the Abbott districts rather than mandatory, the results of this study would be important to school districts (including this one) and school administrators in deciding whether to maintain, revise, or abandon their current WSR models in their effort to improve quality of education offered to their students and comply with the No Child Left Behind legislation of 2001.

Comer and Co-Nect Program developers might also find the results of this study helpful in restructuring or redeveloping support programs (e.g. high quality professional development programs more specific to the meeting the academic needs of individual school administrators, teachers, and the students they teach) to participating and future schools.

## Research Questions

1. What is the level of whole school reform implementation in the middle schools in this study?
2. Does a relationship exist between level of implementation and academic performance?

## Subsidiary Questions

1. Do major school stakeholders view implementation differently?
2. Do differences exist in levels of implementation by reform model?
3. What has been the helpfulness of state sponsored activities in influencing implementation?
4. Controlling for other school context variables such as teacher certification (Traditional vs. Alternate Route), percentage of students with Limited English Proficiency (LEP), economically disadvantaged, and percentage of general education students, is there a relationship between implementation and academic performance?
5. Do differences exist in academic performance by reform WSR model?
6. How does enhanced instructional and program support influence the relationship between implementation and academic progression?

The above subsidiary questions are crucial to the research questions above as they will guide this researcher in determining the type of data collected and to refine the complexity of the relationships that will be explored (Madsen, 1992, p. 48). Answering the subsidiary questions will provide this researcher with a better understanding of the implementation process and its relationship to student academic performance. Knowing

which positions were created and / or eliminated as a requirement for implementation of the Comer or Co-Nect WSR model will assist in understanding the emotional factors that may inhibit implementation from occurring fully. For example, a school which implemented the one of these models without the participation (input) of the faculty and staff may experience resistance in the successful implementation of its procedures and strategies for delivering instruction. This will be discussed in greater detail in the sections titled: Model Selection Process and Implementation.

## Limitations

This study is limited by its use of one Abbott district for the selection of its entire sample and the number of teachers, administrators, and school facilitators/consultants who agree to voluntarily participate. Kirby, Berends, & Naftel, (2001) citing Bodilly (2001), offers that attempting to develop a common set of indicators that measures implementation across designs is difficult, particularly when design teams adapt their programs to the local needs of the schools (p. 30). Schools within the same districts implemented the same programs differently. This study is further limited by the differences that exist between schools implementing the same models and the models themselves. This study will attempt to control for these differences. This could be accomplished by:

1. Surveying only those teachers, administrators and school facilitators/consultants who were involved in the adoption of the WSR models within their schools or those who were working in the schools during the initial year of implementation of the Comer or Co-Nect WSR model.
2. Eliminating differences between the schools (such as student population, race/ethnicity etc. These will not be considered as factors that promote or inhibit

successful implementation of the WSR models and will not be considered in the analysis.

3. Identifying key factors for successful implementation within the guidelines of both Comer and Co-Nect models. The same value will be assigned to these factors in collecting and analyzing data.

Not all schools adopted WSR programs at the same time. District A chose not to participate in the first year (Cohort 1) of Whole School Reform in 1998. This also limits the amount of state assessment data available from the 10 Comer and 12 Co-Nect middle schools. This study is limited by the uniqueness of the Comer and Co-Nect model designs (model designs may have changed and may be still evolving).

## Definition of Terms

1. Abbott districts as defined by *N.J.S.A.* 18A:7F-3 include the 28 urban districts in district factor groups A and B specifically identified as litigants in the funding court case *Abbott v. Burke* that was decided by the New Jersey Supreme Court in a series of decisions beginning with 1990. Recently, two additional districts have been designated Abbott districts by the New Jersey Legislature (New Jersey Department of Education, 2002).

2. Comer Model (The Yale University School Development Program) – A nationally recognized program funded by Ford Foundation, established in 1968 in two of the lowest achieving schools in New Haven, CT by researchers from the Yale University Child Study Center and Dr. James P. Comer. The Comer Process, a school and system-wide intervention formulated by Dr. James P. Comer, Maurice Falk Professor of Child Psychiatry at the Yale University School of Medicine's

Child Study Center, aims to bridge child psychiatry and education. The SDP is not a program, but a process for involving all stakeholders in the development of school plans that focus on improving: school climate, instruction, collaboration with local social and health providers, and parental involvement in the schools. It is intended to improve the educational experience of poor minority youth. Improvement is attained by building supportive bonds among children, parents, and school staff to promote a positive school climate (U.S. Department of Education, 2002).

3. Co-Nect Model – Founded in 1992 by members of the Educational Technologies Group at Bolt, Beranek and Newman, a research and development firm in Cambridge, MA, Co-Nect is a professional development organization, dedicated to helping schools and districts develop the capacity to improve and sustain achievement for all students in reading, writing, mathematics, science, social studies, and other core subjects. Co-Nect is a Project-Based Learning Model with a reliance on technology (Co-Nect, 2002).
4. Co-Nect Benchmarks - The five key elements or strands around which the Co-Nect Whole School Reform model is designed are leadership development, assessment and evaluations, curriculum focus, classroom strategies and family and community.
5. Comprehensive School Reform (CSR) – the adoption of school-level reform models that seek to improve all aspects of school functioning, focusing on the whole school as the unit of reform (Education Week, 2002).
6. Disadvantaged Communities – low-income or high-poverty communities.

7. Disadvantaged Student - children living within low-income/high-poverty communities attending local public schools.

8. District Factor Group (DFG) - The District Factor Group (DFG) is an indicator of the socioeconomic status of citizens in each district and has been useful for the comparative reporting of test results from New Jersey's statewide testing programs. The measure was first developed in 1974 using demographic variables from the 1970 United States Census. A revision was made in 1984 to take into account new data from the 1980 United States Census. The DFG designations were updated again in 1992 using the following demographic variables from the 1990 United States Census:

    a. Percent of adult residents who failed to complete high school
    b. Percent of adult residents who attended college
    c. Occupational status of adult household members
    d. Population Density: persons per square mile
    e. Income: median family income
    f. Unemployment: percent of those in the work force who received some unemployment compensation
    g. Poverty: percent of residents below the poverty level

    (New Jersey Department of Education, 2002)

9. Level of Implementation - level of implementation for each of the Comer and Co-Nect schools will be categorized as a school where there has been no progress, little progress, some progress, significant progress, or goals achieved since initial year of implementation, based on the results of an implementation survey. In a school that achieved its goals in implementing the Comer or Co-Nect Whole School Reform model, one can expect that all members of the school community

(model developers, administrators, teachers, support staff, school capacity, students, parents etc.) all members of the school community (model developers, administrators, teachers, support staff, school capacity, students, parents etc.) embrace and implement consistently all key elements of that particular model adopted in their school. All parties would agree that all model requirements have been satisfied by the achievement of all goals.

10. GEPA – Refers to the Grade Eight Proficiency Assessment, which is used to determine student performance at the 8th grade level. All students are required to take the GEPA, except for certain special education students and limited English proficient students whose learning disabilities or lack of fluency exempt them from the exam. Student scores on the GEPA will place them in one of three categories: advanced proficient, proficient, or partially proficient. Students in the advanced proficient range will not need remedial help. Students in the partially proficient range must receive special instruction to improve identified areas of weakness, and students in the proficient range may or may not need remedial help (New Jersey Department of Education, 2002).
11. Implementation – is viewed as the successful development of the innovation in the organization as determined by the perceptions of the participants (Walker & Gutmore, 2000, p. 42).
12. Middle Schools – K-8 Schools in District A with middle school grades 6-8.
13. NAS – New American Schools, or NAS (known as New American Schools Development Corporation from 1991 to 1995), is a private nonprofit corporation that was created in conjunction with President Bush's America 2000 initiative, to fund efforts to develop and disseminate whole-school designs for elementary and

secondary schools. Its original goal was to ensure that these designs, which presumably offer more-effective educational programs than "typical schools," were adopted in schools across the country so as to dramatically improve student performance.

14. NJ DOE_ - New Jersey Department of Education.
15. Performance Composite - The total number of scores at or above the achievement level III in each subject area included in the End of Course test set by the state of North Carolina.
16. Proficient – a score achieved by a student at or above the cut score that indicates a solid understanding of the content measured by an individual section of any State Assessment (New Jersey Department of Education, 2002).
17. School Consultants – Co-Nect field personnel responsible for making sure that schools have all access to various Co-Nect services (Co-Nect, 2002).
18. Student Performance – the proficiency status of student on the GEPA assessments.
19. TVAAS – Tennessee Value-Added Assessment System
20. Whole School Reform (WSR) - is a complete restructuring of an entire school, putting in place a series of programs and strategies that have been proven by research to be effective. The WSR initiative is systemic in nature, unlike previous generations of reforms that were incremental and piecemeal. Current WSR programs systemically address curriculum alignment, assessment, teacher professional development, governance, and family and student support and integrate them with a common set of policies and priorities aimed at improving student achievement at the local school level. The specific WSR models identified

for use by the New Jersey Department of Education in the Abbott districts were selected because of their success with populations similar to those in the Abbott districts (New Jersey Department of Education, 2002).

# CHAPTER II

## REVIEW OF LITERATURE

In the past seven years, the body of research regarding the implementation of Whole School Reform in urban districts has increased (See Glennan, 1998; Berends, Heilburnn, Mckelvey, Sullivan, 1999; Walker 2000; Walker & Gutmore, 2000; Kirby, Berends, & Naftel, 2001; Berends, Bodilly, Kirby, 2001; Berends, Briggs, Chun, Schuyler, & Stockly, 2002; Gutmore & Walker, 2000). However, there is very little research available that addresses the topic of Whole School Reform implementation and its affects on student performance in New Jersey Abbott School Districts. There are 434 schools currently implementing 1 of 15 different Whole School Reform models in New Jersey (New Jersey Department of Education, 2002). Thirty-three of the 434 schools adopted the Co-Nect Whole School Reform model. One hundred and eighteen schools adopted the Comer (Yale University School Development Program) Whole School Reform model (New Jersey Department of Education, 2002).

This study will address the topic of levels of implementation of the Comer and Co-Nect WSR models in the Abbott district studied and its relationship to 8$^{th}$ grade student academic performance on the New Jersey Grade Eight Proficiency Assessment over the past four years, using these prior studies as a foundation. This study should yielded much stronger positive effects than those reported in previous studies because the results will be measured through test-score changes of a single group of students (8$^{th}$ graders within District A), rather than by more experimental approaches comparing students in participating and nonparticipating schools.

This study will further extend current body of research by describing the relationship that exists between the level of school implementation of the Comer and Co-Nect Whole School Reform Models and the level of academic performance of District A, New Jersey 8th grade students on the state standardized assessment (GEPA) since 1999. The focus here will be on specific middle schools (schools with middle school grades 6-8) that adopt either Comer or Co-Nect models.

Understanding the effects of WSR implementation on student performance in schools require an understanding of the core elements of each model. It is important to remember the unique attributes of each design in terms of the components of schooling, emphasized the different strategies for implementation, and the complexity and specificity of the design (Berends, Kirby, Naftel, & McKelvey, 2001). This chapter will provide the following: (1) an overview of Comer (Yale University School Development Program) and Co-Nect WSR models; (2) factors that effect implementation of a model, student performance and levels of implementation and its relationship to student performance.

## Implementation and Change

"Implementation" is the change process that occurs when an innovative project impinges on an organization (RAND Abstract Entry, 2003) The issue of resistance to change is virtually an unavoidable one (LaMarsh and Associates, 2004). Some stakeholders are resistant from the beginning, possibly recalling negative experiences with previous reform initiatives that proved to be ineffective and / or short lived. They question the need for change remaining comfortable in their traditional roles, feeling unprepared (Comer, Haynes, Joyner, & Ben-Avie, 1996; Cushman, 1993). Others eventually loose heart after experiencing difficulties (Cushman, 1993). In Phase I of their

study on factors affecting implementation and continuation of federally supported programs, Berman & McLaughlin (1977) concluded that the mere adoption of "improved" (researched-based) educational methods, practices, or technologies did not guarantee improvement. The implementation process at the local level (schools and districts) proved more influential than those from outside (p. 5). The ability of the district to maintain or expand the implementation of programs depended of the individuals at the school and classroom level (i.e. administrators, school reform facilitators, and teachers) (Berman & McLaughlin, 1977, p.7)

In April 1978, Berman & McLaughlin, studied how the characteristics of projects and school districts affected the successful implementation of programs. Factors affecting the successful implementation and continuation of programs were teacher working relationships, beliefs and attitudes, constant and active administrative support, effectiveness of project directors, length of teacher experience, and the clear communication of program goals with school and community (Berman & McLaughlin, 1978; Cushman, 1993). The researchers found that the cost of the programs was not a factor in the level of implementation (Berman & McLaughlin, 1978, p. vii-ix).

In *Rethinking The Federal Role in Education*, Berman and McLaughlin (1978), found no significant relationship between the type of educational methods (previously tested and developed) implemented and measures of outcome including student performance (p. 8). Failures of past federal policies can be linked to unrealistic expectations, incorrect assumptions about local school district behavior, and poor implementation (Berman & McLaughlin, 1978, p. v).

Implementation matters because educational outcomes ultimately depend on how teachers carry out change efforts in their classrooms (Berman & McLaughlin, 1978, p.

vii). Effective implementation could not take place due to the misalignment between the "innovation's prescribed procedures" and the internal conditions of the local setting. As a result, they found identical "innovation" implemented differently in school districts and different schools within the same district (Berman & McLaughlin, 1978, p. 8-9). The researchers concluded that overcoming implementation difficulties required that local project staff (WSR facilitators and model consultants) must adapt the innovation to their own school climate.

Implementation studies conducted in Kentucky, Massachusetts, and Argentina identified political, organizational, financial, human resource issues as difficulties or problems that emerged in educational reform implementation (see Garn, 1999; Kannapel, Agaard, Coe, & Reeves, 2000; McDermott, Berger, Bowles, Brooks, Churchill, & Effrat, 2001).

Successful implementation of any program requires extensive planning, professional development/training, instruction and assessment, clear communication, effective and supportive principal leaders, stable design team, and support in the form of resources (Berman & McLaughlin, 1978; Walker & Gutmore, 2000; Muirhead, Tyler, & Hamilton, 2001; Erlichson, Goertz, & Turnbull, 2001; Kirby, Berends, & Naftel, 2002; Barlin & Nash 2002). According to the 2001 District Implementation Status Report for District A, schools encountered numerous "barriers" in implementing Comer and Co-Nect WSR models. Schools report insufficient training, insufficient funding, failure and lack of technology, time restraints (e.g. scheduling staff), lack of communication (conflicting directives from district, state, and model consultants to schools), budget timelines, parental support and / or involvement, WSR staff not meeting individualized school needs, and enormous amount of paperwork (also see Walker and Gutmore, 2000).

Berends, Bodilly, & Kirby (2001), described factors affecting implementation in New American Schools that emerged as a result of their case study and survey research completed in Cincinnati, Dade County, Florida, Memphis, San Antonio, Philadelphia, Kentucky and Washington that fostered high-quality and coherent implementation in the sample population (including Co-Nect) (Berends, Bodilly, & Kirby, 2001, p. 85). Like Cushman (1993) and Berman & McLaughlin (1978), Berends et al. (2001) found that teacher characteristics, attitudes, and perceptions of students and their readiness to learn were all significantly related to teacher-reported levels of implementation. Schools with higher implementation generally contained teachers with a greater sense of efficacy (p. 88) (see Walker & Gutmore, 2000; Kirby, Berends, & Naftel, 2002; Muirhead, Tyler, & Hamilton, 2001; Erlichson, Goertz, & Turnbull, 2001; Berman & McLaughlin, 1978).

Viadero (April 2001) reports that the 3,000 schools across the country who have been implementing the numerous research-based NAS designs are showing mixed results in student achievement. Discussing the variety in the level of implementation across schools, districts, and states, and citing Berends, Bodilly, & Kirby (2001), the author reported that two years into the implementation of school reform, fifty percent of the schools in their case study were implementing the designs successfully. While some models were being implemented more fully most of the variation occurred within schools. The conclusion here was that these attempts at whole school reform did not affect the whole school (p. 3).

Student level factors that either hindered or helped schools and districts in their efforts to implement the reform models were noted by (Viadero, November 2001). Smaller schools and elementary schools had higher implementation than other schools.

Teachers who believed that "their students' lack of basic skills, parental support or disciplined behavior were major barriers to learning were less likely to fully embrace the models. Through ongoing and varied support from consultants, "sustained coaching" (Cushman, 1993) at the district and state level provides direct support to the whole school contributed to implementation of programs (Viadero, April 2001, p. 3)

## Comer Whole School Reform Model

During the late 1960's researchers at the Yale University Child Study Center investigated the "problems of children who were being excluded from society's social and economic mainstream". Initial funding form the Ford Foundation in 1968 allowed the researchers along with Dr. James P. Comer, to implement the School Development Program (Comer Model) in "low performing" or "at risk" schools in New Haven, Connecticut (Noblit, Malloy, & Malloy, 2001). The primary goal of this model was to mobilize the entire community of adult caretakers to support students' holistic development to bring about academic success (Northwest Regional Educational Laboratory, 2002, p. 1). The Yale School Development Program (SDP) or Comer school reform model was among the first supplemental programs identified as essential programs in meeting the additional educational needs of disadvantaged children at risk of school failure.

The Comer school reform model includes governance and management team, a mental health or support staff team and a parents' program. This model is based on three guiding principles: no fault, consensus decision-making and collaboration (Comer School Development Program, 2002; New Jersey Department of Education, 2002).

There are three school-based teams that govern Comer schools: 1) School Planning and Management Team (SPMT) – members of this team includes teachers, administrators, parents, support staff, and a child development specialist. (New Jersey Department of Education, 2002), 2) Mental Health or Student and Staff Support Team - headed by the principal, this team includes teachers, administrators, a guidance counselor, psychologists, special education staff, social workers, speech therapist and nurses. This team is responsible for promoting desirable social conditions and relationships and the development of strategies to help teachers solve students' behavioral and instructional problems. 3) Parent's Group – This team is composed of parents playing an active role in schools by serving on various committees, including the SPMT, and by volunteering to work in schools, developing school activities in support of the school's social and academic programs (Comer School Development Program, 2002).

The focus on governance and the decision processes has earned the Comer model the reputation of being a whole school "process" model rather than one that addresses classroom-level improvement (Erlichson, Goertz, & Turnbull, 2001). Emphasis is placed on building positive and productive relationships. Overall success of the model is dependent on the ability of major stakeholders (parents and students included) to work cooperatively and collaboratively together. (Comer, Haynes, Joyner, & Ben-Avie, 1996; Northwest Regional Educational Laboratory, 2002).

In chapter six of *Rallying the Whole Village: The Comer Process for Reforming Education*, Ben-Avie, Emmons, Gebreyesus, & Haynes (1996) discuss the School Development Program's (Comer WSR model) evaluation of the implementation process as a process involving more than test scores. Comer staff members visited schools conducting research and evaluation calibrating school climate and children's self-

concept, behavior, and social competence, measuring the results against the school's level of program implementation. (p.123) The authors identified three purposes of documentation during the evaluation process as: 1) a formative process, 2) to determine the program's impact on "salient" outcome variables, and 3) to contribute to the theory on school reform and student achiement. (p.123)

The formative process mentioned above included the needs, formative and summative assessments. The purpose of the needs assessment, according to Ben-Avie, Emmons, Gebreyesus, & Haynes (1996), was to collect and analyze data in order to show the current state of the school and make suggestions for future changes during the implementation process. The formative assessment occured at all levels (school, district and SDP national office) and served as a vehicle to provided feedback on a continuous basis. The summative assessments served as benchmarks of progress and did not imply finality. Therefore the SDP research design allowed for data to be gathered from all stakeholders: the students, parents, school staff including teachers, administrators, janitorial, secretarial, professional, and nonprofessional support staff (p. 124). The researchers expressed a degree of certainty indicating that, if a program was fully implemented, then strong positive school level and student level outcomes would be expected (p. 145).

## Co-Nect Whole School Reform Model

Co-Nect was a new model available to New Jersey schools in 1999 (Cohort Two). Co-Nect is a professional development organization, dedicated to helping schools and districts develop the capacity to improve and sustain achievement for all students in reading, writing, mathematics, science, social studies, and other core subjects (Co-Nect, 2002) The Northwest Regional Educational Laboratory lists the main features of the Co-

Nect model as design-based assistance for comprehensive K-12 school reform, customized on-line/on-site training and personal support, project-based learning, peer and progress review programs, and leadership processes for whole-school technology integration (Northwest Regional Educational Laboratory, 2002). Similar to the Comer model, the primary goal of the Co-Nect design is to help schools achieve dramatic gains in academic results for all students.

Barlin & Nash, 2002 describes three central goals that serve as the core foundation of the Co-Nect program: 1) implementing a high quality project based learning environment within all classrooms, 2) establishing and maintaining collaborative policies for planning, management and assessment, and 3) successful integration of technology as a part of the daily teaching and learning experiences within schools. From the central goals came the five key elements or "benchmarks"of the Co-Nect model:

1. Community accountability for all students
2. High-quality teaching and learning
3. Comprehensive assessment for continuous improvement
4. Team-based school organization
5. Sensible use of technology

When implementing this program, the expectation is that schools focus on one or two benchmark areas needing improvement at first. Then gradually expand their focus to include other benchmarks in subsequent years.

Like the Comer model, Co-Nect requires an in-depth evaluation process. These schools participate in annual two-day progress reviews in which a panel of 8-10 members (Co-Nect representatives, school administrators, school faculty, district staff, and school community members) whose goals are to determine: 1) the overall quality of teaching

and learning in the school and 2) the extent to which the parties involved have been meeting the mutual expectations of the implementation process (Co-Nect, 2001, p.5). The review process involves a presentation by the design team of the current status of the school regarding implementation of the Co-Nect benchmarks, visiting classrooms to observe teaching and learning, reviewing assessments results, attendance rates, mobility rates, disciplinary actions and discussing the roles and responsibilities of each group involved. Based on the panel observations, the school design team and school facilitator write a summary report suggesting three areas of improvement and write a school action plan for the coming school year (p. 6).

While each design is unique, Kirby, et al. (2001), suggest that they all tend to emphasize five components: organizational and governance, professional life of teachers, content and performance expectations, curriculum and instructional strategies, and parent and community involvement. Neither Comer nor Co-Nect requires a curriculum or mandated implementation process. The management team of each school receives training. The next phase requires that the WSR facilitator train the rest of the building staff.

## Model Selection Process

Erlichson & Goertz (2001) described the school process for selecting the comer Whole School Reform model in New Jersey. Comer schools conducted research such as attending NJDOE sponsored showcases, reading information, talking with colleagues in other schools, and visiting other Comer schools. In some schools, representatives from Comer or other Comer schools made presentations. The reasons for choosing a particular model varied. However, most Comer schools cited an alignment of philosophies (focusing on the 'whole' child, beyond the classroom) between the school and the model

as their main reason for selecting this model (p.17). Co-Nect Cohort Two schools reported the utilization similar methods to investigate the model before voting to select the model (p. 23).

Walker & Gutmore (2000) found that there was some variation in the methods of selection used by the special needs districts (p. 43). Berends, Bodilly, & Kirby (2002) found similar results in the model selection process with the exception that the teachers in their study all had the opportunity to vote on their model adoption. The selection process varied from school to school, and state to state. Some teachers reported that they were informed of all models, while others heard about a select few. A number of schools in their sample sent a select group of teachers to design presentations to gather information and report back to their colleagues (Berends, Bodilly, & Kirby, 2002, p. 106-107). Bodilly (1998) also found that at the school level, implementation was higher in schools that were well informed about the designs they selected and allowed free choice of design (Berends, et al., 2002).

## Student Performance

Nothing motivates a child more than when learning is valued by, school, family, and community working in partnership (Fullan, 1997, p. 22) Studies have shown that removal of most or all "barriers" to model or design implementation leads to higher levels of implementation within the schools which leads to increase student performance.

### Student Performance Results in Schools Implementing Comer

Citing studies completed by Comer (1988) and Squires & Kranyik (1996), the New Jersey Department of Education' website notes that students in New Haven, Connecticut, once ranked lowest in achievement among 33 elementary schools, were

achieving on grade level by grade four (Comer, 1988). Addressing the "underlying developmental and social issues" of disadvantaged children by creating a school environment that supports a change in school culture and focuses on child development is crucial to ensuring achievement (Comer, 1988; Squires & Kranyik, 1996; New Jersey Department of Education 2002).

In a 2002 internal study conducted by the Comer Department of Program Evaluation of Comer schools in Brooklyn, New York (grades 3-8), New Haven, Connecticut (grades 4 and 6), Charolette/Meckenburg, North Carolina (grades 3 -12) and Chicago, Illinois (grades 3-8), improvement of student performance on state standardized assessments were reported. These districts would be classified as Abbott districts/schools or special needs districts/schools if they were in the state of New Jersey.

According to Emmons (2002), District 13 located in Brooklyn, NY, in its eighth year of systemic Comer implementation, has improved in both Mathematics and Language Arts from 1999 to 2001. Achievement growth exceeded the growth for the rest of the city in both subjects. An increase of 1.6% in Mathematics and 5.6% increase in Language Arts were reported. Similar results for students in grade 4 and 6 scoring at or above the state goal within New Haven Public Schools since 1995 (Emmons, 2002). Students [grade 4] scoring at the highest level increased by 8% for math, by 8% for reading and by 14% for writing...students needing intervention decreased by 16% for math and reading and by 30% for writing... Student [grade 6] scoring at the highest level increased by 7% for math, by 8% for reading and by 28% for writing...Students needing intervention decreased by 6% for math, by 15% for reading and by 43% for writing (Emmons, 2002, p. 4-11).

The internal report also reported that the forty-seven Comer schools of the Charlotte/Meckenburg district made considerable gains in academic achievement over the past four years, especially at the elementary and middle school level. Performance composite scores for the Charlotte/Meckenburg district Comer elementary schools increased by 8.1% since 1998 and 9.5% for Comer middle schools. Comparing the performance composite at the high school level, Comer schools performed above the non-Comer schools by 3% between the 1999 and 2001 (p. 12-13) Similar results were reported for the nineteen Comer schools in Chicago. Schools showed a 13 - 15 percent increase in math and reading performance. The reported concluded that schools who implemented the Comer model for more than six years (prior to 1994) showed higher improvement than others (Emmons, 2002, p. 15-16).

Student Performance Results in Schools Implementing Co-Nect

Viadero (July 2001) citing RAND researcher Susan Bodilly, presenting her team's findings at the 2001 American Educational Research Association, reported that some NAS designs (including Co-Nect) were more successful than others regarding student achievement. For example, schools in Memphis, Tennessee and several districts in Kentucky showed most improvements in the area of mathematics. According to the researchers, the largest reading improvements were found in Cincinnati and several districts in Washington state (Viadero, July 2001, p.2).

In a district-wide study in Memphis, Tennessee, Ross, Sanders, Stringfield, Wang & Wright (1999) found the restructuring initiative raised achievement in Memphis. In 1998, the design showing the strongest and only significant effect across all subjects was Co-Nect-95. Other designs that also demonstrated moderate or strong change score effect

sizes in one or more subjects were Co-Nect-95, Accelerated Schools-95m and ATLAS-95 (p. 4). A second study a year later indicated that results were not as positive.

Extending the previous Memphis study to include an additional two years of data (1997-1999) Ross, Sanders, & Wright (2000) discussing the results of a five year study reported that they were "generally supportive of Co-Nect's effects on student achievement". Co-Nect schools were out-performing control and state schools by an average of 5 points. A fair judgment is that Co-Nect schools, in general, appear to be at least comparable and often superior to other schools in Memphis and the State of Tennessee in raising achievement on the state-mandated standardized test (Ross, Sanders, & Wright, 2000, p. 7-8).

Independent Third Party Evaluations conducted in Memphis, Tennessee reported an increase of almost 26% more than the national norm for the subjects and grades tested (Co-Nect, 2002). Comparing achievement gains in 24 Co-Nect schools, a Boston College study reported improvement measured by standardized tests in demographically similar schools within the San Antonio, Texas; Broward County, Florida; Dade County, Florida; Cincinnati, Ohio; and Harford County, Maryland school districts (Co-Nect, 2002). During 1997-2000 Schools in Maryland out performed the majority of other county elementary schools on standardized tests especially in the areas of math and reading (Co-Nect, 2002).

More recent external evaluations involving Co-Nect schools indicated improvement in student achievement on various standardized assessments. Borman, Brown, Hewes, & Overman (2002) conducted a meta-analysis of all Comprehensive School Reform (CSR) models (including Co-Nect) to synthesize research on CSR, to

determine the overall effect size of CSR models on student achievement, and effect size for each model and concluded that Co-Nect had a positive, but very small effect size suggesting a need for further research. While the early data shows promise, several more rigorous evaluations are needed in order to establish a stronger research base (p.32).

## Opting Out

The overall school reform results regarding student achievement show minimal improvement. Many districts/schools, dissatisfied with these results, have taken steps to opt out of the Comprehensive School Reform (CSR) program.

The Memphis Tennessee school system abandoned its entire roster of school reform programs citing poor academic achievement results since initial year of implementation Viadero (2001) & Slack (2002). This decision was made based on written and verbal reports received by the district superintendent citing difficulties with the implementation of the models and the lack of student achievement in the six years that these models were in place within the Memphis school system. Some of the biggest cheers came from the local teacher's union, whose members have complained the models required too much time and paperwork (Viadero, July 2001, p.1). More than half of the low-performing schools identified by state education officials as possible targets for state takeover are in Memphis (Viadero, July 2001, p.1). Other schools including some in the Miami-Dade County and San Antonio district also chose to opt out of their particular model (Slack, 2002, p. 6).

# CHAPTER III

# METHODOLOGY

The purpose of this study was to provide quantitative information describing relationships that existed between the level of implementation of the Comer and Co-Nect Whole-School Reform models within the middle schools of District A and the level of student academic performance on Grade Eight Proficiency Assessment from1999 to 2003. Specifically, to what degree does the each school's level of implementation of these two WSR models relate to student performance?

In this chapter the investigator provided a detailed description of the methodological procedures used to determine level of implementation and overall academic performance of schools studied. Data sources included primary and secondary research about the implementation of WSR models and GEPA results published on the NJ DOE website (New Jersey Department of Education, 2002). The middle school data analyzed were those involved in the Comer and Co-Nect Whole School Reform model between 1999 and 2003. District A's first year in the state's implementation WSR plan was 1999. The sample size was dependent upon participants from the 10 Comer and 12 Co-Nect middle schools willingness to contribute their time and thoughts to this study. All middle school classroom teachers, building administrators, parents, WSR school facilitators, and SMT members were asked to answer survey questions pertaining to their perceptions of and experiences with WSR model selection process and implementation.

The following matrix outlines each research and subsidiary question, the data source, the methodology for data collection, and the analytical tool used to quantify the findings.

Table 1

*Methodology Matrix*

| Research Questions | Data Source | Methodology | Analytical Tool |
|---|---|---|---|
| 1. What is the level of Whole School Reform implementation within the middle schools in this study?<br><br>1a. Do major school stakeholders view implementation differently?<br><br>1b. Do differences exist in levels of implementation by reform model?<br><br>1c. What has been the helpfulness of state sponsored activities in influencing implementation? | 1. SMIT<br>2. Administrators<br>3. Central Office WSR Staff<br>4. Comer and Co-Nect School Facilitators<br>5. Model Consultants | 1. Survey data<br>2. Interview<br>3. Analysis of evaluation documents | 1. Frequency Distribution Table of responses<br>2. Pearson r correlation<br>3. Regression analysis<br>4. T-test |
| 2. Does a relationship exist between level of implementation and academic performance?<br><br>2a. Controlling for other school context variables such as teacher certification (Traditional vs. Alternate Route), percentage of students with Limited English Proficiency (LEP), economically disadvantaged, and percentage of general education students, is there a relationship between implementation and academic performance?<br><br>2b. Do differences exist in academic performance by reform WSR model?<br><br>2c. How does enhanced instructional and program support influence relationship between implementation and academic progression? | 1. Teachers<br>2. SMIT<br>3. Administrators<br>4. Central Office WSR Staff<br>5. Comer and Co-Nect School Facilitators<br>6. Model Consultants<br>7. Published GEPA Scores | 1. Survey data<br>2. Interview<br>3. Analysis of evaluation documents<br>4. 1999-2003 GEPA data | 1. Frequency Distribution Table of responses<br>2. Pearson r correlation<br>3. Regression analysis<br>4. T-test |

This study did not involve any review of pupil records or interviews with pupils. This process involved semi-structured ½ - 1-hr interviews and surveys of middle school administrators, teachers, central office WSR personnel, WSR school facilitators / consultants, model consultants/area managers (outside the school building), document analysis of student performance results on the state's standardized assessments during the years of implementation and evaluation/implementation reports supplied by Comer and/or Co-Nect officials or school administrators. Tables 2 thru 5 outlines each Comer and Co-Nect schools in this study in terms of their cohort status, student and teacher population, and ethnicity (District Data, 2002).

Table 2

*Comer Schools*

| School | Cohort Status | Student Population | Teacher Population |
|---|---|---|---|
| A | 2 | 643 | 43 |
| B | 2 | 747 | 50 |
| C | 2B (Mid-year) | 420 | 28 |
| D | 3 | 1084 | 72 |
| E | 3 | 1146 | 76 |
| F | 3 | 526 | 35 |
| G | 3 | 866 | 58 |
| H | 3 | 441 | 29 |
| I | 3 | 1088 | 73 |
| J | 3 | 701 | 47 |

*Note. n = 10*

Table 3

*Ethnicity in Comer Schools*

| Ethnicity | % White | % Black | % Hispanic | % Native Am. | % Asian Pacific Islander |
|---|---|---|---|---|---|
| A | 3.8% | 86.7% | 9.2% | 0.0% | 0.3% |
| B | 5.4% | 90.5% | 3.7% | 0.2% | 0.1% |
| C | 5.5% | 64.0% | 22.7% | 1.5% | 6.3% |
| D | 12.4% | 10.7% | 49.3% | 0.6% | 26.9% |
| E | 8.2% | 5.7% | 74.8% | 0.4% | 10.9% |
| F | 1.7% | 51.4% | 40.7% | 0.9% | 5.3% |
| G | 18.9% | 9.3% | 39.5% | 0.0% | 32.3% |
| H | 13.9% | 33.8% | 29.0% | 0.0% | 23.4% |
| I | 9.1% | 49.1% | 26.6% | 2.4% | 12.7% |
| J | 4.2% | 67.7% | 22.4% | 1.1% | 4.6% |

*Note. n = 10*

Table 4

*Co-Nect Schools*

| School | Cohort Status | Student Population | Teacher Population |
|---|---|---|---|
| K | 2B (Mid-year) | 494 | 33 |
| L | 2B (Mid-year) | 602 | 40 |
| M | 2B (Mid-year) | 373 | 24 |
| N | 2 | 1321 | 88 |
| O | 2 | 1119 | 75 |
| P | 3 | 1213 | 81 |
| Q | 3 | 1004 | 70 |
| R | 3 | 848 | 57 |
| S | 3 | 1599 | 107 |
| T | 3 | 1112 | 74 |
| U | 3 | 741 | 49 |
| V | 3 | 506 | 33 |

*Note. n = 12*

Table 5

*Ethnicity in Co-Nect Schools*

| Ethnicity | % White | % Black | % Hispanic | % Native Am. | % Asian Pacific Islander |
|---|---|---|---|---|---|
| K | 4.3% | 17.5% | 70.9% | 1.0% | 6.2% |
| L | 5.2% | 38.9% | 45.7% | 1.1% | 9.1% |
| M | 0.8% | 92.2% | 5.7% | 0.8% | 0.5% |
| N | 8.2% | 35.6% | 38.9% | 0.3% | 16.9% |
| O | 14.2% | 5.2% | 59.3% | 0.0% | 21.3% |
| P | 13.5% | 4.0% | 76.2% | 0.1% | 6.2% |
| Q | 7.4% | 49.9% | 16.7% | 1.3% | 24.7% |
| R | 1.2% | 58.3% | 35.6% | 1.1% | 3.8% |
| S | 20.1% | 16.6% | 36.2% | 4.3% | 22.9% |
| T | 22.3% | 4.2% | 44.6% | 0.2% | 28.7% |
| U | 4.2% | 5.1% | 78.5% | 2.1% | 10.0% |
| V | 1.4% | 78.3% | 18.4% | 0.2% | 1.6% |

*Note. n = 12*

It is important to note that three schools in District A adopted the Comer Whole School Reform model and two adopted the Co-Nect Whole School Reform model in September, 1999 representing Cohort 2. An additional three schools chose the Co-Nect model and one chose Comer model in January 2000 (representing Mid-Year Cohort 2). In September 2000, representing Cohort 3, six schools adopted the Comer Whole School Reform model and seven adopted Co-Nect Whole School Reform model.

> ..."Cohorts" reflects the timetables for planning and implementation that were consistent with those ordered or accepted by the courts at the department's recommendation. "Cohort 1" schools initiated the WSR process in the 1998-99 school year, "Cohort 2" in the 1999-00 school year, and "Mid-year Cohort" in the second term of the 1999-00 school year (Muirhead, Tyler, & Hamilton, 2001, p.iii).

Cohort 3 schools initiated the WSR process in the 2000 - 2001 school year.

## Instrumentation

In carrying out this study, all participants were surveyed for the purposes of gaining their perceptions of model selection, their involvement in the implementation process, level of implementation and how the model affects their teaching efforts and student academic performance.

The survey instrument used a 5-point Likert scale with 1 = No progress and 5 = Goals Achieved and address factors involved in implementation of WSR model at the school level. Questions focused on participants perceptions of WSR model adopted, involvement in the selection process, if any, school environment, training/professional development levels, level of administrative/WSR support provided, involvement of WSR consultants in the implementation process so far, student performance, and the overall academic program since implementation.

IRB approved consent form, letter of solicitation, and survey were administered to all participants through the mail. This process began in January 2004 and concluded in February 2004. Additionally, each participant was provided with a self-addressed envelope for returning completed surveys. The survey data was collected, coded, and analyzed.

Based on a thorough analysis of survey data, any patterns or themes that emerged were further investigated using a semi-structured 1-hour focus group interview protocol. This researcher randomly selected 5% of the school administrators, 5% of the SMT members, 2% of teachers, and 10% of the central office staff for participation. These individuals were selected from the population of participants who indicated that they wish to be a part of interview process by completing the interview form attached to the IRB approved consent form. Data collection involved contacting the specified percentage of individuals via mail and requesting participation by attending a 1- hour session on March 28, 2004. Focus group participants were notified that their participation was voluntary and all identifying information would be kept anonymous.

The interview protocol was designed to elicit responses to questions about model selection process, perceptions of the school's progress in the implementation of the key elements of each design to achieve its goal of increasing student academic performance through systemic reform, advantages/disadvantages of WSR implementation, level of implementation of the WSR model, and identification of factors that may affect implementation.

Relevant questions from the protocol are included in the appendix. The interview session was tape recorded and fully transcribed. Immediately following the interview, this researcher composed a narrative summary summarizing prominent topics, revealing emergent themes, noting memorable responses, and describing overall tone. From a holistic analysis of the transcript data, narrative summary, this researcher was able to clarify themes (i.e. model selection process, level of implementation, perceptions of students academic performance) that emerged from analysis of survey results.

Student performance and Comer and Co-Nect school implementation/evaluation summaries (for the 1999, 2000, 2001, 2002, and 2003 school years) data were collected, coded, and analyzed for patterns and themes relating to level of school implementation and student performance. For those teachers, administrators, facilitators/consultants solicited to participate by completing surveys and participating in interview, participation was voluntary and anonymous. Participants were advised not put their name or any other identifying mark other than the name of their school and grade level on surveys. Completed surveys, audio tape, and tape transcript are stored in a secured container in the researcher's home office. No other individual(s) has access to the data except this researcher. The data collected will be destroyed within 5 years after the completion of this study.

To document the level of implementation, two measures were examined. The first was based on the Comer and Co-Nect schools implementation score from yearly self-evaluations. Each school evaluated the extent to which each element of the Comer and Co-Nect model was present in the school. The second was based on an overall benchmark score that was awarded during the Comer and Co-Nect's annual evaluation process.

To examine the relationship between levels of implementation and student performance on GEPA, the implementation score was used to determine levels of implementation.

## Data Collection

In August 2002, an initial letter requesting permission to conduct research had been reviewed by the Superintendent of Schools. The letter outlined the nature of this research and the methodology for collecting data from school personnel and central office

staff. Upon approval from the Superintendent of Schools, the principals of the 10 Comer and 12 Co-Nect schools identified for this research received a letter of solicitation introducing the nature of the research. This letter outlined the methodology for data collection, anonymity of participants and security of data collected. Upon approval from most building principals, surveys were sent out.

Assuming 100% of the participants solicited to participate agreed, the total expected population of respondents would be no less than 300. There are approximately 120 middle school teachers and WSR school facilitators in the middle schools that adopted the Comer Whole School Reform models and approximately 120 in the Co-Nect middle schools. There are forty-four school administrators (principals and vice principals), four WSR district consultants, ten central office staff and two area managers (one Comer and one Co-Nect) selected for participation in this study.

In collecting the data four methods of collection were used: (1) surveys of middle school teaching staff, school WSR facilitators, administrators, central office staff, SMT members (2) semi-structured 1/2 to 1-hr personal interviews with 5% of the school administrators, 5% of Comer and Co-Nect school facilitators, 2% of teachers, 5% of the SMT members, and 10% of the central office staff (3) archival data, including school implementation summaries or annual evaluation reports produced by Comer and Co-Nect models if available, district and/or individual schools, and (4) numerical data on each school's/district's enrollment, demographics, GEPA scores (available on the state department of education web site). Survey and structured interviews occurred during the spring of 2004.

Survey participants were contacted by mail. In the informed consent letter, participants were advised that the objective of this research is to gather information about

their experiences regarding the selection and implementation of the Comer or Co-Nect WSR model adopted by their school and student performance since the initial year of adoption. Requests for teacher names and other forms of identifying participants were prohibited in any part of data collection. However, participants were asked to identify the schools and the grade levels in which they worked.

Individual surveys were not seen by anyone other than participant once they are completed. Participants were instructed to place their completed surveys in the accompanying return envelope, seal, and return via inter-office mail.

## Survey Scoring and Computations

The survey contained 67 questions with each scored on a 5-point Likert scale that ranges from a low of no progress (1), to a little progress (2), some progress (3), significant progress (4), and to a high of goals achieved (5). These 67 questions were sub-grouped into 13 scales that include planning, school management team, school based budgeting, personnel, the academic program, training/professional development, the integration and alignment of resources, the school environment, student and family services, family involvement, district support, NJDOE products and activities, and state funding results. The numbers of questions included in each scale are listed below in Table 6.

Table 6

*Number of Questions Per Scale*

| Scale | Number of Questions |
|---|---|
| 1. Planning | 5 |
| 2. School Management Team | 7 |
| 3. School Based Budgeting | 2 |
| 4. Personnel | 2 |
| 5. The Academic Program | 7 |
| 6. Training/Professional Development | 10 |
| 7. The integration and alignment of resources | 3 |
| 8. School Environment | 2 |
| 9. Students and Family Services | 8 |
| 10. Family Involvement | 3 |
| 11. District Support | 6 |
| 12. NJDOE Products and Activities | 5 |
| 13. State Funding Results | 7 |

Summing the subjects' scores on the questions that make up each scale and dividing the sum by the number of questions in each scale computed scale scores. This

scale score reflected the level of implementation for each scale. Summing the subjects' scale scores and dividing by 13 compute an overall implementation score.

An overall implementation score for each school is presented in the next chapter. The overall implementation score for each school was calculated as the mean of the overall implementation scores for subjects from each school. Scale scores for each school were computed following the same procedure.

## Data Analysis

Likert scale and SPSS statistical software was used for analysis of survey and interview responses. The SPSS software program allowed this researcher to create data files, imput raw data and complete various types of statistical analysis. An analysis of Variance (ANOVA) was used to test the significance of differences between two means. This type of analysis was necessary as it is usually used to test the significance of differences between two or more groups. In this case, the role of the respondents (stakeholders) was compared with implementation scores. In order to identify whether two or more variables are significantly related to each other, Pearson Correlation analysis was used as the primary analysis. Correlation does not suggest causality. It identifies the relationship or association between variables. The correlation coefficient is computed between -1 (indicating a perfect negative correlation) and +1 (indicating a perfect positive correlation), indicating the degree of association or relationship and direction of correlation (positive or negative). A correlation of 0 indicates no correlation between variables. The closer the correlation coefficient is to -1 and +1 the stronger the correlation. This information will be presented as appropriate in chapter 4. In addition to the presentation of frequencies and percentages, data was analyzed for patterns or themes (similarities and differences) across the schools and models that may affect levels of

implementation and student performance on the state's assessment using Pearson *r* analysis. Each item received a "mean-rating" or average of all respondents and a standard deviation (SD) was calculated in order to determine amount of variation around the mean.

Table 43 presents the Cronbachs Alpha reliability coefficients for each WSR Survey scale and for the total questionnaire (see Appendix A). All scales and the total questionnaire demonstrated a high level of consistency. A reliability coefficient of .80 or higher is considered as "acceptable" in most Social Science applications. Table 42 also presents the means and standard deviations on each scale and total implementation for each school that participated in this study.

Table 7

*Cronbachs Alpha Reliability Coefficients, Means and Standard Deviations on WSR Scales and Total Implementation Scores*

| WSR Scale | Number of Questions | Reliability | M | SD |
|---|---|---|---|---|
| Planning | 5 | .92 | 4.05 | .58 |
| School Management Team | 7 | .93 | 4.14 | .49 |
| School Based Budgeting | 2 | .92 | 4.11 | .62 |
| Personnel | 2 | .78 | 4.01 | .51 |
| The Academic Program | 7 | .92 | 4.01 | .49 |
| Training and Professional Development | 10 | .97 | 3.73 | .93 |
| Integration and Alignment of Resources | 3 | .90 | 3.85 | .48 |
| School Environment | 2 | .90 | 4.27 | .48 |
| Students and Family Services | 8 | .93 | 3.79 | .72 |
| Family Involvement | 3 | .87 | 3.74 | .68 |
| District Support | 6 | .92 | 3.09 | .51 |
| NJDOE Products and Activities | 5 | .88 | 2.75 | .66 |
| State Funding results | 7 | .85 | 3.51 | .57 |
| Total WRS Implementation | 67 | .97 | 3.90 | .48 |

Every effort was made to assure accuracy and fairness in representing the views of the respondents.

## Analysis of Research and Subsidiary Questions

Each research question was presented along with the data analysis method that was used to confirm or reject the question.

Research Question 1: What is the level of whole school reform implementation in the middle schools in this study?

A frequency distribution was presented on the overall implementation scores for each school included in this study. The overall implementation scores were scaled, as described in chapter 3, to reflect the implementation categories of no progress (1), a little progress (2), some progress (3), significant progress (4), and goals achieved (5). This frequency distribution and the mean implementation score for all schools included in this study indicated the overall level of implementation for each school under review in this study.

Research Question 2: Does a relationship exist between level of implementation and academic performance?

Partial Correlation analyses were used to analyze this research questions. Academic change scores was computed for math, language and science by subtracting the 1999 scores from the 2003 scores. These change scores were examined with the implementation scale scores (planning, school management team, school based budgeting, personnel, the academic program, training/professional development, the integration and alignment of resources, the school environment, student and family services, family involvement, district support, NJDOE products and activities, and state funding results). These analyses allowed an examination of the relationship between the

level of implementation, with change in academic performance in GEPA math, GEPA language, and GEPA science scores. A table of means and standard deviations on academic performance by status was presented also.

Subsidiary Question: Do differences exist in level of implementation by reform model?

T-tests were used to compare the Comer and Co-Nect schools on the level of implementation. T-tests were computed for each scale and overall implementation score to determine if differences in level of implementation exist by reform model. A table of means and standard deviations on the scale scores and overall implementation score by model was presented.

Subsidiary Question: What has been the helpfulness of state sponsored activities in influencing implementation?

Bivariate Correlation analysis was used to analyze this subsidiary question. The overall level of implementation was examined with the mean responses to the 5 questions that constitute the NJDOE Products and Activities scale and the 7 questions that make up the State Funding Results scale. This analysis allowed an examination the relationship of the helpfulness of each of the state sponsored activities and overall level of implementation for the Comer and Co-Nect schools.

Subsidiary Question: Do major school stakeholders view implementation differently?

To analyze this subsidiary question, the subjects were grouped by position, including administrators, (principals and assistant principals), WSR School Facilitator, teachers, and school management teams. Analysis of variance (ANOVA) was used to compare the views of subjects who hold different positions on the implementation scales

and overall implementation scores. A table of means and standard deviations on the scale scores and overall implementation score by position was presented.

Subsidiary Question: Controlling for other school context variables such as teacher certification (Traditional vs. Alternate Route), percentage of students with Limited English Proficiency (LEP), economically disadvantaged, and percentage of general education students, is there a relationship between implementation and academic performance?

Partial correlation is the process of finding the correlation between two variables after the influence of other variables has been controlled for and therefore suitable for use in analyzing this question. In this analysis the school context variables including teacher certifications, LEP, the percentage of students economically disadvantaged, and the percentage of general education students were controlled for. The relationship between academic performance (math, science, and language arts GEPA change scores) and overall implementation levels for Comer and Co-Nect schools represented was then analyzed. By computing the partial correlation, that "partials out" the influence of the school context variables, we mathematically eliminate the influence of these variables on the correlation between academic performance and overall WSR implementation, (George and Mallery, 2001).

Subsidiary Question: Do differences exist in academic performance by WSR model?

T-tests were used to compare the subjects WSR model status on academic performance. T-tests were computed for each scale and overall implementation score to

determine if differences in academic performance exist by WSR model status. A table of means and standard deviations on academic performance by status was presented.

Subsidiary Question: How does enhanced instructional and program support influence the relationship between implementation and academic progression?

Bivariate analysis was used to analyze this subsidiary question. Academic change in GEPA scores for math, language, and science was examined with the mean responses to the 7 questions regarding the impact of state funding on schools.

## Statistical Treatment

Data analysis and discussion will begin with a brief introduction of research questions and presentation of demographic variables describing the results provided by those who participated in this study. Frequency distributions of overall implementation scores and mean scores for each implementation category (planning, school management team, school based budgeting, personnel, the academic program, training/professional development, the integration and alignment of resources, the school environment, student and family services, family involvement, district support, NJDOE products and activities, and state funding results) will be included. Tables of means and standard deviations for each implementation scale and overall implementation scores for the total group, by role, by tenure, by school management team, by cohort, and by reform model. A presentation of descriptive statistics that portray the respondents, the schools in which they work, and information on their responses to the Whole School Reform School Staff Survey will be discussed.

The researcher will use the Pearson correlation coefficients (Pearson r) to show the relationships between the different variables in this study that influence the implementation of whole school reform.

Table 8 provides a matrix of the dependent and independent variables of this study and the type of measurement used to determine what type of analysis is needed.

Table 8

*Variable Matrix*

| Variable | Status | Measurement |
|---|---|---|
| Stakeholder position | Independent | Nominal |
| Years in teaching position | Independent | Ordinal |
| Teacher Certification (Alternate Route or Traditional) | Independent | Nominal |
| WSR model | Independent | Nominal |
| Percentage of economically disadvantaged students | Independent | Interval |
| Percentage of LEP students | Independent | Interval |
| Percentage of General Ed | Independent | Interval |
| State helpfulness | Independent | Likert subscale score |
| Enhanced instructional and program support | Independent | Likert subscale score |
| Family involvement | Independent | Likert subscale score |
| District Support | Independent | Likert subscale score |
| Planning | Independent | Likert subscale score |
| School management team | Independent | Likert subscale score |
| School-based budgeting | Independent | Likert subscale score |
| Personnel | Independent | Likert subscale score |
| Academic program | Independent | Likert subscale score |
| Training and professional development | Independent | Likert subscale score |

| | | |
|---|---|---|
| Integration and alignment of resources | Independent | Likert subscale score |
| Student and family services | Independent | Likert subscale score |
| School environment | Independent | Likert subscale score |
| Academic performance | Dependant | Likert subscale score |
| Level of implementation | Dependant | Likert subscale score |

## Summary

Chapter 3 presented the methodology and research design for this study. This researcher discussed why this design was appropriate for this study. She described the nature of the research and its participants. In addition, data analysis methods (Correlational analysis was the primary method used) were outlined along with a discussion of the data collection components. Chapter four provides the data and results analyses. Tables are included where appropriate.

# CHAPTER IV

## ANALYSIS AND DISCUSSION

This research has been directed towards answering the following questions: "What is the level of whole school reform implementation within the middle schools in this study?" "Does a relationship exist between level of implementation and academic performance?" Subsidiary questions include:

1. Do major school stakeholders view implementation differently?
2. Do differences exist in levels of implementation by reform model?
3. What has been the helpfulness of state sponsored activities in influencing implementation?
4. Controlling for other school context variables such as teacher certification (Traditional vs. Alternate Route), percentage of students with Limited English Proficiency (LEP), economically disadvantaged, and percentage of general education students, is there a relationship between implementation and academic performance?
5. Do differences exist in academic performance by reform WSR model?
6. How does enhanced instructional and program support influence relationship between implementation and academic progression?

Data was collected from the New Jersey Department of Education website, district website and documents, and WSR Implementation Survey instrument. Only Comer (Yale University School Development Program) and Co-Nect schools with grades 6-8 were studied. Twenty-two schools were chosen from the pool of public schools within District A. These schools were chosen because of their

implementation of the predominant WSR models (Comer and Co-Nect) in the district studied. The final database contained survey results from18 of the 22 schools eligible for this study, resulting in a response rate of 80%. One hundred and thirty-seven surveys were collected. Five respondents did not include school or model information. The missing information made it impossible to identify and assign them into model categories (Comer or Co-Nect). Therefore, this information was excluded from analysis of subsidiary question 1 and 5. Analysis of all data was completed using statistical software package *SPSS 11.0.*

The purpose of this chapter is to present the results of the statistical analyses that were conducted to analyze the data collected on the demographic questionnaire and the WSR School Staff Survey. The chapter begins with a presentation of descriptive statistics on the demographic variables and the WSR survey variables. This is followed by the results of the t-tests, Pearson correlation analyses conducted to address the research and subsidiary questions. Data results provided evidence of the respondents perceptions of progress or lack of progress in the implementation of Whole School Reform in schools studied.

## Findings

### Demographic Variables

One hundred thirty two (132) subjects responded to the data collection request. These subjects represented 18 schools in the District A school system. A frequency distribution on the number of subjects who responded from each school is presented in Table 7 (see Appendix A). The number of respondents ranged from a low of 1 respondent for schools D, V, and L to a high of 15 respondents for school Q. Five

subjects did not indicate their school affiliation. These results could not be used for analysis of subsidary questions 1 and 5.

Detailed tables of means and standard deviations on the scales by role, tenure, school management team membership, cohort, and Whole School Reform model supports results reported in Tables 37 - 42. The standard deviations for all scales ranged from .21 to 1.25. (see Tables 37 - 42, Appendix A). The importance of the standard deviation is that the smaller the standard deviation, the smaller the variance and homogeneity is implied in the sample. The tables indicate that years of experience, role, school management team membership, cohort status, and Whole School Reform model were not factors in response to the scales.

Table 10

*Distribution of Respondents by Role, Experience, SMT Membership, WSR Model and WSR Cohort Group*

| Role | Frequency | Percent |
|---|---|---|
| Principal | 9 | 6.8 |
| Assistant Principal | 9 | 6.8 |
| WSR School Facilitator | 8 | 6.1 |
| Teacher | 89 | 67.4 |
| Other | 17 | 12.9 |
| Years in Position | | |
| First Year | 9 | 6.8 |
| 1 to 3 | 31 | 23.5 |
| 4 to 5 | 36 | 27.3 |
| More than 5 | 56 | 42.4 |

| | | |
|---|---|---|
| SMT Member | | |
| Yes | 47 | 35.6 |
| No | 85 | 64.4 |
| WSR Model | | |
| Comer (SDP) | 51 | 38.6 |
| Co-Nect | 81 | 61.4 |
| Cohort Group | | |
| Cohort II | 12 | 9.1 |
| Cohort II Mid Year | 40 | 30.3 |
| Cohort III | 78 | 59.1 |
| Missing | 2 | 1.5 |
| Total | 132 | 100. 0 |

*Note. n = 132*

Table 10 presents frequency distributions on the subjects' roles within the schools from which they responded, years of experience in their current position, responses to the question regarding membership on the School Management Team (SMT), WSR model implemented in their schools and their WSR cohort group (see Tables 37- 42, Appendix A). According to the data collected, the subject pool included nearly equal representation of principals 6.8% ($n$ = 9), assistant principals 6.8% ($n$ = 9), and whole school reform facilitators 6.1% ($n$ = 8). Teachers represented the largest group 67.4% ($n$ = 89) with the second largest group classified as "other" represented by 12.9% ($n$ = 17) of the subjects. This group consisted of members of the SMT/SLC and central office WSR staff.

The experience of the respondents ranged from one year 6.8% ($n$ = 9 to those having more than 5 years with 42.4% ($n$ = 56). More than 50% of the subjects reported

having 4 or more years of experience in their current position 69.7% ($n$ = 92). The distribution of responses to the questions regarding membership on the School Management Team indicated that slightly more than 1/3 of all respondents 35.6% ($n$ = 47) are members of this team (now known as School leadership Council (SLC), while 64.4% (n = 84) are not members. The data distribution by WSR model revealed that 38.6% of respondents ($n$ = 51) identified their school as a Comer and 61.4% ($n$ = 81) identified their school as adopting the Co-Nect WSR model.

The last set of data reported in Table 10 shows the distribution of subjects by WSR Cohort Group. About 60% of respondents ($n$ = 78) were from Cohort III schools and 39.4% ($n$ = 52) belonged to Cohort II. As discussed previously in Chapter I, all New Jersey schools classified as Abbott (Special Needs) were mandated to adopt one state approved WSR model over a 3 year period (between 1998 and 2000). "Cohort 1" schools initiated the WSR process in the 1998-99 school year, "Cohort 2" in the 1999-00 school year, and "Mid-year Cohort" in the second term of the 1999-00 school year (Muirhead, Tyler, & Hamilton, 2001). Cohort 3 schools initiated the WSR process in the 2000 - 2001 school year. None of the schools in this district adopted Comer or Co-Nect model during the first year (Cohort I). Three schools in District A adopted the Comer WSR model and two schools adopted the Co-Nect WSR model in September, 1999 representing Cohort 2. An additional three schools chose the Co-Nect model and one chose Comer model in January 2000 (representing Mid-Year Cohort 2). In September 2000, representing Cohort 3, six schools adopted the Comer Whole School Reform model and seven adopted Co-Nect Whole School Reform model.

## Implementation Results

Table 11 presents the means and standard deviations for each question on the WSR Survey, for each WSR area of implementation, and for the overall implementation score (see Appendix A for a more detailed table outlining mean score for each individual survey question). The Planning, SMT, School-Based Budgeting, Personnel, Academic Program, Training/Professional Development, Integration and Alignment of Resources and Functions, School Environment, Students and Family Services and Family Involvement scales or areas of implementation used a 5-point Likert scale that ranges from a low of no progress (1), to a little progress (2), some progress (3), significant progress (4), to a high of goals achieved (5). The district Support and Helpfulness of NJDOE scales used a 4-point Likert scale that ranges from a low of not at all (1), to some extent (2), to a moderate extent (3), to a high of a great extent (4). For the NJ DOE Funding scale the scale ranged from a low of strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4), to a high of strongly agree (5). Summing the subjects' scores on the questions that make up each scale or area of implementation and dividing the sum by the number of questions in each scale computed scale scores. This scale score reflected the level of implementation for each scale. Summing the subjects' scale scores and dividing by 13 compute an overall implementation score for that respondent.

The overall implementation score for each school was calculated as the mean of the overall implementation scores for all subjects affiliated with a particular school. Scale scores for each of the 18 schools were computed following the same procedure.

The means represented in Table 11 represent a summary of responses across all Comer and Co-Nect schools. The school means reported for schools D, L, and V are highly unreliable because only one person responded from each of these schools. The

assumption cannot be made that the perceptions of the one person responding to the WSR Implementation Survey used in this study represents the entire school.

Overall responses were positive. A review of data results for 11 of the 13 areas of implementation indicated that respondents felt that their schools had made "significant progress" in these aspects of WSR implementation (M = 3.5 – 4.26). Survey data indicated that 72.2% of respondents reported that the district has supported them to a "moderate extent" (M = 3.08). Only 55.6% of respondents reported that the NJDOE product and Activities were helpful "to some extent" in assisting them with WSR implementation (M = 2.75). Findings reveal that this is a key area for NJ DOE to focus on when planning future support to districts and schools. These findings also support conclusions reported by Walker & Gutmore (2000). The researchers found that Abbott districts in their study experienced great difficulty in their relationship with the New Jersey Department of Education during the first year of implementation. Difficulties were experienced in areas of clear communication from state department designed to help implementation efforts, NJ DOE resources, funding, and other mandates. Several studies discuss the importance of clear communication as an important variable in facilitating increased implementation (see Bodilly, 1998; Walker and Gutmore, 2000; Berends and Kirby et al., 2001; Kirby et al., 2001). Taking into account NJ DOE helpfulness, respondents indicated making "significant progress" with an overall mean of 3.88. Data results indicate an improvement in the implementation of the reform process since first year of WSR implementation.

Table 11

*Means Score of WSR by Survey Scales*

| WSR Questions & Scales | M | SD |
|---|---|---|
| Planning | 4.04 | .57 |
| Personnel | 4.00 | .51 |
| Training | 3.72 | .93 |
| District Support | 3.08 | .50 |
| School Environment | 4.26 | .48 |
| Student and Family Services | 3.78 | .71 |
| Academic Program | 4.04 | .53 |
| School Management Team | 4.14 | .48 |
| School Based Budgeting | 4.10 | .62 |
| NJ DOE Products and Activities | 2.75 | .64 |
| Resources | 3.85 | .48 |
| Family Involvement | 3.74 | .67 |
| State Funding | 3.50 | .56 |
| Total | 3.88 | .49 |

The frequency distributions tables on the level of implementation of the area measured by the WSR survey scales and the total implementations scores by school are presented throughout Chapter IV. The population numbers discussed in this section relates to the mean numbers per school. Using the data provided by all 132 respondents representing 18 Comer and Co-Nect, the means were found for each question and area of

implementation (planning SMT, personnel, etc...). From this data, mean responses for each school was determined and frequency of distributions reported by schools.

Research Question 1: What is the level of whole school reform implementation within the middle schools in this study?

A frequency distribution on the overall implementation scores by schools is presented below. The overall implementation scores were scaled, to reflect the implementation categories of no progress (1.00 to 1.49), a little progress (1.50 to 2.49), some progress (2.50 to 3.49), significant progress (3.50 to 4.49), and goals achieved (4.5 and above).

Table 12 presents a frequency distribution on the overall level of implementation within schools. This distribution shows that 72% of schools indicated that their schools ($n$ = 13 is the mean response for 13 of 18 schools) had made "significant progress" in implementing Comer or Co-Nect WSR model. Another 11.1% of schools ($n$ = 2) indicated that WSR "goals" had been "achieved" in their schools. The data revealed 16.7% ($n$ = 3) indicated "some progress" had been achieved. The mean overall implementation score was 3.88 with a standard deviation of .49. Responses were far beyond neutral with 72.2% percent of the schools reported that they achieved "significant progress" since WSR implementation of Comer and Co-Nect models.

No one indicated that "little or no progress" had been made further strengthening the view that progress has been made in the implementation process.

Table 12

*Overall School Perceptions of WSR Implementation*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 3 | 16.7 | 16.7 |
| Significant Progress | 13 | 72.2 | 88.9 |
| Goals Achieved | 2 | 11.1 | 100.0 |
| Total | 18 | 100.0 | |

*Note*. Number of schools represented = 18

The results of a Pearson *r* correlation test between the areas of implementation shown in Table 13, explores the degree to which the areas of implementation are related to each other. This analysis allowed this researcher to determine if a relationship existed among the 13 areas of implementation discussed in Chapter 3 (see Table 6). The correlations indicate a statistically significant ($p = .01$) positive relationships with various levels of inter-correlations between all areas of implementation. Relationships ranged from a low correlation ($r = .27$) between NJDOE Products and Activities and Planning to a high correlation ($r = .77$) between the Personnel scale and the Alignment and Integration of Resources and Functions implementation areas. The analysis suggests that WSR implementation tended to impact all areas measured on the WSR survey.

High positive correlations were found between:

1. SMT and Planning r = .74. The role of the School Management Team is associated with school planning process. SMT members having participated in development of WSR implementation plan and school-based budget, determination of program and curriculum needs designed to accomplish WSR goals based on review of students assessment would provide sound input in assuring that WSR implementation plan sets realistic goals aligned to state standards and the schools use of data to evaluate WSR implementation and make plans for adjustments and improvements.
2. SMT and School-Based Budgeting r = .75. The School-Based Budgeting involves making adjustment to reflect school needs assessments and goals and ensuring that resources support WSR goals. The role of the SMT provides input towards the development of the School-Based budget based on the WSR goals and plans highlights the association between these two areas of implementation.
3. Personnel and SMT r = .75. Personnel involved making school decisions to support goals of WSR implementation and whether the school had sufficient faculty and staff to fully implement the WSR implementation plan developed by the SMT.
4. Academic Program and Personnel r = .71. The ability to making school based decisions that align with WSR goals requires school personnel to be knowledgeable of WSR goals and implementation plans associated with the academic program section of the survey which sought level of implementation on areas such as the alignment of school curricula, WSR model, and classroom assessment practices to New Jersey Core Curriculum Content Standards, and if

the WSR model meets the needs of all students (Limited English Proficient, Special Needs, and gifted and talented).

5. Integration and Alignment of Resources and Functions and Personnel r = .77. The Integration and Alignment of Resources and Functions sought to determine level of implementation of roles and responsibilities of staff, financial resource allocations, and school structures (schedules and workgroups) and their coordination to support WSR efforts. This is associated with the hiring and placement of school personnel.
6. Integration and Alignment of Resources and Functions and Academic Program r = .71. The Integration and Alignment of Resources and Functions is associated with an Academic Program that is closely aligned to all state standards ensuring that the WSR model selected meets the needs of all students. The coordination of staff, financial resources, and school structures has a major impact on as schools' to educate students.
7. Academic Program Integration and Alignment of Resources and Functions and School Environment r = .72. Providing a learning and working environment that is positive and productive safe and orderly is highly associated with whether implementation staff, financial resources, and school structures are coordinated to support this type of environment.
8. Student and Family Services and Family Involvement r = .71 The ability of schools to involve parents/caregivers as partners in the decision making process and provide ongoing support to build and strengthen the home/school relationship is highly associated with whether or not a team/program is in place at the school

level to inform parents, encourage them to get involved, identify and refer students in need, provide access to health and social services.

Table 13

*Association Between WSR Survey Areas of Implementation*

| | schl mgt team scale | school budget scale | personnel scale | acadmi prgrm scale | training scale | resources scale | student servi scale | family invl scale | district support scale | njdoe scale | funding scale | school environment scale |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| planning scale | .74** | .65** | .67** | .59** | .47** | .64** | .49** | .48** | .50** | .27* | .44** | .56** |
| schl mgt team scale | | .75** | .75** | .59** | .61** | .68** | .57** | .52** | .55** | .31** | .48** | .55** |
| school budget scale | | | .70** | .58** | .47** | .63** | .45** | .50** | .48** | .35** | .45** | .56** |
| personnel scale | | | | .71** | .60** | .77** | .61** | .59** | .58** | .33** | .57** | .63** |
| acadmi prgrm scale | | | | | .63** | .71** | .61** | .51** | .64** | .36** | .56** | .59** |
| training scale | | | | | | .69** | .62** | .57** | .62** | .34** | .41** | .50** |
| resources scale | | | | | | | .67** | .63** | .67** | .40** | .54** | .72** |
| student servic scale | | | | | | | | .71** | .56** | .35** | .54** | .57** |
| family invl scale | | | | | | | | | .57** | .42** | .47** | .62** |
| district supprt scale | | | | | | | | | | .64** | .57** | .54** |
| njdoe scale | | | | | | | | | | | .46** | .44** |
| funding scale | | | | | | | | | | | | .54** |

*Note.* ** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Of these relationships, only the relationships between areas of implementation relating to the helpfulness of the NJ DOE and planning were statistically significant at the .05 level. As discussed earlier in this chapter, with a mean of 2.75, a majority of schools perceived that the various products and activities provided by the New Jersey Department of Education as moderately helpful towards implementation of their adopted WSR model (see Table 25). This implies that the difficulties the schools experienced with the helpfulness of NJ DOE products and activities such as written guides and materials, NJ DOE sponsored regional training, support and training from SRI, WSR model selection showcases had adverse effect on areas of planning as it relates to successful

implementation of WSR model. Walker and Gutmore (2000) found that over 70% of districts in their study reported that the NJ DOE communications were not helpful as they proceeded in their efforts (New Jersey Department of Education, 2005). Upon further examination of data, the researchers concluded that:

> ... problems with the NJDOE were manifested in several different ways. First, information received from the NJ DOE was perceived to be unclear thus rendering understanding of what to do problematic. Second, attempts to obtain clarification from the NJ DOE were mired with difficulties. Third and most importantly, the timelines with which the NJ DOE either requested information or provided feedback to districts on information submitted was questionable (New Jersey Department of Education, 2005). (see also Erlichson et al., 1999; Muirhead et al. 2001 and Kirby et al. 2002)

Further analysis of each sub-scale supported the implementation findings in Table 12. Noticing that Table 12 and 14 contained identical results, prompted this researcher to review data analysis. There was no change in values for either table.

Planning implementation results (M = 4.04) are presented in Table 14, with 83.3% (n =15) of schools indicating that planning "goals had been achieved" or "significant progress" had been made towards achieving this goal. At the time of this survey, 16.7% (n = 3) indicated that "some progress" had been made. Schools are able to engage in ongoing planning and involvement of a wide range of stakeholders in the developing, reviewing and adjusting their implementation plan over the years.

Table 14

*Overall Implementation Perceptions of School Progress WSR Planning Process*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 3 | 16.7 | 16.7 |
| Significant Progress | 13 | 72.2 | 88.9 |
| Goals Achieved | 2 | 11.1 | 100 |
| Total | 18 | 100 | |

*Note*. Number of schools represented = 18

Table 15 presents the implementation results as it relates to the School Management Team scale (M = 4.14). The school means reported for three schools are highly unreliable because only one person responded from each of these schools. These results indicate that 88.9% of schools ($n$ = 16) had achieved the goals or made "significant progress" as it relates to the functions of the School Management Team which include the following:

1. developing WSR plan based on comprehensive needs assessment
2. involvement in developing school-based-budget
3. providing imput regarding the budget, student assessment results, and curriculum
4. working collaboratively in accordance with state regulations to accomplish WSR goals

"Some progress" was reported in 11.1% of schools ($n$ = 2).

Table 15

*Overall Implementation Perceptions of School Management Team Scale*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 2 | 11.1 | 11.1 |
| Significant Progress | 13 | 72.2 | 83.3 |
| Goals Achieved | 3 | 16.7 | 100.0 |
| Total | 18 | 100.0 | |

*Note*. Number of schools represented = 18

Table 16 presents the data results for the implementation as it relates to School Based Budgeting scale (M = 4.10). These results show that 33.3% of schools ($n$ = 6) reported "goals were achieved" and 50.0% of schools ($n$ = 9) indicated that "significant progress" has been made to assure that the school's budget concentrates all resources to support the budget supporting the needs and WSR goals of the school. "Some progress" was indicated by 16.7% of schools ($n$ = 3).

Table 16

*Overall Implementation Perceptions of School Based Budgeting*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 3 | 16.7 | 16.7 |
| Significant Progress | 9 | 50.0 | 66.7 |
| Goals Achieved | 6 | 33.3 | 100.0 |
| Total | 18 | 100.0 | |

*Note*. Number of schools represented = 18

Table 17 presents the implementation results for the Personnel scale indicates an overall mean score of 4.00 as it relates to school personnel decisions the support the goals of WSR model and hiring of sufficient faculty and staff needed to fully implement WSR model. These results indicated that 16.7% of schools ($n$ = 3) had "goals achieved" in implementation and 72.2% ($n$ = 13) had made "significant progress" regarding personnel decisions and staffing. Some progress in this area was indicated by 11.1% of schools ($n$ = 2).

Table 17

*Progress of Personnel Decisions in Support of WSR Implementation*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 2 | 11.1 | 11.1 |
| Significant Progress | 13 | 72.2 | 83.3 |
| Goals Achieved | 3 | 16.7 | 100.0 |
| Total | 18 | 100.0 | |

*Note*. Number of schools represented = 18

Table 18 presents the data results for the Academic Program scale indicates and overall mean score of 4.04 as it relates to alignment of curricula with New Jersey Core Curriculum Content Standards, classroom assessment practices, and the ability of WSR model to meet the needs of Special Education, Limited English Proficient, and Gifted and Talented students. These results show that 77.8% of schools ($n$ = 14) reported that goals were either "achieved" or "significant progress" had been in the WSR implementation of the schools academic program. Some progress was indicated by 22.2% ($n$ = 4).

Table 18

*Overall Perception of School Progress of Academic Program in WSR Schools*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 4 | 22.2 | 22.2 |
| Significant Progress | 11 | 61.1 | 83.3 |
| Goals Achieved | 3 | 16.7 | 100.0 |
| Total | 18 | 100.0 | |

*Note.* Number of schools represented = 18

Table 19 presents the implementation results for the Training and Professional Development scale indicates an overall mean score of 3.72 as it relates to the training of SMT in all necessary areas (such as roles and responsibilities, teamwork and consensus building, selection of personnel, etc..) and teacher professional development to implement instructional practices aligned with state standards. "Little or no progress" was reported by 11.1% of the schools ($n$ =2). The results show that 13 schools (72.2%) perceived that goals were achieved or significant progress has been made regarding training and professional development as in relates to implementation of their school's WSR model. Some progress was indicated by 16.7% of schools.

Table 19

*Overall Progress of SMT Training and Teacher Professional Development*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 1 | 5.6 | 5.6 |
| A Little Progress | 1 | 5.6 | 11.1 |
| Some Progress | 3 | 16.7 | 27.8 |
| Significant Progress | 9 | 50.0 | 77.8 |
| Goals Achieved | 4 | 22.2 | 100.0 |
| Total | 18 | 100.0 | |

*Note.* Number of schools represented = 18

Table 20 presents the data results for the Integration and Alignment of Resources and Functions implementation scale (M = 3.85) as it relates to coordinating staff role and responsibilities, financial resources, and school structures to support WSR efforts. Results for this scale indicate that 5.6% ($n$ = 1) perceived that goals were "achieved". "Some progress" was indicated by 27.8% of schools ($n$ = 5). While 66.7% of those surveyed ($n$ = 12) indicated that their schools have made "significant progress" in coordinating resources and functions to support WSR efforts.

Table 20

*Integration and Alignment of Resources in Support of School's WSR Efforts*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 5 | 27.8 | 27.8 |
| Significant Progress | 12 | 66.7 | 94.4 |
| Goals Achieved | 1 | 5.6 | 100.0 |
| Total | 18 | 100.0 | |

*Note.* Number of schools represented = 18

Table 21 presents data implementation results for the School Environment scale (M = 4.26) as it relates to schools providing students and teacher with a working and learning environment that is safe, orderly, positive and productive. These results indicated that 44.4% of schools ($n$ = 8) reported that goals were "achieved", 50.0% of schools ($n$ = 9) indicated that "significant progress", and 5.6% of schools ($n$ = 9) indicated that "some progress" was made towards implementation efforts that provided a safe, orderly positive and productive learning environment.

Table 21

*Overall Perceptions of School Environment Since Implementation*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 1 | 5.6 | 5.6 |
| Significant Progress | 9 | 50.0 | 55.6 |
| Goals Achieved | 8 | 44.4 | 100.0 |
| Total | 18 | 100.0 | |

*Note.* Number of schools represented = 18

Table 22 presents the data implementation results for the Student and Family Services scale (M = 3.78) as it relates to programs put in place to identify and refer students in need of alternative educational services, provide student code of conduct and adequate security, provide access to health and essential social services. These results indicated that 11.1% of schools ($n$ = 2) reported that goals were "achieved" on the student and family services implementation, 66.7% of schools ($n$ = 12) had made "significant progress", 16.7% of schools ($n$ = 3) indicated that "some progress" was made and 5.6% of schools (n = 1) indicated making "little progress" in this area of implementation.

Table 22

*Overall Progress of School in Providing Student and Family Services Since Implementation*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 1 | 5.6 | 5.6 |
| Some Progress | 3 | 16.7 | 22.2 |
| Significant Progress | 12 | 66.7 | 88.9 |
| Goals Achieved | 2 | 11.1 | 100.0 |
| Total | 18 | 100.0 | |

*Note.* Number of schools represented = 18

Table 23 presents the implementation results for the Family Involvement scale (M = 3.74). These results 11.1% of schools ($n$ = 2) reported that they had "achieved" their goals, 50.0% of schools ($n$ = 9) indicated having made "significant progress", 33.3% ($n$ = 6) made "some progress", and 5.6% of ($n$ = 1) indicated that "little progress" was made on the involvement of parents and/or caregivers in decisions related to school and providing ongoing support to strengthen home/school relationships to improve student learning.

Table 23

*Respondents Perceptions of Schools Progress in Family Involvement*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 1 | 5.6 | 5.6 |
| Some Progress | 6 | 33.3 | 38.9 |
| Significant Progress | 9 | 50.0 | 88.9 |
| Goals Achieved | 2 | 11.1 | 100.0 |
| Total | 18 | 100.0 | |

*Note.* Number of schools represented = 18

The results for District support and helpfulness of NJ DOE are reported in Tables 24 and 25 respectively. Here the survey scale shifts from perception of progress to extent of support. The overall means for each school was based on the overall responses of the respondents. Again, the school means reported for three schools are highly unreliable because only one person responded from each of these schools. It is not safe to assume that this one person speaks for the entire school.

Table 24 presents the implementation results for the District Support scale (M = 3.08) as it relates to identifying the district effort in supporting schools efforts to implement WSR. With this in mind, these results indicated that 16.7% of schools ($n$ = 3) reported that the district supported WSR efforts "to a great extent", 72.2% ($n$ = 13)

indicated "to a moderate extent" and 11.1% of schools ($n$ = 2) perceived district supported efforts "to some extent".

Table 24

*Extent of District Support in School's WSR Implementation Efforts*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| Not at All | 0 | 0.0 | 0.0 |
| To Some Extent | 2 | 11.1 | 11.1 |
| To a Moderate Extent | 13 | 72.2 | 83.3 |
| To a Great Extent | 3 | 16.7 | 100.0 |
| Total | 18 | 100.0 | |

*Note.* Number of schools represented = 18

Subsidiary Question 1: What has been the helpfulness of state sponsored activities in influencing implementation?

Table 25 below presents the implementation results for the help provided by NJDOE products and activities (M = 2.75) as it relates to the helpfulness of written guides and materials, NJDOE sponsored regional training, support and training by SRI, WSR start up grants (SFA), and model selection showcases. These results indicated that 11.1% of schools ($n$ = 2) reported that the NJDOE products and activities supported WSR "to a great extent", 55.6% of schools ($n$ = 10) indicated "to a moderate extent", 27.8% of schools ($n$ = 2) indicated "to some extent", and 5.6% of schools ($n$ = 1) indicated "not at all" in their responses.

Table 25

*Overall Perceptions of Helpfulness of NJDOE Products and Activities in School's WSR Implementation*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| Not at All | 1 | 5.6 | 5.6 |
| To Some Extent | 5 | 27.8 | 33.3 |
| To a Moderate Extent | 10 | 55.6 | 88.9 |
| To a Great Extent | 2 | 11.1 | 100.0 |
| Total | 18 | 100.0 | |

*Note.* Number of schools represented = 18

The results for the helpfulness of NJ DOE funding is reported below in Table 26. Here the survey scale shifts from extent of support to levels of agreement. The overall means of for each school was based on the overall responses of the respondents. Again, the school means reported for three schools are highly unreliable because only one person responded from each of these schools. It is not safe to assume that this one person speaks for the entire school.

Table 26 presents the results for the impact of school funding (M = 3.50) as it relates to schools having sufficient textbooks, materials and supplies, additional teachers to reduce class size, sufficient computers, sufficient security guards and equipment to insure a safe and orderly environment, sufficient training con the Core Content Standards and other WSR topics, additional support for students in need, and health and social services and other support services for students. The data results indicated that 5.6% of schools ($n$ = 1) "strongly agreed" that school funding has supported WSR

implementation, 33.3% of schools ($n$ = 6) "agreed", and a majority of schools 61.1% ($n$ = 11) indicated they "neither agreed nor disagreed" with this scale.

Table 26

*Helpfulness as a Result of State Funding*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| Neither Agree Nor Disagree | 11 | 61.1 | 61.1 |
| Agree | 6 | 33.3 | 94.4 |
| Strongly Agree | 1 | 5.6 | 100.0 |
| Total | 18 | 100.0 | |

*Note.* Number of schools represented = 18

In order to determine if any relationships existed between activities sponsored by the state of New Jersey and implementation of WSR program, a Bivariate Correlation analysis was used to analyze this subsidiary question. This analysis allowed an examination the relationship of the helpfulness of written guides and material, NJDOE sponsored regional training, WSR start-up Grants, WSR model selection showcases, results of state funding and overall level of implementation for all schools. It is important to note the correlation does not suggest causality. Data results are presented below in Tables 27 and 28.

Table 27

*Association Between Overall Implementation Scores and NJDOE Products and Activities*

| | helpfulness-support & training provided by SRI | helpfulness- of written guides & materials in wsr implementation | helpfulness-wsr model selection showcases | helpfulness-wsr start-up grants/incentives | helpfulness-NJDOE sponsored regional training |
|---|---|---|---|---|---|
| TOTIMPSC | .53** | .49** | .50** | .47** | .46** |

*Note.* ** Correlation is significant at the 0.01 level (2-tailed).

Table 28

*Association Between Overall Implementation Scores with WSR Model and Funding*

| | MODEL | State funding-sufficient computers to meet state 1:5 ratio | State funding-sufficient security guards & equip for safe orderly envion | State funding-sufficient training on the CCCS & other wsr topics | State funding-additional support for stu in need | State funding-health & social services referral and other support services for students |
|---|---|---|---|---|---|---|
| TOTIMPSC | .11 | .44** | .54** | .57** | .52** | .50** |

*Note.* ** Correlation is significant at the 0.01 level (2-tailed).

Data results indicated that both relationships between implementation and helpfulness of NJ DOE products and Activities and between implementation and the helpfulness of State Funding are statistically significant with low positive correlations. Therefore, implementation is likely to be more successful if NJDOE provided support and training, written guides and materials in WSR implementation, informed selection process, and sponsored more regional training that were more helpful. The data in Tables 11, 25, and 26 indicate that NJ DOE needs to increase it efforts in providing related assistance to assist with WSR implementation efforts. Implementation is likely to be more successful if the state department increased funding so that schools would be able to:

1. purchase sufficient textbooks, materials and supplies for all students
2. purchase sufficient computers to meet the state ration of 1:5
3. hire additional teachers to reduce class size
4. hire sufficient security guards and equipment to insure a safe and orderly environment
5. provide sufficient training for teachers on CCCS (Core Curriculum Content Standards) and other pertinent WSR topics
6. provide additional support for students in need of additional assistance and remedial services
7. provide health and social services referral and other support services for students

Marsh and Willis, 1999 citing McLaughlin, (1987) indicated that "... capacity to implement an innovation [WSR model] can be improved by increasing financial support and the training of teachers as long as these increases are significant and continue over a period of years" (p.229). The evidence suggests that demands for immediate student performance results without providing adequate ongoing support and resources are unrealistic. It is therefore unlikely that this district would see larger increases in student achievement without a heightened level of support from state and model developers.

Subsidiary Question 2: Do differences exist in level of implementation by reform model?

T-tests were used to compare the Comer and Co-Nect schools on the level of implementation. T-tests were computed for each scale and overall implementation score to determine if differences in level of implementation exist by reform model. The results of Table 29, comparing the Comer and Co-Nect WSR models, indicated that no significant differences in implementation were found ($p > .05$) between the Comer and

Co-Nect schools in this study. The t value for planning, personnel, academic program, integration and alignment of resources, school environment, district support, state products and activities and funding scales were negative and not statistically significant.

Table 29

*Comparison (t-test) on WSR Scales and Total Implementation Scores by WSR Model*

| | t | df | Sig. (2-tailed) | MODEL | M | SD |
|---|---|---|---|---|---|---|
| PLAN | -.471 | 16 | .644 | comer | 3.97 | .31 |
| | | | | co-nect | 4.11 | .74 |
| SMT | .604 | 16 | .554 | comer | 4.22 | .28 |
| | | | | co-nect | 4.08 | .61 |
| SBB | .068 | 16 | .947 | comer | 4.12 | .58 |
| | | | | co-nect | 4.10 | .68 |
| PERS | -1.279 | 16 | .219 | comer | 3.84 | .49 |
| | | | | co-nect | 4.14 | .51 |
| ACA PRGM | -.336 | 16 | .742 | comer | 3.96 | .53 |
| | | | | co-nect | 4.04 | .48 |
| TRAIN | .742 | 16 | .469 | comer | 3.91 | .58 |
| | | | | co-nect | 3.58 | 1.15 |
| RESOUR | -.641 | 16 | .531 | comer | 3.77 | .57 |
| | | | | co-nect | 3.92 | .42 |
| SCH ENV | -.745 | 16 | .467 | comer | 4.17 | .41 |
| | | | | co-nect | 4.35 | .54 |
| SFS | .226 | 16 | .824 | comer | 3.83 | .45 |
| | | | | co-nect | 3.75 | .89 |
| FAM INV | .399 | 16 | .695 | comer | 3.82 | .52 |
| | | | | co-nect | 3.68 | .81 |
| DIST SUPP | -.249 | 16 | .807 | comer | 3.05 | .46 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | co-nect | 3.11 | .55 |
| NJDOE | -.113 | 14 | .911 | comer | 2.73 | .66 |
| | | | | co-nect | 2.77 | .79 |
| FUND | -1.653 | 16 | .118 | comer | 3.27 | .54 |
| | | | | co-nect | 3.69 | .54 |
| TOTAL | -.31 | 16 | .750 | comer | 3.42 | .36 |
| | | | | co-nect | 3.50 | .50 |

Levene's test for equality of variances indicates that variances for Comer and Co-Nect schools do not differ significantly from each other. With the exception of the personnel and funding scales there is a high probability of obtaining the same or similar results. The overall mean implementation score for Comer schools 3.42 and 3.50 for Co-Nect.

Subsidiary Question 3: Do major school stakeholders view implementation differently?

To analyze this subsidiary question, the subjects were grouped by position, including principals, assistant principals, WSR School Facilitator, teachers, and other. Analysis of variance (ANOVA) was used to compare the views of subjects who hold different positions on the implementation scales and overall implementation scores. ANOVA results and a table of means on the scale scores and overall implementation score by position are presented below.

Table 30

*Analysis of Variance of WSR Survey Scales on Role*

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Planning | Between Groups | 10.00 | 4 | 2.500 | 5.235 | .001 |
| | Within Groups | 60.650 | 127 | .478 | | |
| | Total | 70.650 | 131 | | | |
| SMT | Between Groups | 4.922 | 4 | 1.230 | 2.549 | .042 |
| | Within Groups | 61.305 | 127 | .483 | | |
| | Total | 66.227 | 131 | | | |
| School-Based Budgeting | Between Groups | 8.021 | 4 | 2.005 | 2.846 | .027 |
| | Within Groups | 89.481 | 127 | .705 | | |
| | Total | 97.502 | 131 | | | |
| Personnel | Between Groups | 2.544 | 4 | .636 | .896 | .469 |
| | Within Groups | 90.159 | 127 | .710 | | |
| | Total | 92.703 | 131 | | | |
| Academic Program | Between Groups | .999 | 4 | .250 | .460 | .765 |
| | Within Groups | 68.969 | 127 | .543 | | |
| | Total | 69.968 | 131 | | | |
| Training | Between Groups | 5.911 | 4 | 1.478 | 1.831 | .127 |
| | Within Groups | 102.489 | 127 | .807 | | |
| | Total | 108.400 | 131 | | | |
| Resources | Between Groups | 1.821 | 4 | .455 | .674 | .611 |
| | Within Groups | 85.743 | 127 | .675 | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Total | 87.564 | 131 | | | |
| School Environment | Between Groups | 4.163 | 4 | 1.041 | 1.539 | .195 |
| | Within Groups | 85.872 | 127 | .676 | | |
| | Total | 90.035 | 131 | | | |
| Student Services | Between Groups | 2.816 | 4 | .704 | 1.235 | .299 |
| | Within Groups | 72.391 | 127 | .570 | | |
| | Total | 75.207 | 131 | | | |
| Family Involvement | Between Groups | 3.433 | 4 | .858 | 1.079 | .370 |
| | Within Groups | 101.010 | 127 | .795 | | |
| | Total | 104.443 | 131 | | | |
| District Support | Between Groups | .576 | 4 | .144 | .364 | .834 |
| | Within Groups | 50.246 | 127 | .396 | | |
| | Total | 50.822 | 131 | | | |
| NJDOE | Between Groups | 2.175 | 4 | .544 | .770 | .548 |
| | Within Groups | 51.540 | 73 | .706 | | |
| | Total | 53.716 | 77 | | | |
| Funding | Between Groups | 6.796 | 4 | 1.699 | 2.295 | .063 |
| | Within Groups | 94.004 | 127 | .740 | | |
| | Total | 100.800 | 131 | | | |
| Total Implementation Scale | Between Groups | 1.952 | 4 | .488 | 1.553 | .191 |
| | Within Groups | 39.892 | 127 | .314 | | |
| | Total | 41.843 | 131 | | | |

*Note*. n = 132

The ANOVA results presented in Table 30 indicate that significant mean differences were found on planning [F(4,127) = 5.23, p=.001], on school management team [F(4,127) = 2.54, p = .04], and on school based budgeting [F(4,127) = 2.84, p = .02]. Scheffe post hoc comparisons were used to identify actual group differences, which revealed the following significant mean differences (see Table 37 in Appendix A):

1. For Planning, the mean of 4.75 for the WSR facilitators was significantly higher (p = .001) than the mean of 3.94 for the teachers. Also, the mean of 4.51 for others was significantly higher than the teacher mean.
2. For School Management Team, the mean of 4.64 for the WSR facilitator was significantly higher (p = .042) than the means of 3.94 for Assistant principals and 4.08 for teachers. Also, the mean of 4.48 for others was significantly higher than the mean of 4.08 for teachers.
3. For School-Based Budgeting, the mean of 4.81 for WSR facilitators was significantly higher (p = .027) than the mean of 4.02 for teachers. The mean of 4.52 for others was significantly higher than the mean of 4.02 for teachers.

Data indicate that teachers have to lowest mean with respect to their perspectives about planning, school management team, and school-based budgeting. The results also suggest that WSR facilitators view the implementation of their WSR model has made more progress in the schools than teachers.

Research Question 2: Does a relationship exist between level of implementation and academic performance?

Table 31 shows the means and standard deviations on the GEPA math, language, and science scores (percentage students who scored proficient of advance proficient on

the state assessment) at the first and second measurements, along with change scores. The standard deviations indicated the wide dispersion among GEPA scores. The change scores were computed by subtracting the 1999 scores (2000 for science) from the 2003 scores. Students academic improvement in Math improved (M = 6.24, SD = 14.64), for Language Arts (M = 2.38, SD = 9.49) and Science (M = 14.03, SD = 10.21).

Table 31

*Means and Standard Deviations on GEPA Change Scores for Comer and Co-Nect Schools*

| | M | SD |
|---|---|---|
| GEPAMath99 | 44.74 | 20.48 |
| GEPAMath03 | 50.98 | 21.97 |
| Math change | 6.24 | 14.64 |
| GEPALanguage99 | 76.00 | 16.90 |
| GEPALanguage03 | 78.38 | 16.27 |
| Language change | 2.38 | 9.49 |
| GEPAScience00 | 45.11 | 20.66 |
| GEPASience03 | 59.15 | 17.39 |
| Science change | 14.03 | 10.21 |

*Note*. n = 18

In Table 32 a bivariate correlation analysis was used to analyze this research question to determine if a relationship existed between WSR implementation and

Academic performance as measured by the GEPA results. No significant relationships were found between the WSR implementation and change in academic performance from 1999 to 2003 for math, language, and science.

Table 32

*Correlations of WSR implementation and Academic Performance (GEPA Change Scores)*

| | MATHCHAN | LANGCHAN | SCICHAN |
|---|---|---|---|
| TOTIMPSC | -.28 | .22 | -.38 |

*Note.* **p<.01, n = 18

The following results were obtained:

- the relationship between implementation and GEPA Math Change is negative with little if any correlation (r = -.28)
- the relationship between implementation and GEPA Language Arts Change is positive with little if any correlation (r = .22)
- the relationship between implementation and GEPA Science Change is negative with low correlation (r = -.38)

All three relationships were not statistically significant with a significance of .26 for Math, .39 for Language Arts, and .12 for Science relationships.

Several studies have investigated the relationship between implementation and student performance (See Comer, 1988; Squires and Kranyik, 1996; Ross, Sanders, Stringfield, Wang, & Wright, 1999; Ross, Sanders, Wright, 1999; Viadero, April 2001; Emmons, 2002; Borman and Brown et at., 2002). Ross et al., (1999) found "small non significant advantages" between student performance in restructured (schools

implementing NAS designs) and non restructured schools (Ross et al., 1999, p.3). Berends et al., (2002) citing Chun, Gill, and Heilbrunn, (2001) discusses a variety of factors (e.g. morale of teaching force, test preparation programs, experience, stability, etc…) that may account for differences in test scores ( Berends et al., 2002, p. 139). The researchers concluded that:

> Because of the wide variation in implementation and environments that occurs within schools and among jurisdictions, it may have been too early to expect robust performance results….implementation analysis shows little increase in levels of implementation over time…Thus, one might expect design adoption to never have any lasting impact on student performance (p.140).

Cook, Habib, Phillips, Settersten, Shagle, & Degirmencioglu, (1999) found that implementation of Comer (SDP) model had no effect on student achievement in schools in Maryland. The association between implementation and student performance is still not clear.

Subsidiary Question 2a: Controlling for other school context variables such as teacher certification (Traditional vs. Alternate Route), percentage of students with Limited English Proficiency (LEP), economically disadvantaged, and percentage of general education students, is there a relationship between implementation and academic performance?

A partial correlation analysis was used to analyze this subsidiary question in which the influence of the school context variables including teacher certifications, LEP, the percentage of students economically disadvantaged, and the percentage of general education students were controlled for or removed. The relationship between academic

performance (GEPA results) and overall implementation levels for Comer and Co-Nect schools represented was then analyzed. The results partial correlation analysis results for this question are presented below in Table 33.

Table 33

*Partial Correlation Between implementation and Academic Performance Controlling for LEPPERC GEPERC TEACHERC ECODIS*

| | MathChange | LangChange | ScienceChange | Model |
|---|---|---|---|---|
| Totimpsc | -.32 | .20 | -.25 | .14 |

*Note.* ** Correlation is significant at the 0.01 level (2-tailed), N = 18

The following results were obtained:

1. the relationship between implementation and GEPA Math Change is negative with low correlation (r = -.32)
2. the relationship between implementation and GEPA Language Arts Change is positive with little if any correlation (r = .20)
3. the relationship between implementation and GEPA Science Change is negative with low correlation (r = -.25)

All three relationships were not statistically significant with a significance p = .27 for Math, .50 for Language Arts, and .39 for Science relationships. Some researchers have found modest gains in student performance with implementation (Bodilly, 1998; Berends et al. 2001) and others have found none (Cook et al., 1999). The evidence is inconclusive.

Subsidiary Question 2b: Do differences exist in academic performance by WSR model?

T-tests were used to compare the WSR models on academic performance. T-tests were computed for 1999 and 2003 GEPA math, language and science performance to determine if differences in academic performance exist by WSR models. The t-test results, along with the means and standard deviations by model are presented below in Table 34.

Table 34

*Comparison (t-test) of WSR Models on Academic Performance in 1999*

| | t | df | Sig. (2-tailed) | Model | Mean | SD |
|---|---|---|---|---|---|---|
| Math 99 | .251 | 16 | .805 | comer | 46.13 | 22.79 |
| | | | | co-nect | 43.63 | 19.63 |
| Language 99 | -.961 | 16 | .351 | comer | 71.71 | 19.28 |
| | | | | co-nect | 79.43 | 14.85 |
| Science 00* | -.260 | 16 | .798 | comer | 43.5 | 20.47 |
| | | | | co-nect | 46.18 | 22.09 |

*Note.* *Science Grade Eight Proficiency Assessment was administered for the first time in March 2000. n = 18

Table 35

*Comparison (t-test) of WSR Models on Academic Performance in 2003*

| | t | df | Sig. (2-tailed) | Model | Mean | SD |
|---|---|---|---|---|---|---|
| Math 03 | .091 | 16 | .929 | comer | 37.01 | 16.25 |
| | | | | co-nect | 36.33 | 15.54 |
| Language 03 | .065 | 16 | .949 | comer | 54.88 | 16.17 |
| | | | | co-nect | 54.42 | 14.15 |
| Science 03 | -.661 | 16 | .518 | comer | 56.07 | 19.36 |
| | | | | co-nect | 61.62 | 16.26 |

*Note.* n = 18

These results indicate that no significant differences existed in academic performance between WSR models. GEPA math, language, and science difference found are discussed below:

1. the mean of 46.13 for Comer School Development Program was not significantly higher than the Co-Nect mean of 43.63 for GEPA math99.
2. the mean of 37.01 for Comer School Development Program was not significantly higher than the Co-Nect mean of 36.33 for GEPA math03.
3. the mean of 71.71 for Comer School Development Program was not significantly higher than the Co-Nect mean of 79.43 for language99.
4. the mean of 54.88 for Comer School Development Program was not significantly higher than the Co-Nect mean of 54.42 for language03.
5. the mean of 43.53 for Comer School Development Program was not significantly higher than the Co-Nect mean of 46.18 for science00.

6. the mean of 56.07 for Comer School Development Program was not significantly higher than the Co-Nect mean of 61.62 for science03.

Levene's test for equality of variances indicates that variances for academic performance in Comer and Co-Nect schools do not differ significantly from each other. Further examination of t-test results showed that the mean percentage of students achieving proficiency or advance proficiency in the areas of math and language arts has decreased for both Comer and Co-Nect WSR models over the years since implementation. There is however an increase in the means for the percentage of students achieving proficiency or advance proficiency on the GEPA science for both Comer (12.54%) and Co-Nect (15.44%) schools since implementation. There are a number of studies that found only modest gains in student performance in math and reading on various state assessments (other than New Jersey) after implementation of Comer and Co-Nect models (see Comer, 1988; Squires and Kranyik, 1996; Ross and Sanders et al., 1999; Ross et al., 2000; Viadero, July 2001; Emmons, 2002; Borman and Brown et at., 2002). This study included science in addition to math and language arts.

Subsidiary Question 2c: How does enhanced instructional and program support influence relationship between implementation and academic progression?

Bivariate analysis was used to analyze this subsidiary question. Academic change in GEPA scores for math, language, and science were examined with the mean responses to the 7 questions regarding the impact of state funding on schools. The data results are shown in Table 36.

Table 36

*Correlation Results – Total Implementation, Academic Performance with Funding*

| | MATHCHAN | LANGCHAN | SCICHAN | TOTFUNDS |
|---|---|---|---|---|
| TOTIMPSC | -.28 | .22 | -.38 | .66** |

*Note.* ** Correlation is significant at the 0.01 level (2-tailed), N = 18

The following results were obtained:

1. the relationship between implementation and funding is positive with moderate correlation r = .66
2. the relationship between implementation and math change is negative with little if any correlation r = -.28
3. the relationship between implementation and language arts change is positive with little if any correlation r = .22
4. the relationship between implementation and science change is negative with low correlation r = -.38

Of the four relationships, only the relationship between funding scale and overall implementation was statistically significant with a significance of .003. Factors associated with higher levels of implementation, such as ongoing support on the part of model developers and state are costly both in terms of staffing and money (Berends et al., 2002). Marsh and Willis, 1999 citing McLaughlin, (1987) indicated that "… capacity to implement an innovation [WSR model] can be improved by increasing financial support and the training of teachers as long as these increases are significant and continue over a period of years" (p.229). It is plausible that the ability or inability to pay for such ongoing

support services would impact levels of implementation. For example, the ability to pay for WSR model consults to make more than one annual visit can be more expensive than the amount that the state department of education would approve for the schools in District A.

## Discussion of Focus Group/Interviews

As discussed in Chapter 3, 5% of the school administrators, 5% of Comer and Co-Nect school facilitators, 2% of teachers, 5% of the SMT members, and 10% of the central office staff were contacted to participate in a focus group/interview. Identified individuals were contacted and asked to participate in the interview on either March 25, 2004 or March 31, 2004. For those teachers, administrators, facilitators/consultants solicited to participate in this process, participation was voluntary and identifying information would be kept anonymous. Four individuals participated on the 25th and three participated on the 31st. Anecdotal comments from semi-structured focus group / interviews supports results reported previously in this chapter. Interview questions focused on the model selection process, implementation of WSR model and support received, helpfulness of NJ DOE products and activities, student achievement.

The results of the interview supported the survey data results which indicated that significant progress was made on the planning scale (M = 4.04). Schools conducted a needs assessment to select a WSR model and an informed search for WSR model that best met their needs. The results provided some clarification regarding the low rating received by helpfulness of NJ DOE products and activities (M = 2.75), impact of funding, and perceptions of implementation and student achievement. Subjects view WSR implementation as a "vehicle for obtaining support services to make the school better". Teachers expressed the benefits of having a well informed WSR facilitator stating that

the facilitator "did a great job assembling staff meetings geared towards understanding the model and how to teach using this model."

Sample Respondent Quotes

While anecdotal, following are some comments from interviews with school administrators and teachers:

On model selection process as it relates to planning scale:

1. "My staff was very critical they wanted to know why they had to do this, if my school was doing well, things were going fairly decent, they didn't understand the rational. But once they understood that it was mandated and that there was going to be better funding, more staff, etc… they came around."
2. "The district sent all administrators to review the models. We went to a few places where each model made presentations (WSR model selection showcases). Those that we narrowed the filed down to we invited to our schools to make presentations to our staff. Then we voted and selected a model."
3. "We arrived at model that would best meet our needs"

On NJ DOE funding respondents reported that in the first two years of implementation they received much needed additional resources:

1. "We did get an improvement and we did get additional staff, but some of those additional staff was the result of special education encouraging inclusion. We did get staff along the way, but a lot of it happened outside of WSR [implementation]."
2. "Not all schools had their needs met."
3. "We asked for a lot and got what we wanted for the first year or two." But after that when you came to the table you had to fight for what you wanted. You had to

prioritize what you really needed for the building and say O.K. I can do without this if I get this."

On the impact of the 2002-2003 Abbott IX decision directing the one year freeze on further implementation of Abbott remedies:

1. " No matter what you asked for they always gave you lower than what you needed"
2. "Our contracts were cut with [model developers]. Our services were very limited."
3. "We had nothing last year [2002-2003 school year] and nothing now. When we first started we had top notch [consultants]. Right now, I have a new SMT and WSR facilitator and there is really no way [to train them.]"
4. "The rational was that we had a cadre of people that were trained for the first 2 years of implementation, that we can now turnkey, but in reality we know that we have a very transient staff. Staff come and go."
5. "With Co-Nect at least there is a website the Co-Nect Exchange for some assistance"

On implementation of WSR model and its relationship to student achievement as measured by the GEPA:

1. "This is the beginning. I would definitely say that our model (Co-Nect) has provided our students and teachers more opportunities to make improvement."
2. "Students are doing much more in the classroom than before."
3. I have mixed feelings as to whether or not Comer has addressed academic success. We are progressing in that area. We can open a child's mind who wants to learn, but we have to make sure there are some needs that are met

before that. I would say Comer has helped in terms of meeting the needs of some of our neediest children. "Does it translate into test scores? I don't really see that."

4. "I do not think that when it comes to academic achievement you can [see results] in one, two or three years."
5. "There are so many other things going on at the same time [that are] separate from WSR [that] I would not say the Co-Nect of Comer models gets credit for."

## Summary

This researcher examined the survey data provided by 132 respondents representing 18 of the 22 Comer and Co-Nect schools identified as part of this study. Frequency Distributions, T-tests, Analysis of Variance, and Pearson *r* Correlation analysis were conducted to address each research and subsidiary question. Pearson *r* Correlation analyses were used to examine the relationship between variables (e.g. the level of implementation and student performance). Data presented allowed the reader to visualize areas of strength regarding the implementation of Whole School Reform of Comer and Co-Nect models and whether a relationship existed between implementation and student performance. It is most important to note that the school means reported for schools D, L, and V are highly unreliable because only one person responded from each of these schools. The assumption cannot be made that the perceptions of the one person responding to the WSR Implementation Survey used in this study represents the entire school (see Table 7, Appendix A).

Chapter V summarizes the major findings, makes recommendations for practice and policy, discusses limitations of this study and draws some conclusions with regard to WSR implementation of Comer and Co-Nect and student achievement.

# CHAPTER V

# CONCLUSIONS AND RECOMMENDATIONS

State regulations required each Abbott school to select and adopt a Whole School Reform model form a state approved list by 2001 – 2002 school year. According to Erlichson, et al. (1999), each model adopted had to meet a number of criteria including:

1. The model had to lead to improved student performance as measured by the state assessments at the 4th, 8th, and 11th grades (p. 11).
2. The district and school staff must agree to fully implement the model within three years and maintain that level of implementation (p.12).

Based on these two criteria, this study was designed to address the issue of Whole School Reform implementation of Comer and Co-Nect models and their relationship to student academic performance as measured by the 8th grade state standardized assessment (GEPA). With the exception of one school with only grades 6-8, all schools selected for participation in this study are K - 8 schools. It has identified the level of WSR implementation within the population studied. It investigated the perceptions of major stakeholders regarding WSR implementation, whether differences exist in level of implementation between the Comer and Co-Nect models, and the affects of enhanced instructional and programmatic support on implementation and academic performance. It also discussed the effects of state sponsored products and activities and funding in influencing implementation. Limitations of this study are discussed below with conclusions and recommendations for future research presented after.

## Limitations of the Study

Because of the numerous differences among the schools, the findings of this study cannot be generalized to all Abbott schools in the state of New Jersey implementing the

Comer or Co – Nect WSR models. As discussed in Chapter 1, this study is limited by its use of one Abbott district for the selection of its entire sample. This would limit the generalizability of findings to this district only. It is important to note the unique features of the population this researcher has studied, when interpreting the findings. Kirby et al. (2001) citing previous RAND studies such as Bodilly (2001), offers that attempting to develop a common set of indicators that measures implementation across designs is difficult, particularly when design teams adapt their programs to the local needs of each school (p. 30). The researchers found that schools within the same districts implemented the same programs differently (see Berman and McLaughlin, 1978; Bodilly, 1998; Bodilly and Berends, 1999; Erlichson, Goertz, and Turnbull, 1999; Berends, 2000; Berends et al., 2001; and Berends, Bodilly and Kirby, 2002).

Another possible limitation of this study is the number of teachers, administrators, and school facilitators/consultants who agree to voluntarily participate in this study. Only 1 person completed and returned the survey instrument from schools D, L, and V. Schools were assigned random letters to maintain anonymity. Not all schools adopted WSR programs at the same time. Also, District A (the Abbott district studied) chose not to participate in the first year (Cohort 1) of Whole School Reform in 1998. This further limits the amount of state assessment data available from the 10 Comer and 12 Co-Nect middle schools.

This study is further limited by the differences that exist between schools implementing the same models and the uniqueness of the Comer and Co-Nect model designs (model designs may have changed since the first year of implementation and may be still evolving).

## Conclusions: Level of Implementation

While all Abbott districts were mandated to adopt and implement a WSR model, it is not likely that each school within the Abbott district studied was able to fully accomplish this task at the time this study was conducted.

The data analysis indicated that the overall level of Whole School Reform Implementation in the Comer and Co-Nect schools studied has significantly progressed (see Tables 11 and 12 in Chapter IV) since models were implemented four years ago. Overall responses were positive. A review of data results for 11 of the 13 areas of implementation indicated that schools had made "significant progress" in these aspects of WSR implementation (M = 3.5 – 4.26). Responses to the survey instrument used revealed a mean overall implementation score, for all schools (Comer and Co-Nect) studied, of 3.88 with a standard deviation of .49. As shown in Table 12, none of the schools indicated that "little or no progress" had been made further strengthening the view that progress has been made in the implementation process. Further analysis using Pearson *r* shown in Table 13, indicate a statistically significant ($p = .01$ and .05) positive relationships with various levels of inter-correlations between all areas of implementation. Of these relationships, only the relationships between areas of implementation relating to the helpfulness of the NJ DOE and planning were statistically significant with a significance of .02. Therefore, result showed that in general schools believed some improvement has been made in implementation since the 2001 study conducted by Muirhead, Tyler, and Hamilton (2001).

In general respondents in this study assessing their own progress in implementation reported that "significant progress" has been achieved in implementing all components of Whole School Reform, since implementation of Comer and Co-Nect

WSR models. However, analysis of individual areas of implementation surveyed illuminated areas of WSR implementation in which less progress was made (see Table 11, Appendix A). These areas include:

1. District support of schools efforts to implement WSR in which respondents rated the district highest (M = 3.27) in the area of curriculum alignment and lowest (M = 2.87) in the area of providing data for planning and decision making.
2. The helpfulness of NJ DOE products and activities in which respondents rated the helpfulness of written guides and materials the highest (M = 2.96) and helpfulness of WSR SFA start-up grants and incentives the lowest (M = 2.47).

These findings also support conclusions reported by Walker & Gutmore (2000). The researchers found that Abbott districts in their study experienced great difficulty in their relationship with the New Jersey Department of Education during the first year of implementation. Difficulties were experienced in areas of clear communication from state department designed to help implementation efforts, NJ DOE resources, funding, and other mandates. The data suggest that these difficulties still exists although not at levels reported during year one of implementation.

In their study *Implementing Whole School Reform in New Jersey: Year One in the First Cohort Schools,* Erlichson et al. (1999), found that the role of NJ DOE needed improvement in providing technical assistance needed to help schools with WSR implementation (Executive Summary, Pg. vi). Researchers found technical assistance from the state lacking and "inhibits the ability of the district to strategically plan its own improvement by reguiring schools and not district themselves to submit reports" (p. 69)

The time constraints brought on by state requirements created a high degree of frustration at the school level and diverted attention and time away from curricula and

implementation matters. Walker and Gutmore (2000) found that the "greatest difficulty districts reported confronting during the first year of implementation arose from lack of clarity in the communication received from the NJDOE" (p. 5). In implementing the WSR models one must make sure that all of the players (stakeholders) have the needed information and know the ramifications of the solution (Achilles, Reynolds and Achilles, 1997, p.90). Muirhead et al.(2001), found similar results in their study of WSR implementation in New Jersey Abbott Districts and the role of the state department of education (pg. vi). In addition, the researchers made numerous recommendations to NJDOE including "that the state evaluate the WSR implementation process on an ongoing basis in order to ensure that educators have data on which to base future decisions" (pg. ix).

This is interesting because as a result of the 1998 Abbott decision mandating the implementation of Whole School Reform models, like Comer and Co-Nect, the New Jersey State Department of Education was charged with assisting the schools with adequate funding and other support services necessary for successful implementation. It is unrealistic to expect full implementation in hundreds of schools state-wide in three years without providing detailed and ongoing guidance and a large amount financial support. Successful implementation of any program requires extensive planning, professional development/training, instruction and assessment, clear communication, effective and supportive principal leaders, stable design team, and support in the form of resources (Berman & McLaughlin, 1978; Walker & Gutmore, 2000; Muirhead, Tyler, & Hamilton, 2001; Erlichson, Goertz, & Turnbull, 2001; Kirby, Berends, & Naftel, 2002; Barlin & Nash 2002). Other factors implementation are discussed in detail in Chapter II.

This according to the results of this study as well as previous studies, is still not happening at necessary levels.

The findings of the study of the helpfulness of state sponsored activities in influencing implementation produced some interesting results. Twelve questions on the survey instruments were related to NJDOE products and activities (Table 27) and results of state funding on school situation (Table 28). A correlational analysis indicated significant relationship between NJDOE helpfulness and implementation of WSR model with low correlation. Through ongoing and varied support from consultants, or "sustained coaching" (Cushman, 1993) at the district and state level provides direct support to the whole school contributed to implementation of programs (Viadero, April 2001, p. 3). Factors affecting the successful implementation and continuation of programs included constant and active administrative support, effectiveness of project directors [WSR model developers], and the clear communication [from NJ DOE and model developers] of program goals with school and community (Berman & McLaughlin, 1978; Cushman, 1993). Additional factors inhibiting or limiting successful implementation, discussed Chapter 2 support this analysis.

Do major stakeholders view implementation differently? Yes. The ANOVA results presented in Table 30 showed that significant mean differences were found on planning, school management team, and school based budgeting. The data revealed that WSR facilitators perceived more progress in implementation than administrators and teachers. Whole School Reform facilitators received more training, generally were more informed than classrooms teachers and are more familiar with reform efforts. Their principal role in schools was to turn-key the information learned at Professional Development events to all teachers in schools. Previous studies found that teacher

characteristics, attitudes, and perceptions of students and their readiness to learn were all significantly related to teacher-reported levels of implementation. Schools with higher implementation generally contained teachers with a greater sense of efficacy (p. 88). (see Berman & McLaughlin, 1978; Cushman, 1993; Walker & Gutmore, 2000; Berends et al., 2001; Kirby et al., 2002; Muirhead et al., 2001; Erlichson, et al., 2001) However, the differences in views and experiences in the implementation process may be significant barriers to implementation that surfaced in this study. Attitudes of individuals are extremely important in implementation (Marsh and Willis, 1999, p. 225).

In investigating if differences exist in level of implementation by reform model a t-test was used to compare the Comer and Co-Nect models and implementation level. The t-test analysis (Table 29) indicated no significant differences were found (P = .75) between the WSR models and overall implementation. Examination of the overall implementation mean for both WSR models studied revealed that Comer mean of 3.42 is lower that of Co-Nect (M = 3.50). Similar results were found in the investigation of potential differences in academic performance by WSR model.

## Implementation and Academic Performance

In investigating if a relationship existed between the level of WSR implementation of these models and academic performance, no significant relationships were found between WSR implementation of Comer and Co-Nect models and academic performance on GEPA. Unlike models such as Success For All (SFA) an literacy based academic model designed to increase achievement in reading, Comer and Co-Nect WSR models are not academic models. The Comer (Yale University School Development Program (SDP) model focuses on bridging the gap between home and school by addressing underlying issues of students and their families and involving all key

stakeholders. Co-Nect is a Project-Based Learning Model with a reliance on technology. Co-Nect premises its model on authentic learning through the use of real-life projects. The intent of these and other research-based models approved by the NJDOE, whether academic or not was to restructure the entire school and ensure the successful student achievement with in Abbott Districts.

Correlational analysis indicated a negative relationship with little if any correlation between academic performance in Mathematics and WSR implementation, a negative relationship with low correlation between academic performance in Science and WSR implementation, and a positive relationship with little in any correlation between academic performance in Language Arts and WSR implementation (see Tables 31 and 32). It is important to note that correlation does not mean causality. At this point in the study, it is not clear whether the implementation of Comer and Co-Nect models facilitated an improvement in student performance on the Grade Eight Proficiency Assessments during the past four years since implementation.

Reviews of literature in Chapter II indicated only modest improvements were made, after 5-6 years of implementation, in schools implementing WSR including Comer and Co-Nect (pgs. 26 – 29). One possible explanation could be that the flexibility of the programs within the Comer and Co-Nect WSR models allowing their designs to be tailored to the individual schools to meet its respective needs and did not assist in increasing performance at the time of this study.

The analysis of t-test results (Tables 34 and 35) indicated that no significant differences exist in academic performance in math, language arts, and science by WSR models. Further examination of t-test results showed that the mean percentage of students achieving proficiency or advance proficiency in the areas of math and language arts

decreased for both Comer and Co-Nect WSR models over the years since implementation. There is, however, an increase in the means for the percentage of students achieving proficiency or advance proficiency on the GEPA science for both Comer (12.54%) and Co-Nect (15.44%) schools since implementation. In a series of RAND studies conducted between 1998 and 2002, data suggested that half of sample sites were implementing designs and half were not. Researchers found only "modest" increase in implementation and greater difference in implementation within schools than between schools (see Berman and McLaughlin, 1978; Bodilly, 1998; Bodilly and Berends, 1999; Berends, 2000; Berends et al., 2001; and Berends, Bodilly et al., 2002). These differences within schools may assist in explaining why overall levels of implementation by WSR models are almost identical. In light of previous studies that indicate smaller gains in some schools, the evidence that suggest that a relationship exists between WSR implementation and academic performance is inconclusive.

Further analysis of implementation and academic performance controlling for school context variables such as teacher certification (Traditional vs. Alternate Route), percentage of students with Limited English Proficiency (LEP), economically disadvantaged, and percentage of general education students, supported the previous conclusion above (See Table 33). No significant relationships were found.

A correlational analysis was conducted to determine how enhanced instructional and program support influence relationships between implementation and academic progression. Only the relationship between funding area of implementation and overall implementation was statistically significant with a significance of .003 (See Table 36). Factors associated with higher levels of implementation, such as ongoing support on the part of model developers and state are costly in terms of staffing and money.

The research conducted for this study has addressed the question of the relationship between WSR implementation and student performance. The data and its analyses would seem to indicate that there is no significant relationship between the implementation of the Comer and Co-Nect WSR models and student academic performance as measured by the GEPA within schools studied. This researcher found that there was an average improvement of 15.44 (Co-Nect) and 12.54 (Comer) percentage points on the GEPA science over the four-year study period. Smaller gains were made in math (6.24) and language (2.38). It seems probable that the increased involvement on the part of the community (major stakeholders) in schools structural changes brought about by the implementation of WSR models may be responsible for these minimal gains so far.

## Recommendations for Future Research

While WSR has transformed the educational system in the over 30 Abbott districts, there is no evidence to indicate that this transformation has resulted in an increase or decrease in student academic performance. While improvement in terms of student performance may not be determined by implementation of Comer or Co-Nect models directly, results of this study suggest the possibility of other significant structural improvements were made as a result of WSR implementation that if successfully maintained would eventually result in significant increase in student performance. This is an area for suggested research. Issues relating to funding and other forms of support on the part of the New Jersey Department of Education were a problem that arose during this study. The underlying issue of meeting the needs of disadvantaged students in urban schools and closing the achievement gap between the richer and poorer districts still exists. At the time this research was conducted, districts (including the one in this study)

were in court battling for much needed funding for the purposes of providing a thorough and efficient education for their students. This issue should be researched further.

Several additional studies have been suggested by this research.

1. This study of the relationship between Whole School Reform implementation and student performance should be continued over a seven-year period to include a greater field of data. The schools within this study are in their fourth year of WSR implementation. According to Timar (1989), implementing reform successfully takes 5 or more years.
2. A similar study should be conducted for the ESPA / NJASK4 and HSPA over the same time period.
3. It would be interesting to conduct this study in other Abbott districts similar to Jersey City, such as Newark and Patterson.
4. The extent of NJDOE support and it relationship to student performance and implementation. More specifically the issue of funding or the lack there of should be explored in depth within Abbott districts.
5. Several studies have concluded that there is a connection between the ability of model developers and NJ DOE to provide ongoing implementation support to a growing number of schools and the higher levels of implementation (Bodilly, 1998; Glennan, 1998; Berends, Kirby et al. 2001; Walker & Gutmore, 2000). How does the level of support provided by the WSR model developers affect levels of implementation? This issue warrants a more indepth investigation.

Clearly, there is a need for more research that examines the effects of WSR on student achievement in Abbott districts. The results of this research does not suggest that implementation of Whole School Reform models Comer (Yale School Development

Program) and Co-Nect are ineffective and should be abandoned. However, it might not be the sole solution to addressing the issue of the disparities student performance in Abbott districts. In their book *Problem Analysis: Responding to School Complexity,* Achilles et al. (1997) offered this view on finding the real problem with in the problem of increasing student performance. The authors explained that "without care in conceptualizing problems accurately, one could spend considerable time solving and applying solutions to the wrong problem …and this will be counter to advancing school improvement" (p. 14). This researcher offers that the implementation of WSR models was not the solution to solving the "problem with in the problem". A longitudinal study of the affects of WSR implementation and factors affecting student achievement should be the subject of future research. While we have come a long way in addressing the educational needs of disadvantaged students, there is still a lot left to be done if we are to ensure that all students in the state of New Jersey receives a "thorough and efficient education".

# References

Abbott v. Burke, 149 N.J. 145, 163 A.2d 417 (Supreme Court of New Jersey, 1997).

Abbott v. Burke, 153 N.J. 480, 710 A.2d 450 (Supreme Court of New Jersey, 1998).

Achilles, C., Reynolds, J., & Achilles, S. (1997). *Problem analysis: Responding to school complexity.* Larchmont, NY: Eye On Education, Inc.

Barlin, D., & Nash, P., (August 2002). *Comprehensive school reform through the co-nect educational model at the Ditmas Educational Complex Intermediate School 62.* New York.)

Berman, P., & McLaughlin, M. (September 1974). *Federal programs supporting educational change, Vol. VI: A model of educational change.* Santa Monica, CA: Rand

Berman, P., & McLaughlin, M. (April 1977). *Federal programs supporting educational change, Vol. VII: Factors affecting implementation and continuation.* Santa Monica, CA: Rand

Berman, P., & McLaughlin, M. (May 1978). *Federal programs supporting educational change, Vol. VIII: Implementing and sustaining innovations.* Santa Monica, CA: Rand

Berends, M., Heilburnn, J., Mckelvey, C., & Sullivan, T. (1999). *Assessing the progress of new american schools: A status report.* Retreived August 5, 2002 from the Rand Organization web site: http://www.rand.org/publications/MR/MR1085

Berends, M., Bodilly, S., & Kirby, S. (2001). *Facing the challenges of whole-school reform: New american schools after a decade.* Retrieved August 5, 2002 from the Rand Organization web site: http://www.rand.org/publications/MR/MR1498/

Berends, M., Briggs, R., Chun, J., Schuyler, G., & Stockly, S. (2002). *Challenges of conflicting school Reforms: Effects of new american schools in a high-poverty district.* Retrieved April 1, 2003 from the RAND Organization web site: http://www.rand.org/publications/MR/MR1483/

Berends, M., Kirby, S., Naftel, S., & McKelvey, C. (2002). *Implementation and performance in new american schools: Three years into scale-up.* Retreived August 5, 2002 from the Rand Organization web site: http://www.rand.org/publications/MR/MR1145/

Bodilly, S. (1998). *Lessons from new american schools' scale-up phase: Prospects for bringing designs to multiple schools.* Retrieved July 31, 2002, from Rand Organization web site: http//www.rand.org/publications/MR/MR1777/

Bodilly, S. J. (2001). *New american schools' concept of break the mold designs: How designs evolved and why.* Retrieved July 31, 2002, from Rand Organization web site: http//www.rand.org/publications/MR/MR1288/

Borman, G., Brown, S., Hewes, G., & Overman, L. (2002). *Comprehensive school reform and student achievement: A meta-analysis.* Retrieved from John Hopkins University web site: http://www.csos.jhu.edu/CRESPAR/techreports59.pdf

Center for Education Policy. (2001). *An analysis of state capacity to implement the Massachusetts Education Reform Act of 1993.* Prepared for the Massachusetts Education Reform Review Commission Center for Education Policy School of Education University of Massachusetts Amherst July 6, 2001

Comer, J., Haynes, N., Joyner, E., & Ben-Avie, M. (1996). *Rallying the whole village, the comer process for reforming education.* New York: Teachers College Press.

Co-Nect. (2003). *Summary of Evaluations of Co-Nect*. (personal communication, April 8, 2003).

Co-Nect. (2003). *Test score results*. Retrieved April 1, 2003 from Co-Nect web site: http://www.co-nect.net/results/results.shtml

Co-Nect (2002). About Co-Nect. Retrieved August 1, 2002 from the Co-Nect web site: http://www.co-nect.net/aboutconect.html

Cook, T., Habib, F., Phillips, M., Settersten, R., Shagle, S., & Degirmencioglu, S. (1999). Comer's school development program in Prince George's County, Maryland: A theory-based evaluation. *American Educational Research Journal,* 36 (3), 543-597.

Cushman, K. (1993 January). *So now what? Managing the change process.* Horace, 9, 3. Retrieved October 12, 2003 from http://ces.edgateway.net/cs/resources/view/ces_res/90#3

Education Law Center. (2003). *History of Abbott.* Retrived October 12, 2003 from Education Law Center web site: www.edlawcenter.org/ELCPublic/Abbottvburke/AbbottHistory.htm

Emmons, C. (2002). *Yale university child study center school development program academic acheivement*. Retrieved April 1, 2003 from the Yale University web site: http://info.med.yale.edu/comer/downloads/veterandistricts.pdf

Erlichson, B., Goertz, M., & Turnbull, B. (1999). *Implementing whole school reform in New Jersey: Year one the first cohort schools*. Edward J. Bloustein School of Planning and Public Policy, Rutgers University.

Erlichson, B., Goertz, M., & Turnbull, B. (2001). *Implementing whole school reform in New Jersey: Year two implementation*. Edward J. Bloustein School of Planning and Public Policy Rutgers State University.

Garn, G. A. (1999). *Solving the policy implementation problem: The case of arizona charter schools*. University of Oklahoma, Vol 7 no. 26. August 29, 1999 isbn 1068-2341. Retrieved July 3, 2003 from http://www.olam.ed.asu.edu/epaa/v2n10.html

George, D., & Mallery, P. (2001). *SPSS for windows step by step: A simple guide and reference.* (3rd e.d). Boston: Allyn and Bacon.

Giles, H. (1998). *Parent engagement as a school reform strategy*. ERIC Clearinghouse on Urban Education Digest. Retrieved July 3, 2002 from the World Wide Web: http://www.ed.gov/databases/ERIC_Digests/ed419031.html

Glennan, T., Jr. (1998). *New american schools after six years*. Retrieved July 4, 2002, from RAND Organization web site: http//www.rand.org/publications /MR/MR945/

Gorostiaga, J. Acedo, C., & Xifra, S. (2003). Secondary education in Argentina during the 1990s: The limits of a comprehensive reform effort. *Education Policy Analysis Archives, 11*(17). Retrieved July 4, 2003 from http://epaa.asu.edu/epaa/v11n17/

Haynes, N., Ben-Avie, M., Emmons, C., & Gebreyesus, S. (1996) *The school development program evaluation process.* Retrieved April 1, 2003 from the School Development Program (Comer) web site: http://info.med.yale.edu/comer/downloads./rallying-chapter6.pdf

Hinkle, G., Wiersma, W., & Jurs, S. (2003). *Applied statistic for the behavioral sciences* (5th e.d.). Boston, NY: Houghton Mifflin Company.

Jersey City Public Schools. (2002). The public school of Jersey City district strategic plan: School-by-school whole school reform implementation status 2001. Appendix A: Retrieved August 5, 2002 from http://www.jerseycity. k12.nj.us/strategicplan /strategicplan10-04-01.pdf

Kannapel, P.J., Aagaard, L., Coe, P., & Reeves, C.A. (2000, July 17). *Implementation of*

*the kentucky nongraded primary program. AEL, Inc.* Charleston, WV. Retrieved July 4, 2003 from http://www.olam.ed.asu.edu/epaa/v2n10.html

Kirby, S., Berends, M., & Naftel, S. (2001). *Implementation in a longitudinal sample of new american schools: Four years into scale-up.* Retreived August 5, 2002 from the Rand Organization web site: http://www.rand.org/publications/MR/MR1413/

LaMorte, M.W. (2002). *School law cases and concepts* (7th ed). Boston: Allyn and Bacon, Pearson Education.

Lorenzen, M. (1997). *School reform in Massachusetts.* Comparing Educational Initiatives in 1893 and 1997. Retrieved July 3, 2002 from the World Wide Web: http://www.libraryreference.org/edreform.html

Madsen, D. (1992). *Successful dissertations and theses: A guide to graduate student research from proposal to completion* (2nd ed). San Francisco: Jossey-Bass.

Marsh, C., & Willis, G. (1999). *Curriculum: Alternative approcahes, ongoing issues.* Upper Saddle River, NJ: Merill, Prentice Hall.

McChesney, J. (1998). ERIC Clearinghouse on Educational Management Eugene OR. *Whole-school reform.* ERIC Digest, Number 124. Retrieved July 3, 2002 from the web site: http://www.ed.gov/databases/ERIC_Digests/ed427388.html

McDermott, K., Berger, J., Bowles, S., Cuniff-Brooks, C., Churchill, A., & Effrat, E. (2003). Retrieved July 4, 2003 from: http://www.massedreformreview.org/research/textreports/sciertext.htm

Muirhead, M., Tyler, R., Hamilton, M. (2001). *Study of whole school reform Implementation in New Jersey Abbott Districts: Perceptions of key stakeholders* Region III Comprehensive Center, George Washington Center for Equity and Excellence in Education.

National Parent Information Network (NPIN) (1994). *ACCESS ERIC: What does school reform mean to my neighborhood school?*. Retrieved July 4, 2002 from http://npin.org/library/pre1998/n00337/n00337.html

New Jersey State Department of Education. (2002). Whole school reform models by cohort - all schools. Retrieved March 15, 2002 from the New Jersey State Department of Education web site: http://www.state.nj.us/njded/abbots/resources/models_by_cohort.shtml

New Jersey State Department of Education (2003). *A study of supplemental programs and recommendations for the Abbott Districts.* Retrieved April 2, 2003 from the New Jersey State Department of Education web site: http://www.state.nj.us/njded/abbotts/archives/abbottstudy.shtml

New Jersey State Department of Education. (2002). *Abbott Implementation: Three-year operational plan/ One-year school-based budget.* Retrieved October 21, 2002 from the New Jersey State Department of Education web site: http://www.nj.gov/njded/abbotts/sbb/op_plan.htm

No Child Left Behind (2002). Retrieved July 3, 2003 from http://www.nclb.gov/

Noblit, G., Malloy, C., & Malloy, W. (2001). *The kids got smarter: Case studies of successful comer schools*. Cress Kill, NJ: Hampton Press, Inc.

Northwest Regional Laboratory (2002). *The Catalog of School Reform Models: Co-Nect.* Retrieved July 2002 from Northwest Regional Laboratory web site: http://www.nwrel.org

Northwest Regional Laboratory (2002). *The Catalog of School Reform Models: School development program.* Retrieved July 2002 from Northwest Regional Laboratory web site: http://www.nwrel.org

Ross, S., Sanders, W., Stringfield, S., Wang, L., & Wright, S. (1999). *Two and three-year achievement results on the Tennessee value-added assessment system for restructuring schools in Memphis.* (personal communication, April 8, 2003).

Ross, S.M., Sanders, W.L., Wright, S.P. (1999) *Value-added achievement system for two cohorts of Co-Nect schools in Memphis: 1995-1999 Outcomes.* (personal communication, April 8, 2003).

Rotberg, I., & Harvey, J. (1993). *Federal policy options for improving the education of low- income students, Volume I: Findings and recommendations.* Santa Monica, CA: Rand

Slack, J. (2002, January 30). Experts debate Eeffect of whole-school reform. *Education Week*, 21, 6. Retrieved March 3, 2003 from the Education Week web site: http://www.edweek.org/ew/ew_printstory.cfm?slug=20whole.h21

Schiller, E. (2001). *Study of state and local implementation and impact of the Individuals with Disabilities Education Act*; Policy Brief I: Using Implementation Data to Study State, District, and School Impacts. Retrieved March 1, 2005 from http://www.abt.sliidea.org/reports/policy%20brief%20I.pdf

Slavin, R.E. (2003 March). Converging reforms. *Education Week,* 22, 44-45, 64. Retrieved April 1, 2003 from Education Week web site: http://www.edweek.org/ew/ew_printstory.cfm?slug=25slavin.h22

Timar, T. (December 1989). The Politics of School Restructuring. *Phi Delta Kappan, 71,* 4, 264-275.

Viadero, V. (2001, April 18). Rand finds mixed results for school reform models. *Education Week,* 20, 7. Retrieved March 3, 2003 from the Education Week website: http://www.edweek.org/ew/ew_printstory.cfm?slug=31rand.h20

Viadero, V. (2001, July 11). Memphis scraps redesign models in all its schools. *Education Week*, 20, 1,19. Retrieved from Education Week web site: http://www.edweek.org/ew/ew_printstory.cfm?slug=42memphis.h20

Viadero, V. (2001, November 7). Whole-school projects show mixed results. *Education Week*, 21, 1, 24-25. Retrieved March 3, 2003 from the Education Week web site: http://www.edweek.org/ew/ew_printstory.cfm?slug=10memphis.h21

Walker, E., & Gutmore, D. (2000). *The quest for equity and excellence in education: A study of whole school reform in New Jersey special needs districts*. Retrieved March 1, 2005 from New Jersey State Department of Education web site: http://www.state.nj.us/njded/abbotts/res/shu

Williams, D. (1999) Catalyst: Voices of Chicago school reform. *Bringing Parents on Board.* Retrieved July 3, 2002 from web site: http://www.catalystchicago.org/0398/038wmm01.htm

Yale University. (2002) *An Overview of the School Development Program*. Retrieved August 1, 2002 from the Yale University web site: http://info.med.yale/comer/about/overview.html

# Appendices

# Apendix A
# SPSS Output Tables

Table 7

*Distribution by School*

| School | Frequency | Percent |
|---|---|---|
| K | 13 | 9.8 |
| U | 11 | 8.3 |
| D | 1 | .8 |
| E | 10 | 7.6 |
| F | 2 | 1.5 |
| G | 8 | 6.1 |
| V | 1 | .8 |
| M | 6 | 4.5 |
| H | 5 | 3.8 |
| N | 3 | 2.3 |
| R | 9 | 6.8 |
| T | 9 | 6.8 |
| P | 9 | 6.8 |
| J | 7 | 5.3 |
| Q | 15 | 11.4 |
| C | 7 | 5.3 |
| L | 1 | .8 |
| B | 10 | 7.6 |
| Not Indicated | 5 | 3.8 |
| Total | 132 | 100.0 |

Note. n = 132

Table 11

*Means Score of WSR Survey Questions & Scales*

| WSR Questions & Scales | M | SD | WSR Questions & Scales | M | SD |
|---|---|---|---|---|---|
| ***Planning*** | **4.04** | **.57** | ***School Management Team*** | **4.14** | **.48** |
| Sch comprehensive nds assess to select WSR model | 4.09 | .55 | SMT developed WSR impl plan | 4.07 | .67 |
| WSR impl plan goals aligned to state stds | 4.02 | .54 | SMT invol in development of sch-based budget | 4.19 | .68 |
| Wide range of stakeholders engaged in WSR planning | 3.96 | .70 | SMT provides imput to sch-based budget | 4.18 | .50 |
| Informed search for model conducted by sch | 4.19 | .55 | SMT review stu.assess results deter prgm & curr nds | 4.14 | .35 |
| Data used to eval. WSR impl & make improvements | 3.98 | .69 | SMT work grps include SMT & NonSMT members | 3.87 | .67 |
| ***Personnel*** | **4.00** | **.51** | SMT work effectively to accomp WSR goals | 4.20 | .48 |
| Personel decisions made to supp WSR goals | 4.10 | .56 | SMT constituted w state regulations | 4.36 | .49 |
| Sch fac & staff sufficient to fully impl WSR prgm | 3.91 | .65 | ***School Based Budgeting*** | 4.10 | .62 |
| ***Academic Program*** | **4.04** | **.53** | Budget conc all resources to supp WSR goals | 4.08 | .62 |
| Sch curriculum aligned to NJCCCS | 4.49 | .35 | Budget adjusted to annual assess sch nds & goals | 4.13 | .64 |
| Instruc strat enable students to achieve state stds | 4.40 | .33 | ***Resources*** | **3.85** | **.48** |
| Class assess practices pro ongoing info aligned to stds | 4.10 | .50 | Staff roles & respon coordinated to supp WSR efforts | 3.82 | .70 |
| WSR model aligned to state stds | 4.14 | .65 | Financial resources coordin to supp WSR efforts | 3.79 | .51 |
| WSR model meets aca nds of special ed students | 3.68 | .89 | Sch struc coordinated to supp WSR efforts | 3.93 | .43 |
| WSR model meets aca nds of LEP students | 3.74 | .72 | ***School Environment*** | **4.26** | **.48** |
| WSR model meets aca nds of G & T students | 3.77 | .92 | Safe orderly learning environ provided by sch | 4.29 | .56 |
| ***Training*** | **3.72** | **.93** | Relationships pro pos & product learn & wrking envirn | 4.24 | .47 |
| SMT trained in roles and respon as team members | 3.86 | .89 | ***Student and Family Services*** | **3.78** | **.71** |
| SMT trained in teamwork & consensus bldg | 3.74 | .99 | Team encourages parent involvement | 3.79 | .77 |
| SMT trained to conduct comprehensive nds assess | 3.70 | 1.10 | Team trains parent for volunteer roles | 3.16 | .99 |
| SMT trained to identify nds for add prgm & services | 3.65 | 1.10 | Team intervenes to resolve student issues | 3.85 | .83 |
| SMT trained to dev sound & real improve goals & strat | 3.73 | 1.03 | Team acts on teacher referral or recommendation | 3.96 | .66 |
| SMT trained to align curr & instruct to state stds | 3.70 | 1.13 | Team links stu to app health & social service agency | 3.90 | .64 |
| SMT trained to select personnel for school | 3.66 | .96 | Prgm ident & refer stu in nd of alt ed services | 3.76 | .88 |
| SMT trained to use zero-based budget | 3.43 | 1.02 | Prgm provide stu codc of conduct & adequate security | 3.94 | .75 |
| SMT trained to implement WSR plan & model | 3.81 | 1.02 | Prgm prov hlth & soc service access essential stu ed ach | 3.92 | .71 |

| | | | | | |
|---|---|---|---|---|---|
| Teach rcvd suff PD to impl instruct aligned to state stds | 3.98 | .60 | ***Family Involvement*** | **3.74** | **.67** |
| ***District Support*** | **3.08** | **.50** | Parent are partners in decisions related to school | 3.11 | .87 |
| District align curr & dist assess to state stds | 3.27 | .57 | Parents welcome in the school | 4.26 | .53 |
| District provide Professional Development | 3.26 | .55 | Sch prov ongoing supp home/sch relationship | 3.87 | .75 |
| District supp dev & implementation of sch budget | 3.10 | .52 | ***State Funding*** | **3.50** | **.56** |
| District supp by hiring personnel | 3.03 | .49 | Sufficient text, materials, & supplies for all stu | 3.71 | .88 |
| Prov perfomance data for plan & decision making | 2.98 | .61 | Additional teachers to red class size to state mand rates | 3.23 | .81 |
| Prov demographic data for plan & decision making | 2.87 | .72 | Sufficient computers to meet state ratio | 3.19 | 1.01 |
| ***NJ Products and Activities*** | **2.75** | **.64** | Sufficient security guards & equip | 3.57 | .80 |
| Helpfulness of written guides & materials | 2.96 | .69 | Sufficient training on CCS & other WSR topics | 3.60 | .64 |
| Helpfulness of NJ DOE sponsored regional training | 2.75 | .63 | Add'l supp for stu in nd of assist & remedial service | 3.59 | .69 |
| Helpfulness of support & training provided by SRI | 2.75 | .67 | Health & social services referral & other support ser | 3.65 | .69 |
| Helpfulness WSR SFA start-Up grants/incentives | 2.47 | 1.08 | | | |
| Helpfulness of WSR model selection showcases | 2.83 | .74 | | | |
| *Total* | 3.88 | .49 | | | |

## Research Question 1: What is the level of whole school reform implementation within the middle schools in this study?

Table 12

*Perceptions of WSR Implementation*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 3 | 16.7 | 16.7 |
| Significant Progress | 13 | 72.2 | 88.9 |
| Goals Achieved | 2 | 11.1 | 100.0 |
| Total | 18 | 100.0 | |

*Note. n = 18*

Table 13

*Pearson Correlation Coefficients Between WSR Survey Scales: Descriptive Statistics (N = 132)*

| | | planning scale | schl mgt team scale | school budget scale | personnel scale | academic program scale | training scale | resources scale | student services scale | family invl scale | district support scale | njdoe scale | funding scale | school environment scale |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| planning scale | Pearson Correlation | 1 | .743 | .647 | .672 | .586 | .465 | .643 | .492 | .482 | .495 | .268 | .436 | .564 |
| | Sig. (2-tailed) | . | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .018 | .00 | .00 |
| | N | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 78 | 132 | 132 |
| schl mgt team scale | Pearson Correlation | .743 | 1 | .752 | .753 | .593 | .605 | .683 | .565 | .516 | .555 | .311 | .481 | .546 |
| | Sig. (2-tailed) | .00 | . | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .006 | .00 | .00 |
| | N | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 78 | 132 | 132 |
| school budget scale | Pearson Correlation | .647 | .752 | 1 | .699 | .581 | .473 | .628 | .453 | .502 | .478 | .345 | .449 | .558 |
| | Sig. (2-tailed) | .00 | .00 | . | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .002 | .00 | .00 |
| | N | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 78 | 132 | 132 |
| personnel scale | Pearson Correlation | .672 | .753 | .699 | 1 | .705 | .602 | .768 | .614 | .592 | .581 | .334 | .565 | .629 |
| | Sig. (2-tailed) | .00 | .00 | .00 | . | .00 | .00 | .00 | .00 | .00 | .00 | .003 | .00 | .00 |
| | N | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 78 | 132 | 132 |
| academic program scale | Pearson Correlation | .586 | .593 | .581 | .705 | 1 | .631 | .714 | .611 | .510 | .641 | .363 | .561 | .587 |
| | Sig. (2-tailed) | .00 | .00 | .00 | .00 | . | .00 | .00 | .00 | .00 | .00 | .001 | .00 | .00 |
| | N | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 78 | 132 | 132 |
| training scale | Pearson Correlation | .465 | .605 | .473 | .602 | .631 | 1 | .693 | .620 | .566 | .617 | .335 | .414 | .504 |
| | Sig. (2-tailed) | .00 | .00 | .00 | .00 | .00 | . | .00 | .00 | .00 | .00 | .003 | .00 | .00 |
| | N | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 78 | 132 | 132 |
| resources scale | Pearson Correlation | .643 | .683 | .628 | .768 | .714 | .693 | 1 | .676 | .630 | .666 | .400 | .538 | .719 |
| | Sig. (2-tailed) | .00 | .00 | .00 | .00 | .00 | .00 | . | .00 | .00 | .00 | .00 | .00 | .00 |
| | N | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 78 | 132 | 132 |
| student services scale | Pearson Correlation | .492 | .565 | .453 | .614 | .611 | .620 | .676 | 1 | .713 | .560 | .352 | .535 | .571 |
| | Sig. (2-tailed) | .00 | .00 | .00 | .00 | .00 | .00 | .00 | . | .00 | .00 | .002 | .00 | .00 |
| | N | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 78 | 132 | 132 |
| family invl scale | Pearson Correlation | .482 | .516 | .502 | .592 | .510 | .566 | .630 | .713 | 1 | .573 | .422 | .467 | .616 |
| | Sig. (2-tailed) | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | . | .00 | .00 | .00 | .00 |
| | N | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 78 | 132 | 132 |
| district support scale | Pearson Correlation | .495 | .555 | .478 | .581 | .641 | .617 | .666 | .560 | .573 | 1 | .644 | .565 | .542 |
| | Sig. (2- | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | . | .00 | .00 | .00 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | tailed) | | | | | | | | | | | | | |
| | N | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 78 | 132 | 132 |
| njdoe scale | Pearson Correlation | .268 | .311 | .345 | .334 | .363 | .335 | .400 | .352 | .422 | .644 | 1 | .458 | .442 |
| | Sig. (2-tailed) | .018 | .006 | .002 | .003 | .001 | .003 | .00 | .002 | .00 | .00 | . | .00 | .00 |
| | N | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 |
| funding scale | Pearson Correlation | .436 | .481 | .449 | .565 | .561 | .414 | .538 | .535 | .467 | .565 | .458 | 1 | .538 |
| | Sig. (2-tailed) | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | . | .00 |
| | N | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 78 | 132 | 132 |
| school environment scale | Pearson Correlation | .564 | .546 | .558 | .629 | .587 | .504 | .719 | .571 | .616 | .542 | .442 | .538 | 1 |
| | Sig. (2-tailed) | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | . |
| | N | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 78 | 132 | 132 |

*Note.* ** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Table 14

*Perceptions of School Progress WSR Planning Process*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 3 | 16.7 | 16.7 |
| Significant Progress | 13 | 72.2 | 88.9 |
| Goals Achieved | 2 | 11.1 | 100 |
| Total | 18 | 100 | |

*Note.* $n = 18$

Table 15

*Overall Implementation Perceptions of School Management Team Scale*

| Frequency | Percent | Cumulative Percent |
|---|---|---|

| | | | |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 2 | 11.1 | 11.1 |
| Significant Progress | 13 | 72.2 | 83.3 |
| Goals Achieved | 3 | 16.7 | 100.0 |
| Total | 18 | 100.0 | |

Note: Number of schools represented = 18

Table 16

*Overall Implementation Perceptions of School Based Budgeting*

| | **Frequency** | **Percent** | **Cumulative Percent** |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 3 | 16.7 | 16.7 |
| Significant Progress | 9 | 50.0 | 66.7 |
| Goals Achieved | 6 | 33.3 | 100.0 |
| Total | 18 | 100.0 | |

*Note. n = 18*

Table 17

*Progress of Personnel Decisions in Support of WSR Implementation*

| | **Frequency** | **Percent** | **Cumulative Percent** |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 2 | 11.1 | 11.1 |

| | | | |
|---|---|---|---|
| Significant Progress | 13 | 72.2 | 83.3 |
| Goals Achieved | 3 | 16.7 | 100.0 |
| Total | 18 | 100.0 | |

*Note. n = 18*

Table 18

*Overall Perception of School Progress of Academic Program in WSR Schools*

| | **Frequency** | **Percent** | **Cumulative Percent** |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 4 | 22.2 | 22.2 |
| Significant Progress | 11 | 61.1 | 83.3 |
| Goals Achieved | 3 | 16.7 | 100.0 |
| Total | 18 | 100.0 | |

*Note. n = 18*

Table 19

*Overall Progress of SMT Training and Teacher Professional Development*

| | **Frequency** | **Percent** | **Cumulative Percent** |
|---|---|---|---|
| No Progress | 1 | 5.6 | 5.6 |
| A Little Progress | 1 | 5.6 | 11.1 |
| Some Progress | 3 | 16.7 | 27.8 |
| Significant Progress | 9 | 50.0 | 77.8 |
| Goals Achieved | 4 | 22.2 | 100.0 |
| Total | 18 | 100.0 | |

*Note. n = 18*

Table 20

*Integration and Alignment of Resources in Support of School's WSR Efforts*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 5 | 27.8 | 27.8 |
| Significant Progress | 12 | 66.7 | 94.4 |
| Goals Achieved | 1 | 5.6 | 100.0 |
| Total | 18 | 100.0 | |

*Note. n = 18*

Table 21

*Overall Perceptions of School Environment Since Implementation*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 0 | 0.0 | 0.0 |
| Some Progress | 1 | 5.6 | 5.6 |
| Significant Progress | 9 | 50.0 | 55.6 |
| Goals Achieved | 8 | 44.4 | 100.0 |
| Total | 18 | 100.0 | |

Note. n = 18

Table 22

*Overall Progress of School in Providing Student and Family Services Since Implementation*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 1 | 5.6 | 5.6 |
| Some Progress | 3 | 16.7 | 22.2 |
| Significant Progress | 12 | 66.7 | 88.9 |
| Goals Achieved | 2 | 11.1 | 100.0 |
| Total | 18 | 100.0 | |

*Note. n = 18*

Table 23

*Respondents Perceptions of Schools Progress in Family Involvement*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| No Progress | 0 | 0.0 | 0.0 |
| A Little Progress | 1 | 5.6 | 5.6 |
| Some Progress | 6 | 33.3 | 38.9 |
| Significant Progress | 9 | 50.0 | 88.9 |
| Goals Achieved | 2 | 11.1 | 100.0 |
| Total | 18 | 100.0 | |

Note. n = 18

Table 24

*Extent of District Support in School's WSR Implementation Efforts*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| Not at All | 0 | 0.0 | 0.0 |
| To Some Extent | 2 | 11.1 | 11.1 |
| To a Moderate Extent | 13 | 72.2 | 83.3 |
| To a Great Extent | 3 | 16.7 | 100.0 |
| Total | 18 | 100.0 | |

*Note. n = 18*

**Subsidiary Question: What has been the helpfulness of state sponsored activities in influencing implementation?**

Table 25

*Helpfulness of NJDOE Products and Activities in School's WSR Implementation*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| Not at All | 1 | 5.6 | 5.6 |
| To Some Extent | 5 | 27.8 | 33.3 |
| To a Moderate Extent | 10 | 55.6 | 88.9 |
| To a Great Extent | 2 | 11.1 | 100.0 |
| Total | 18 | 100.0 | |

*Note. n = 18*

Table 26

*Helpfulness as a Result of State Funding*

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| Neither Agree Nor Disagree | 11 | 61.1 | 61.1 |
| Agree | 6 | 33.3 | 94.4 |
| Strongly Agree | 1 | 5.6 | 100.0 |
| Total | 18 | 100.0 | |

Note. n = 18

Table 27

*Correlation Analysis Results – Overall Implementation Scores with WSR Model and NJDOE Products and Activities*

| | | TOTIMPSC | helpfulness-support & training provided by SRI | helpfulness-of written guides & materials in wsr implementation | helpfulness-wsr model selection showcases | helpfulness-wsr start-up grants/incentives | helpfulness-NJDOE sponsored regional training |
|---|---|---|---|---|---|---|---|
| TOTIMPSC | Pearson Correlation | 1 | .528 | .496 | .502 | .465 | .459 |
| | Sig. (2-tailed) | . | .00 | .00 | .00 | .00 | .00 |
| | N | 132 | 103 | 112 | 110 | 102 | 106 |

** Correlation is significant at the 0.01 level (2-tailed).

Table 28

*Correlation Analysis – Overall Implementation Scores with WSR Model and Funding*

Correlations

| | | MODEL | State funding-sufficient computers to meet state 1:5 ratio | State funding-sufficient security guards & equip for safe orderly envion | State funding-sufficient training on the CCCS & other wsr topics | State funding-additional support for stu in need | health & social services referral and other support services for students | total implementation score |
|---|---|---|---|---|---|---|---|---|
| total implementation score | Pearson Correlation | .113 | .440 | .549 | .570 | .521 | .509 | 1 |
| | Sig. (2-tailed) | .198 | .00 | .00 | .00 | .00 | .00 | . |
| | N | 132 | 132 | 132 | 132 | 132 | 132 | 132 |

** Correlation is significant at the 0.01 level (2-tailed).

**Subsidiary Question: Do differences exist in level of implementation by reform model?**

Table 29

Comparison *(t-test) on WSR Scales and Total Implementation Scores by WSR Model*

| | t | df | Sig. (2-tailed) | MODEL | M | SD |
|---|---|---|---|---|---|---|
| PLAN | -.471 | 16 | .644 | comer | 3.97 | .31 |
| | | | | co-nect | 4.11 | .74 |
| SMT | .604 | 16 | .554 | comer | 4.22 | .28 |
| | | | | co-nect | 4.08 | .61 |
| SBB | .068 | 16 | .947 | comer | 4.12 | .58 |
| | | | | co-nect | 4.10 | .68 |
| PERS | -1.279 | 16 | .219 | comer | 3.84 | .49 |
| | | | | co-nect | 4.14 | .51 |
| ACA | -.336 | 16 | .742 | comer | 3.96 | .53 |
| PRGM | | | | | | |
| | | | | co-nect | 4.04 | .48 |
| TRAIN | .742 | 16 | .469 | comer | 3.91 | .58 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | co-nect | 3.58 | 1.15 |
| RESOUR | -.641 | 16 | .531 | comer | 3.77 | .57 |
| | | | | co-nect | 3.92 | .42 |
| SCH ENV | -.745 | 16 | .467 | comer | 4.17 | .41 |
| | | | | co-nect | 4.35 | .54 |
| SFS | .226 | 16 | .824 | comer | 3.83 | .45 |
| | | | | co-nect | 3.75 | .89 |
| FAM INV | .399 | 16 | .695 | comer | 3.82 | .52 |
| | | | | co-nect | 3.68 | .81 |
| DIST SUPP | -.249 | 16 | .807 | comer | 3.05 | .46 |
| | | | | co-nect | 3.11 | .55 |
| NJDOE | -.113 | 14 | .911 | comer | 2.73 | .66 |
| | | | | co-nect | 2.77 | .79 |
| FUND | -1.653 | 16 | .118 | comer | 3.27 | .54 |
| | | | | co-nect | 3.69 | .54 |
| TOTAL | -.31 | 16 | .750 | comer | 3.42 | .36 |
| | | | | co-nect | 3.50 | .50 |

Note. n = 18

**Subsidiary Question: Do major school stakeholders view implementation differently?**

Table 30

*Analysis of Variance of WSR Survey Scales on Role*

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| **Planning** | Between Groups | 10.00 | 4 | 2.500 | 5.235 | .001 |
| | Within Groups | 60.650 | 127 | .478 | | |
| | Total | 70.650 | 131 | | | |
| **SMT** | Between Groups | 4.922 | 4 | 1.230 | 2.549 | .042 |
| | Within Groups | 61.305 | 127 | .483 | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Total | 66.227 | 131 | | | |
| **School-Based Budgeting** | Between Groups | 8.021 | 4 | 2.005 | 2.846 | .027 |
| | Within Groups | 89.481 | 127 | .705 | | |
| | Total | 97.502 | 131 | | | |
| **Personnel** | Between Groups | 2.544 | 4 | .636 | .896 | .469 |
| | Within Groups | 90.159 | 127 | .710 | | |
| | Total | 92.703 | 131 | | | |
| **Academic Program** | Between Groups | .999 | 4 | .250 | .460 | .765 |
| | Within Groups | 68.969 | 127 | .543 | | |
| | Total | 69.968 | 131 | | | |
| **Training** | Between Groups | 5.911 | 4 | 1.478 | 1.831 | .127 |
| | Within Groups | 102.489 | 127 | .807 | | |
| | Total | 108.400 | 131 | | | |
| **Resources** | Between Groups | 1.821 | 4 | .455 | .674 | .611 |
| | Within Groups | 85.743 | 127 | .675 | | |
| | Total | 87.564 | 131 | | | |
| **School Environment** | Between Groups | 4.163 | 4 | 1.041 | 1.539 | .195 |
| | Within Groups | 85.872 | 127 | .676 | | |
| | Total | 90.035 | 131 | | | |
| **Student Services** | Between Groups | 2.816 | 4 | .704 | 1.235 | .299 |
| | Within Groups | 72.391 | 127 | .570 | | |
| | Total | 75.207 | 131 | | | |
| **Family Involvement** | Between Groups | 3.433 | 4 | .858 | 1.079 | .370 |
| | Within Groups | 101.010 | 127 | .795 | | |
| | Total | 104.443 | 131 | | | |
| **District Support** | Between Groups | .576 | 4 | .144 | .364 | .834 |
| | Within Groups | 50.246 | 127 | .396 | | |
| | Total | 50.822 | 131 | | | |
| **NJDOE** | Between Groups | 2.175 | 4 | .544 | .770 | .548 |
| | Within Groups | 51.540 | 73 | .706 | | |
| | Total | 53.716 | 77 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Funding** | Between Groups | 6.796 | 4 | 1.699 | 2.295 | .063 |
| | Within Groups | 94.004 | 127 | .740 | | |
| | Total | 100.800 | 131 | | | |
| **Total Implementation Scale** | Between Groups | 1.952 | 4 | .488 | 1.553 | .191 |
| | Within Groups | 39.892 | 127 | .314 | | |
| | Total | 41.843 | 131 | | | |

Note. n = 132

**Research Question 2: Does a relationship exist between level of implementation and academic performance?**

Table 31

*Means and Standard Deviations on GEPA Scores*

| | M | SD |
|---|---|---|
| GEPAMath99 | 44.74 | 20.48 |
| GEPAMath03 | 50.98 | 21.97 |
| **Math change** | **6.24** | **14.64** |
| GEPALanguage99 | 76.00 | 16.90 |
| GEPALanguage03 | 78.38 | 16.27 |
| **Language change** | **2.38** | **9.49** |
| GEPAScience00 | 45.11 | 20.66 |
| GEPASience03 | 59.15 | 17.39 |
| **Science change** | **14.03** | **10.21** |

*Note.* n = 22

Table 32

*Correlations of WSR implementation and Academic Performance (GEPA Change Scores)*

| | | TOTIMPSC | MATHCHAN | LANGCHAN | SCICHAN |
|---|---|---|---|---|---|
| TOTIMPSC | Pearson Correlation | 1 | -.283 | .217 | -.376 |
| | Sig. (2-tailed) | . | .255 | .388 | .124 |
| | N | 18 | 18 | 18 | 18 |

*Note. n = 18*

**Subsidiary Question: Controlling for other school context variables such as teacher certification (Traditional vs. Alternate Route), percentage of students with Limited English Proficiency (LEP), economically disadvantaged, and percentage of general education students, is there a relationship between implementation and academic performance?**

Table 33

*Partial Correlation: Controlling for.. LEPPERC GEPERC TEACHERC ECODIS*

| | TOTIMPSC | MATHCHAN | LANGCHAN | SCICHAN | MODEL |
|---|---|---|---|---|---|
| TOTIMPSC | 1.000 | -.3195 | .1977 | -.2507 | .1396 |
| | ( 0) | ( 12) | ( 12) | ( 12) | ( 12) |
| | P= . | P= .266 | P= .498 | P= .387 | P= .634 |

(Coefficient / (D.F.) / 2-tailed Significance), N = 18

" . " is printed if a coefficient cannot be computed

**Do differences exist in academic performance by WSR model?**

Table 34

*Comparison (t-test) of WSR Models on Academic Performance in 1999*

| | t | df | Sig. (2-tailed) | Model | Mean | SD |
|---|---|---|---|---|---|---|
| Math 99 | .251 | 16 | .805 | comer | 46.13 | 22.79 |
| | | | | co-nect | 43.63 | 19.63 |
| Language 99 | -.961 | 16 | .351 | comer | 71.71 | 19.28 |
| | | | | co-nect | 79.43 | 14.85 |
| Science 00* | -.260 | 16 | .798 | comer | 43.5 | 20.47 |
| | | | | co-nect | 46.18 | 22.09 |

*Note.* *Science Grade Eight Proficiency Assessment was administered for the first time in March 2003. n = 22

Table 35

*Comparison (t-test) of WSR Models on Academic Performance in 2003*

| | t | df | Sig. (2-tailed) | Model | Mean | SD |
|---|---|---|---|---|---|---|
| Math 03 | .091 | 16 | .929 | comer | 37.01 | 16.25 |
| | | | | co-nect | 36.33 | 15.54 |
| Language 03 | .065 | 16 | .949 | comer | 54.88 | 16.17 |
| | | | | co-nect | 54.42 | 14.15 |
| Science 03 | -.661 | 16 | .518 | comer | 56.07 | 19.36 |
| | | | | co-nect | 61.62 | 16.26 |

*Note.* n = 22

**How does enhanced instructional and program support influence relationship between implementation and academic progression?**

Table 36

*Correlation Results – Total Implementation, Academic Performance with Funding*

| | | TOTIMPSC | MATHCHAN | LANGCHAN | SCICHAN | TOTFUNDS |
|---|---|---|---|---|---|---|
| TOTIMPSC | Pearson Correlation | 1 | -.283 | .217 | -.376 | .661** |
| | Sig. (2-tailed) | . | .255 | .388 | .124 | .003 |
| | N | 18 | 18 | 18 | 18 | 18 |
| MATHCHAN | Pearson Correlation | -.283 | 1 | .423 | .195 | -.095 |
| | Sig. (2-tailed) | .255 | . | .080 | .439 | .707 |
| | N | 18 | 18 | 18 | 18 | 18 |
| LANGCHAN | Pearson Correlation | .217 | .423 | 1 | .224 | .073 |
| | Sig. (2-tailed) | .388 | .080 | . | .372 | .774 |
| | N | 18 | 18 | 18 | 18 | 18 |
| SCICHAN | Pearson Correlation | -.376 | .195 | .224 | 1 | .055 |
| | Sig. (2-tailed) | .124 | .439 | .372 | . | .828 |
| | N | 18 | 18 | 18 | 18 | 18 |
| TOTFUNDS | Pearson Correlation | .661** | -.095 | .073 | .055 | 1 |
| | Sig. (2-tailed) | .003 | .707 | .774 | .828 | . |
| | N | 18 | 18 | 18 | 18 | 18 |

** Correlation is significant at the 0.01 level (2-tailed).

Table 37

*Means and standard Deviations on WSR Survey Scales by Role*

| | Role | N | M | SD | | Role | N | M | SD |
|---|---|---|---|---|---|---|---|---|---|
| Planning | PRINCIPAL | 9 | 4.4224 | .51384 | SMT | PRINCIPAL | 9 | 4.3810 | .55328 |
| | ASST PRINCIPAL | 9 | 3.8667 | 1.09087 | | ASST PRINCIPAL | 9 | 3.9405 | 1.04124 |
| | WSR SCHOOL FACILITATOR | 8 | 4.7500 | .38173 | | WSR SCHOOL FACILITATOR | 8 | 4.6429 | .34149 |
| | TEACHER | 89 | 3.9415 | .68219 | | TEACHER | 89 | 4.0898 | .68085 |
| | OTHER | 17 | 4.5176 | .66355 | | OTHER | 17 | 4.4874 | .73203 |
| | Total | 132 | 4.0924 | .73438 | | Total | 132 | 4.1842 | .71102 |
| School-Based Budgeting | PRINCIPAL | 9 | 4.4444 | 1.04416 | Academic Program | PRINCIPAL | 9 | 4.2657 | .64669 |
| | ASST PRINCIPAL | 9 | 4.2222 | .79495 | | ASST PRINCIPAL | 9 | 3.9365 | .97967 |
| | WSR SCHOOL FACILITATOR | 8 | 4.8125 | .37201 | | WSR SCHOOL FACILITATOR | 8 | 4.3343 | .58672 |
| | TEACHER | 89 | 4.0264 | .84611 | | TEACHER | 89 | 4.1639 | .71962 |
| | OTHER | 17 | 4.5294 | .85642 | | OTHER | 17 | 4.2845 | .78916 |
| | Total | 132 | 4.1807 | .86272 | | Total | 132 | 4.1812 | .73083 |
| Personnel | PRINCIPAL | 9 | 4.3333 | .61237 | Training | PRINCIPAL | 9 | 3.7811 | 1.17035 |
| | ASST PRINCIPAL | 9 | 4.000 | 1.14564 | | ASST PRINCIPAL | 9 | 3.2613 | 1.50999 |
| | WSR SCHOOL FACILITATOR | 8 | 4.3750 | .58248 | | WSR SCHOOL FACILITATOR | 8 | 3.7750 | 1.22445 |
| | TEACHER | 89 | 3.9831 | .82383 | | TEACHER | 89 | 3.9955 | .73529 |
| | OTHER | 17 | 4.2353 | .95390 | | OTHER | 17 | 4.1882 | .97525 |
| | Total | 132 | 4.0644 | .84122 | | Total | 132 | 3.9423 | .90966 |
| Resources | PRINCIPAL | 9 | 4.2222 | .74536 | School Environment | PRINCIPAL | 9 | 4.6667 | .50000 |
| | ASST PRINCIPAL | 9 | 4.000 | 1.15470 | | ASST PRINCIPAL | 9 | 4.2222 | .83333 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | WSR SCHOOL FACILITATOR | 8 | 4.2917 | .51755 | | WSR SCHOOL FACILITATOR | 8 | 4.8750 | .23146 |
| | TEACHER | 89 | 3.9054 | .80550 | | TEACHER | 89 | 4.2462 | .87505 |
| | OTHER | 17 | 4.0196 | .85367 | | OTHER | 17 | 4.2647 | .81236 |
| | Total | 132 | 3.9716 | .81757 | | Total | 132 | 4.3138 | .82903 |
| Student Services | PRINCIPAL | 9 | 4.0994 | .56713 | Family Involvement | PRINCIPAL | 9 | 3.9259 | .82962 |
| | ASST PRINCIPAL | 9 | 3.4456 | 1.07752 | | ASST PRINCIPAL | 9 | 3.7593 | 1.09008 |
| | WSR SCHOOL FACILITATOR | 8 | 4.0781 | .75574 | | WSR SCHOOL FACILITATOR | 8 | 4.000 | .56344 |
| | TEACHER | 89 | 3.8859 | .73617 | | TEACHER | 89 | 3.7511 | .92667 |
| | OTHER | 17 | 4.0390 | .74332 | | OTHER | 17 | 4.2157 | .71629 |
| | Total | 132 | 3.9018 | .75769 | | Total | 132 | 3.8385 | .89290 |
| District Support | PRINCIPAL | 9 | 3.3148 | .56177 | NJDOE | PRINCIPAL | 9 | 2.9196 | .54549 |
| | ASST PRINCIPAL | 9 | 3.2137 | 1.06799 | | ASST PRINCIPAL | 9 | 2.7289 | .71071 |
| | WSR SCHOOL FACILITATOR | 8 | 3.3958 | .54872 | | WSR SCHOOL FACILITATOR | 8 | 2.8100 | .66788 |
| | TEACHER | 89 | 3.1948 | .57942 | | TEACHER | 89 | 2.8151 | .72117 |
| | OTHER | 17 | 3.3333 | .65881 | | OTHER | 17 | 3.0400 | .45497 |
| | Total | 132 | 3.2343 | .62286 | | Total | 132 | 2.8450 | .67411 |
| Funding | PRINCIPAL | 9 | 3.9365 | .94521 | | | | | |
| | ASST PRINCIPAL | 9 | 3.4921 | .80531 | | | | | |
| | WSR SCHOOL FACILITATOR | 8 | 4.000 | .78618 | | | | | |
| | TEACHER | 89 | 3.3290 | .84231 | | | | | |
| | OTHER | 17 | 3.6891 | .96526 | | | | | |
| | Total | 132 | 3.4686 | .87719 | | | | | |

Table 38

*Means and Standard Deviations on WSR Scales and Total Implementation Scores*

| | Min | Max | M | SD |
|---|---|---|---|---|
| Planning | 2.60 | 5.00 | 4.05 | .58 |
| School Management Team | 2.71 | 4.85 | 4.14 | .49 |
| School Based Budgeting | 3.00 | 5.00 | 4.11 | .62 |
| Personnel | 3.00 | 5.00 | 4.01 | .51 |
| Academic Program | 3.00 | 4.68 | 4.01 | .49 |
| Training and Professional Development | 1.20 | 4.80 | 3.73 | .93 |
| Integration and alignment of Resources and Functions | 3.00 | 4.80 | 3.8567 | .48231 |
| School Environment | 3.41 | 5.00 | 4.2722 | .48245 |
| Student and Family Services | 1.62 | 5.00 | 3.7861 | .71546 |
| Family Involvement | 2.33 | 4.93 | 3.7417 | .67971 |
| District Support | 2.00 | 4.00 | 3.0850 | .50086 |
| NJDOE Programs and Activities | 1.30 | 4.00 | 2.7517 | .66003 |
| Funding | 2.85 | 5.00 | 3.5100 | .56626 |
| Total School Implementation Score | 2.86 | 4.86 | 3.8978 | .48298 |

Table 39

*Means and Standard Deviations on WSR Survey Scales by Tenure*

| | Tenure | N | M | SD | | Tenure | N | M | SD |
|---|---|---|---|---|---|---|---|---|---|
| **Planning** | First Yr | 9 | 4.4222 | .86859 | **SMT** | First Yr | 9 | 4.3651 | .78931 |
| | 1 TO 3 | 31 | 3.8727 | .63408 | | 1 TO 3 | 31 | 3.9959 | .69757 |
| | 4 TO 5 | 36 | 4.0913 | .73188 | | 4 TO 5 | 36 | 4.2384 | .68298 |
| | >5 | 51 | 4.1069 | .76029 | | >5 | 51 | 4.2269 | .73300 |
| | 5.00 | 5 | 4.7200 | .33466 | | 5.00 | 5 | 4.2000 | .68213 |
| | Total | 132 | 4.0924 | .73438 | | Total | 132 | 4.1842 | .71102 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **School-Based Budgeting** | First Yr | 9 | 4.2778 | .90523 | **Personnel** | First Yr | 9 | 4.3889 | .85797 |
| | 1 TO 3 | 31 | 3.9411 | .97337 | | 1 TO 3 | 31 | 3.9677 | .76306 |
| | 4 TO 5 | 36 | 4.1715 | .78324 | | 4 TO 5 | 36 | 4.0972 | .86866 |
| | >5 | 51 | 4.2549 | .85072 | | >5 | 51 | 4.0098 | .88595 |
| | 5.00 | 5 | 4.8000 | .44721 | | 5.00 | 5 | 4.4000 | .65192 |
| | Total | 132 | 4.1807 | .86272 | | Total | 132 | 4.0644 | .84122 |
| **Academic Program** | First Yr | 9 | 4.3968 | .60936 | **Training** | First Yr | 9 | 4.1333 | .79057 |
| | 1 TO 3 | 31 | 3.9323 | .77328 | | 1 TO 3 | 31 | 3.9387 | .87168 |
| | 4 TO 5 | 36 | 4.1570 | .75195 | | 4 TO 5 | 36 | 3.9088 | .97176 |
| | >5 | 51 | 4.2537 | .70300 | | >5 | 51 | 3.8817 | .94408 |
| | 5.00 | 5 | 4.7714 | .21665 | | 5.00 | 5 | 4.4800 | .49699 |
| | Total | 132 | 4.1812 | .73083 | | Total | 132 | 3.9423 | .90966 |
| **Resources** | First Yr | 9 | 4.2593 | .90948 | **School Environment** | First Yr | 9 | 4.2778 | 1.25277 |
| | 1 TO 3 | 31 | 3.9447 | .63877 | | 1 TO 3 | 31 | 4.4131 | .73152 |
| | 4 TO 5 | 36 | 3.9897 | .87465 | | 4 TO 5 | 36 | 4.2778 | .77868 |
| | >5 | 51 | 3.8562 | .86218 | | >5 | 51 | 4.2375 | .86672 |
| | 5.00 | 5 | 4.6667 | .47140 | | 5.00 | 5 | 4.8000 | .44721 |
| | Total | 132 | 3.9716 | .81757 | | Total | 132 | 4.3138 | .82903 |
| **Student Services** | First Yr | 9 | 4.0317 | .75349 | **Family Involvement** | First Yr | 9 | 4.2593 | .74120 |
| | 1 TO 3 | 31 | 3.9456 | .73405 | | 1 TO 3 | 31 | 3.9115 | .80434 |
| | 4 TO 5 | 36 | 4.0921 | .67335 | | 4 TO 5 | 36 | 3.7803 | .77760 |
| | >5 | 51 | 3.6539 | .79001 | | >5 | 51 | 3.6863 | 1.03153 |
| | 5.00 | 5 | 4.5545 | .40157 | | 5.00 | 5 | 4.6000 | .27889 |
| | Total | 132 | 3.9018 | .75769 | | Total | 132 | 3.8385 | .89290 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **District Support** | First Yr | 9 | 3.5000 | .53359 | **NJDOE** | First Yr | 9 | 2.6311 | .86505 |
| | 1 TO 3 | 31 | 3.2763 | .54196 | | 1 TO 3 | 31 | 2.9041 | .76664 |
| | 4 TO 5 | 36 | 3.1926 | .73612 | | 4 TO 5 | 36 | 2.7481 | .65615 |
| | >5 | 51 | 3.1784 | .58254 | | >5 | 51 | 2.9098 | .60062 |
| | 5.00 | 5 | 3.3667 | .83666 | | 5.00 | 5 | 2.9008 | .65538 |
| | Total | 132 | 3.2343 | .62286 | | Total | 132 | 2.8450 | .67411 |
| **Funding** | First Yr | 9 | 3.8829 | .94789 | | | | | |
| | 1 TO 3 | 31 | 3.5484 | .83389 | | | | | |
| | 4 TO 5 | 36 | 3.4037 | .83624 | | | | | |
| | >5 | 51 | 3.3911 | .92635 | | | | | |
| | 5.00 | 5 | 3.4857 | .88985 | | | | | |
| | Total | 132 | 3.4686 | .87719 | | | | | |

Table 40

*Means and Standard Deviations by SMT Membership*

| | **SMT** | **N** | **M** | **SD** | | **SMT** | **N** | **M** | **SD** |
|---|---|---|---|---|---|---|---|---|---|
| Planning | YES | 47 | 4.3628 | .66751 | SMT | YES | 47 | 4.4567 | .58760 |
| | NO | 85 | 3.9428 | .73043 | | NO | 85 | 4.0335 | .73132 |
| | Total | 132 | 4.0924 | .73438 | | Total | 132 | 4.1842 | .71102 |
| School-Based Budgeting | YES | 47 | 4.5851 | .61077 | Personnel | YES | 47 | 4.2660 | .62425 |
| | NO | 85 | 3.9571 | .90241 | | NO | 85 | 3.9529 | .92461 |
| | Total | 132 | 4.1807 | .86272 | | Total | 132 | 4.0644 | .84122 |
| Academic Program | YES | 47 | 4.2280 | .65334 | Training | YES | 47 | 4.006 | .96715 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | NO | 85 | 4.1553 | .77285 | | NO | 85 | 3.9101 | .88051 |
| | Total | 132 | 4.1812 | .73083 | | Total | 132 | 3.9423 | .90966 |
| Resources | YES | 47 | 4.0709 | .68078 | School Environment | YES | 47 | 4.4255 | .71459 |
| | NO | 85 | 3.9167 | .88321 | | NO | 85 | 4.2519 | .88394 |
| | Total | 132 | 3.9716 | .81757 | | Total | 132 | 4.3138 | .82903 |
| Student Services | YES | 47 | 3.8953 | .78759 | Family Involvement | YES | 47 | 4.0177 | .82403 |
| | NO | 85 | 3.9054 | .74538 | | NO | 85 | 3.7394 | .91848 |
| | Total | 132 | 3.9018 | .75769 | | Total | 132 | 3.8385 | .89290 |
| District Support | YES | 47 | 3.2722 | .58634 | NJDOE | YES | 47 | 2.8723 | .62144 |
| | NO | 85 | 3.2134 | .64460 | | NO | 85 | 2.8300 | .70467 |
| | Total | 132 | 3.2343 | .62286 | | Total | 132 | 2.8450 | .67411 |
| Funding | YES | 47 | 3.5866 | .83259 | | | | | |
| | NO | 85 | 3.4033 | .89904 | | | | | |
| | Total | 132 | 3.4686 | .87719 | | | | | |

Table 41

*Means and Standard Deviations by Cohort*

| | N | M | SD | | N | M | SD |
|---|---|---|---|---|---|---|---|

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Planning | Cohort 11 | 12 | 3.8667 | 1.04910 | SMT | Cohort 11 | 12 | 3.9286 | .91676 |
| | Cohort 11 Mid Year | 40 | 4.0650 | .84658 | | Cohort 11 Mid Year | 40 | 4.1551 | .79333 |
| | Cohort 111 | 78 | 4.1435 | .60011 | | Cohort 111 | 78 | 4.2432 | .62221 |
| | Total | 130 | 4.0938 | .72941 | | Total | 130 | 4.1870 | .70814 |
| School Budget | Cohort 11 | 12 | 4.2917 | .72169 | Personnel | Cohort 11 | 12 | 3.7917 | 1.03261 |
| | Cohort 11 Mid Year | 40 | 4.1544 | .95511 | | Cohort 11 Mid Year | 40 | 4.000 | .94733 |
| | Cohort 111 | 78 | 4.1689 | .84750 | | Cohort 111 | 78 | 4.1282 | .75350 |
| | Total | 130 | 4.1758 | .86623 | | Total | 130 | 4.0577 | .84366 |
| Academic Program | Cohort 11 | 12 | 3.8452 | .78355 | Training | Cohort 11 | 12 | 2.8583 | 1.40548 |
| | Cohort 11 Mid Year | 40 | 4.0377 | .79631 | | Cohort 11 Mid Year | 40 | 3.8013 | .87300 |
| | Cohort 111 | 78 | 4.2873 | .66744 | | Cohort 111 | 78 | 4.1696 | .69585 |
| | Total | 130 | 4.1697 | .73042 | | Total | 130 | 3.9353 | .91353 |
| Resources | Cohort 11 | 12 | 3.4444 | 1.15761 | School Environment | Cohort 11 | 12 | 4.0833 | .84835 |
| | Cohort 11 Mid Year | 40 | 3.8241 | .83354 | | Cohort 11 Mid Year | 40 | 4.1375 | .96069 |
| | Cohort 111 | 78 | 4.1276 | .71733 | | Cohort 111 | 78 | 4.4348 | .74322 |
| | Total | 130 | 3.9712 | .82388 | | Total | 130 | 4.3109 | .83278 |
| Student Services | Cohort 11 | 12 | 3.7300 | .78279 | Family Involvement | Cohort 11 | 12 | 3.2500 | .80560 |
| | Cohort 11 Mid Year | 40 | 3.7023 | .81301 | | Cohort 11 Mid Year | 40 | 3.7773 | .85026 |
| | Cohort 111 | 78 | 4.0152 | .70733 | | Cohort 111 | 78 | 3.9563 | .90295 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | 130 | 3.8926 | .75729 | | Total | 130 | 3.8360 | .89573 |
| District Support | Cohort 11 | 12 | 2.8494 | .82663 | NJDOE | Cohort 11 | 12 | 2.5767 | .77026 |
| | Cohort 11 Mid Year | 40 | 3.3268 | .60123 | | Cohort 11 Mid Year | 40 | 2.9223 | .67493 |
| | Cohort 111 | 78 | 3.2286 | .58266 | | Cohort 111 | 78 | 2.8255 | .64994 |
| | Total | 130 | 3.2238 | .62172 | | Total | 130 | 2.8323 | .67013 |
| Funding | Cohort 11 | 12 | 3.4167 | .83845 | | | | | |
| | Cohort 11 Mid Year | 40 | 3.3844 | .87419 | | | | | |
| | Cohort 111 | 78 | 3.4956 | .88584 | | | | | |
| | Total | 130 | 3.4541 | .87296 | | | | | |

Table 42

*Means and Standard Deviations by WSR Model*

| | **WSR Model** | **N** | **M** | **S D** | | **WSR Model** | **N** | **M** | **SD** |
|---|---|---|---|---|---|---|---|---|---|
| Planning | COMER | 51 | 3.9321 | .71351 | SMT | COMER | 51 | 4.2096 | .67639 |
| | CONECT | 81 | 4.1933 | .73366 | | CONECT | 81 | 4.1682 | .73568 |
| | Total | 132 | 4.0924 | .73438 | | Total | 132 | 4.1842 | .71102 |
| School-Based Budgeting | COMER | 51 | 4.2255 | .83853 | Personnel | COMER | 51 | 3.9216 | .82688 |
| | CONECT | 81 | 4.1525 | .88161 | | CONECT | 81 | 4.1543 | .84277 |
| | Total | 132 | 4.1807 | .86272 | | Total | 132 | 4.0644 | .84122 |
| Academic Program | COMER | 51 | 4.0500 | .75484 | Training scale | COMER | 51 | 3.9704 | .74320 |
| | CONECT | 81 | 4.2638 | .70754 | | CONECT | 81 | 3.9246 | 1.00447 |
| | Total | 132 | 4.1812 | .73083 | | Total | 132 | 3.9423 | .90966 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Resources | COMER | 51 | 3.8627 | .84110 | School Environment | COMER | 51 | 4.1236 | .91993 |
| | CONECT | 81 | 4.0401 | .80005 | | CONECT | 81 | 4.4335 | .74764 |
| | Total | 132 | 3.9716 | .81757 | | Total | 132 | 4.3138 | .82903 |
| Student Services | COMER | 51 | 3.8634 | .82078 | Family Involvement | COMER | 51 | 3.7353 | .84602 |
| | CONECT | 81 | 3.9259 | .71938 | | CONECT | 81 | 3.9035 | .92039 |
| | Total | 132 | 3.9018 | .75769 | | Total | 132 | 3.8385 | .89290 |
| District Support | COMER | 51 | 3.2491 | .56000 | NJDOE | COMER | 51 | 2.8174 | .7340I |
| | CONECT | 81 | 3.2250 | .66261 | | CONECT | 81 | 2.8624 | .63765 |
| | Total | 132 | 3.2343 | .62286 | | Total | 132 | 2.8450 | .67411 |
| Funding | COMER | 51 | 3.3091 | .97707 | | | | | |
| | CONECT | 81 | 3.5690 | .79806 | | | | | |
| | Total | 132 | 3.4686 | .87719 | | | | | |

Table 43

*Cronbachs Alpha Reliability Coefficients*

| Scale | Number of Questions | Reliability |
|---|---|---|
| Planning | 5 | .92 |
| School Management Team | 7 | .93 |
| School Based Budgeting | 2 | .92 |
| Personnel | 2 | .78 |
| The Academic Program | 7 | .92 |
| Training and Professional Development | 10 | .97 |
| Integration and Alignment of | 3 | .90 |

| Resources | | |
|---|---|---|
| School Environment | 2 | .90 |
| Students and Family Services | 8 | .93 |
| Family Involvement | 3 | .87 |
| District Support | 6 | .92 |
| NJDOE Products and Activities | 5 | .88 |
| State Funding results | 7 | .85 |
| Total WRS Survey | 67 | .97 |

# Appendix B:
# WSR Implementation Survey

**WSR Implementation**
**&**
**Student Performance in Jersey City Public Middle Schools**
School Staff Survey
**October 2003**

**School:** _____

**Section I: General Information**

**1. What position or role do you represent in your school?**
Please mark an X by the choice the best applies to you.

- ❑ Principal
- ❑ Assistant Principal
- ❑ WSR School Facilitator
- ❑ Teacher
- ❑ Other
  Please specify _____

**2. How long have you served at the school in your current position?**
Please mark an X by the choice the best applies to you

- ❑ This is my first year
- ❑ 1-3 years
- ❑ 3-5 years
- ❑ More than 5 years

**3. Are you a member of your school's School Management Team?**
Please mark an X by the choice the best applies to you

- ❑ Yes
- ❑ No

**4. What Whole School Reform (WSR) Cohort is your school in?**
Please mark an X by the correct choice.

- ❑ Cohort II
- ❑ Cohort II Mid-Year

**5. Which of the following reform models is your school implementing?**
Please mark an X by the correct choice.

- ❑ School Development Program (Comer)
- ❑ Co-NECT

## Section II: Whole School Reform Implementation

**Please indicate the amount of progress you feel your school has made in each of the following aspects of whole school reform by circling the answer that is most appropriate.**

| | No Progress | A Little Progress | Some Progress | Significant Progress | Goals Achieved |
|---|---|---|---|---|---|
| **A. Planning** | ▼ | ▼ | ▼ | ▼ | ▼ |
| 1. My school has conducted a comprehensive needs assessment to select a WSR model. | 1 | 2 | 3 | 4 | 5 |
| 2. Our WSR Implementation Plan sets realistic goals for improvements that are aligned to the state standards. | 1 | 2 | 3 | 4 | 5 |
| 3. A wide range of stakeholders is engaged in the WSR planning process. | 1 | 2 | 3 | 4 | 5 |
| 4. My school has conducted an informed search for a reform model that would best meet the needs of students and the school. | 1 | 2 | 3 | 4 | 5 |
| 5. My school uses data on an ongoing basis to evaluate WSR implementation and make adjustments and improvements. | 1 | 2 | 3 | 4 | 5 |
| **B. School Management Team (SMT)** | | | | | |
| 6. Our SMT has developed the WSR implementation plan based on the comprehensive needs assessment data. | 1 | 2 | 3 | 4 | 5 |
| 7. Our SMT is involved in the development of the school-based budget. | 1 | 2 | 3 | 4 | 5 |
| 8. Our SMT provides input towards the development of the school-based budget. | 1 | 2 | 3 | 4 | 5 |
| 9. Our SMT reviews student assessment results to determine program and curriculum needs. | 1 | 2 | 3 | 4 | 5 |
| 10. Our SMT creates work groups that include both SMT and non-SMT members. | 1 | 2 | 3 | 4 | 5 |
| 11. Our SMT members work effectively together to accomplish WSR goals. | 1 | 2 | 3 | 4 | 5 |

| | No Progress ▼ | A Little Progress ▼ | Some Progress ▼ | Significant Progress ▼ | Goals Achieved ▼ |
|---|---|---|---|---|---|
| 12. Our SMT is constituted in accordance with state regulations. | 1 | 2 | 3 | 4 | 5 |
| **C. School-Based Budgeting** | | | | | |
| 13. The school's budget concentrates all resources to support objectives for meeting WSR goals. | 1 | 2 | 3 | 4 | 5 |
| 14. The school's budget is adjusted to reflect annual assessment of school needs and goals. | 1 | 2 | 3 | 4 | 5 |
| **D. Personnel** | | | | | |
| 15. School personnel decisions are made to support the goals of the WSR Implementation Plan. | 1 | 2 | 3 | 4 | 5 |
| 16. The school has sufficient faculty and staff to fully implement the WSR Program. | 1 | 2 | 3 | 4 | 5 |
| **E. The Academic Program** | | | | | |
| 17. The curriculum in my school is aligned to the New Jersey Core Curriculum Content Standards. | 1 | 2 | 3 | 4 | 5 |
| 18. Instructional strategies are designed to enable students to achieve state standards. | 1 | 2 | 3 | 4 | 5 |
| 19. Classroom assessment practices provide ongoing information about student performance aligned to the standards. | 1 | 2 | 3 | 4 | 5 |
| 20. The WSR reform model is aligned to the state standards. | 1 | 2 | 3 | 4 | 5 |
| 21. The WSR model meets the academic needs of special education students. | 1 | 2 | 3 | 4 | 5 |
| 22. The WSR model meets the academic needs of limited English proficient students. | 1 | 2 | 3 | 4 | 5 |
| 23. The WSR model meets the academic needs of gifted and talented students. | 1 | 2 | 3 | 4 | 5 |

| | No Progress | A Little Progress | Some Progress | Significant Progress | Goals Achieved |
|---|---|---|---|---|---|
| **F. Training/Professional Development** | ▼ | ▼ | ▼ | ▼ | ▼ |
| 24. The SMT has been trained in their roles & responsibilities as team members. | 1 | 2 | 3 | 4 | 5 |
| 25. The SMT has been trained in teamwork and consensus building. | 1 | 2 | 3 | 4 | 5 |
| 26. The SMT has been trained to conduct a comprehensive needs assessment. | 1 | 2 | 3 | 4 | 5 |
| 27. The SMT has been trained to identify needs for additional programs and services | 1 | 2 | 3 | 4 | 5 |
| 28. The SMT has been trained to develop sound and realistic improvement goals and strategies. | 1 | 2 | 3 | 4 | 5 |
| 29. The SMT has been trained to align curriculum and instruction to the state standards. | 1 | 2 | 3 | 4 | 5 |
| 30. The SMT has been trained to select personnel for their schools. | 1 | 2 | 3 | 4 | 5 |
| 31. The SMT has been trained to use zero-based budgeting processes. | 1 | 2 | 3 | 4 | 5 |
| 32. The SMT has been trained to implement their WSR Plan and model. | 1 | 2 | 3 | 4 | 5 |
| 33. Teachers have received sufficient professional development to implement instructional practices aligned to the state standards. | 1 | 2 | 3 | 4 | 5 |
| **G. Integration and Alignment of Resources and Functions** | | | | | |
| 34. Staff roles and responsibilities are coordinated to support the school's WSR efforts. | 1 | 2 | 3 | 4 | 5 |
| 35. Financial resources are coordinated to support the school's WSR efforts. | 1 | 2 | 3 | 4 | 5 |
| 36. School structures (e.g. schedules and workgroups) are coordinated to support WSR efforts. | 1 | 2 | 3 | 4 | 5 |

## H. School Environment

| | No Progress ▼ | A Little Progress ▼ | Some Progress ▼ | Significant Progress ▼ | Goals Achieved ▼ |
|---|---|---|---|---|---|
| 37. The school provides students and teachers with a safe and orderly environment for learning. | 1 | 2 | 3 | 4 | 5 |
| 38. Relationships between and among students and staff provide a positive and productive learning and working environment. | 1 | 2 | 3 | 4 | 5 |

## I. Student and Family Services

**Items 39-43 are for Elementary School Staff only. If you are Middle School or High School Staff, please go on to items 44-46.**

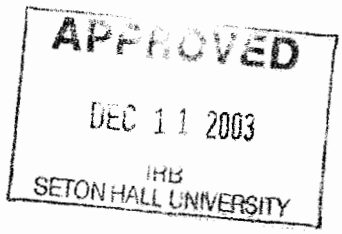
| | No Progress ▼ | A Little Progress ▼ | Some Progress ▼ | Significant Progress ▼ | Goals Achieved ▼ |
|---|---|---|---|---|---|
| 39. A team is in place at our school that encourages parent involvement. | 1 | 2 | 3 | 4 | 5 |
| 40. A team is in place at our school that trains parents for volunteer roles | 1 | 2 | 3 | 4 | 5 |
| 41. A team is in place at our school that intervenes to resolve student issues. | 1 | 2 | 3 | 4 | 5 |
| 42. A team is in place at our school that acts on teacher referrals or recommendations. | 1 | 2 | 3 | 4 | 5 |
| 43. A team is in place at our school that links students to appropriate health and social service agencies. | 1 | 2 | 3 | 4 | 5 |
| 44. Programs are in place to identify and refer students in need of alternative educational services. | 1 | 2 | 3 | 4 | 5 |
| 45. Programs are in place to provide a student code of conduct and adequate security. | 1 | 2 | 3 | 4 | 5 |
| 46. Programs are in place to provide access to health and social services deemed essential for educational achievements of students. | 1 | 2 | 3 | 4 | 5 |

## J. Family Involvement

| | No Progress ▼ | A Little Progress ▼ | Some Progress ▼ | Significant Progress ▼ | Goals Achieved ▼ |
|---|---|---|---|---|---|
| 47. Parents/caregivers are partners in decisions related to the school. | 1 | 2 | 3 | 4 | 5 |
| 48. Parents/caregivers are welcome in the school. | 1 | 2 | 3 | 4 | 5 |
| 49. The school provides ongoing support to strengthen the home school relationship to improve student learning. | 1 | 2 | 3 | 4 | 5 |

**Please indicate how the district has supported your efforts to implement WSR by circling the choice that best describes your situation.**

| | Not at All ▼ | To Some Extent ▼ | To a Moderate Extent ▼ | To a Great Extent ▼ |
|---|---|---|---|---|
| 50. My district has supported our efforts to implement WSR by aligning curriculum and district assessments to state standards. | 1 | 2 | 3 | 4 |
| 51. My district has supported our efforts to implement WSR by providing professional development. | 1 | 2 | 3 | 4 |
| 52. My district has supported our efforts to implement WSR by supporting the development of a school budget and its implementation. | 1 | 2 | 3 | 4 |
| 53. My district has supported our efforts to implement WSR by hiring personnel to support WSR. | 1 | 2 | 3 | 4 |
| 54. My district has supported our efforts to implement WSR by providing meaningful and timely performance data for planning and decision making. | 1 | 2 | 3 | 4 |
| 55. My district has supported our efforts to implement WSR by providing meaningful and timely demographic data for planning and decision making. | 1 | 2 | 3 | 4 |



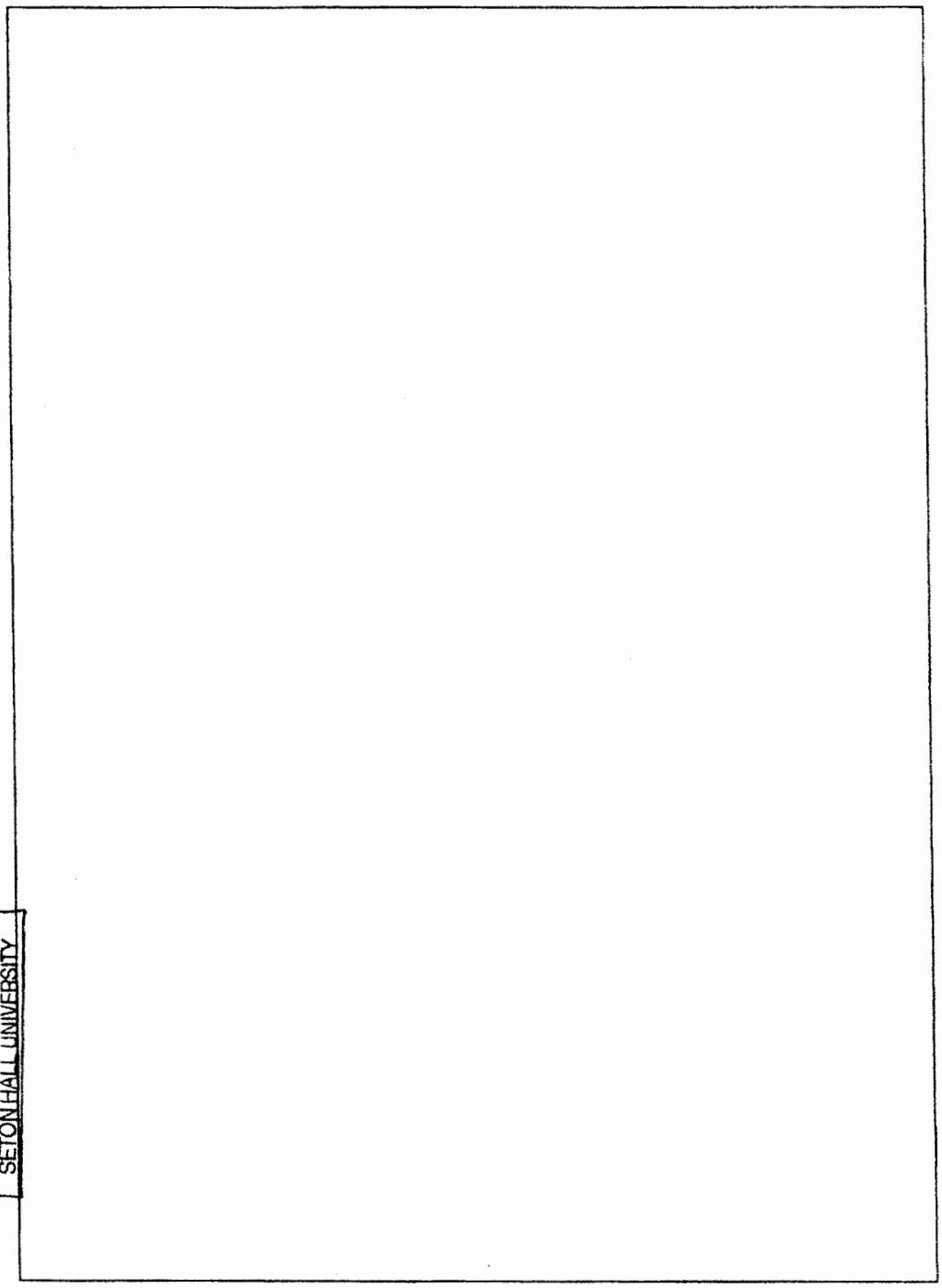
**Please indicate how the following NJDOE products and activities have helped you implement WSR by circling the choice that best describes your situation. Please choose N/A if you have no knowledge of the resource or activity.**

| | Not at All ▼ | To Some Extent ▼ | To a Moderate Extent ▼ | To a Great Extent ▼ | N/A ▼ |
|---|---|---|---|---|---|
| 56. Written guides and materials (e.g. WSR Urban Ed reform in Abbott Districts) | 1 | 2 | 3 | 4 | 0 |
| 57. NJ DOE sponsored regional training | 1 | 2 | 3 | 4 | 0 |
| 58. Support and training provided by SRI | 1 | 2 | 3 | 4 | 0 |
| 59. Whole School Reform (WSR) Start-Up grants/ Incentives for Success For All/ Roots and Wings | 1 | 2 | 3 | 4 | 0 |
| 60. WSR model selection showcases | 1 | 2 | 3 | 4 | 0 |

**Please indicate how the following items correspond with this statement, "As a result of state funding, my school has..." by circling the choice that best describes your situation.**

| | Strongly Disagree ▼ | Disagree ▼ | Neither Agree Nor Disagree ▼ | Agree ▼ | Strongly Agree ▼ |
|---|---|---|---|---|---|
| 61. Sufficient textbooks, materials, and supplies for all students | 1 | 2 | 3 | 4 | 5 |
| 62. Additional teachers to reduce class size to state mandated rates | 1 | 2 | 3 | 4 | 5 |
| 63. Sufficient computers to meet state ratio of 1:5 | 1 | 2 | 3 | 4 | 5 |
| 64. Sufficient security guards and equipment to insure a safe and orderly environment | 1 | 2 | 3 | 4 | 5 |
| 65. Sufficient training on the CCCS and other pertinent WSR topics | 1 | 2 | 3 | 4 | 5 |
| 66. Additional support for students in need of additional assistance and remedial services (e.g. tutoring, before and after school programs, and summer school | 1 | 2 | 3 | 4 | 5 |
| 67. Health and social services referral and other support services for students | 1 | 2 | 3 | 4 | 5 |

**Thank you very much for taking the time to complete this questionnaire. Your assistance in providing this information is very much appreciated. If there is anything else you would like to tell me about this survey, please do so in the space provided below.**



# Appendix C
## Letter of Solicitation and Informed Consent Form

SETON HALL UNIVERSITY

1 8 5 6

To: WSR Facilitators, Middle School Teachers and SMIT Members

From: Andrea Blake-Garrett

Subject: Doctoral Research Study

*1) Researcher's Affiliation with Seton Hall University*

I am a second year doctoral student in the College of education and Human Services Executive Ed.D. Program. I am conducting research investigating and describing the relationship between implementation of the Comer and Co-Nect WSR models and student achievement as measured by the GEPA.

*2) Purpose of the Research*

The purpose of this study is to investigate and describe the degree to which the level of school implementation of the Comer and Co-Nect Whole School Reform Models in the public middle schools of Jersey City, New Jersey affects student's performance on the State Assessment, Grade Eight Proficiency Assessment (GEPA) for the 1999, 2000, 2001, 2002, & 2003 school years. This study will incorporate an analysis of current and historical data, survey data, and individual interviews with randomly selected participants. The data will provide a clearer picture of the perceptions of district stakeholders regarding degree of implementation of Comer and Co-Nect WSR models, barriers inhibiting implementation, the quality and effectiveness of the district's WSR initiative using these two models and the role of administrative leadership and model consultants/developers in supporting the reform efforts at the school level. Finally, this study will provide relevant information to educational policymakers (at the federal, state, and local levels) and educators who maybe considering the implementation of Whole School Reform models including Comer and Co-Nect to assist them in raising student achievement, setting academic goals, and meeting state / national educational standards.

3) *Procedures*

Surveys will be distributed to all subjects at one of the regularly scheduled staff and SMIT meetings. The survey instrument will use a 5-point Likert scale and solicit responses to open-ended questions. The survey will take approximately twenty-five to thirty minutes to complete. Completed surveys will be placed in a drop box labeled "WSR Survey" located in the main office of each participating school.

College of Education and Human Services
Executive Ed.D. Program
Tel. 973.275.2728
400 South Orange Avenue • South Orange, New Jersey 07079-2685

A semi-structured interview protocol will be administered individually to randomly selected members of central office WSR staff, Comer and Co-Nect school administrators, teachers, school facilitators, model consultants/developers, and SMIT members. The open-ended questions will be tailored to gather additional data regarding patterns or themes that emerge as a result of survey data analysis. The interview will take approximately thirty to sixty minutes to complete and will be tape-recorded and then transcribed for analysis. Following each interview, the researcher will answer any follow-up questions from the respondents.

4) *Statement of Voluntary Participation*

Be advised that your participation in this study is voluntary. You may opt not to participate or discontinue participation at any time during this process without penalty or loss of any kind.

5) *Anonymity*

In order to maintain the integrity of anonymity, please do not place your name or any identifying information on the survey other than your school.

6) *Storage*

All copies of the data materials will be stored in a secured container in the researcher's home office.

7) *Confidentiality*

The information collected as a result of this study is confidential, and will only be used for this research study. No other individual besides the researcher will have access to the original data material.



8) *Anticipated Risks*

There are no foreseeable risks associated with participating in this study.

9) *Associated Benefits*

There are no forseeable benefits for the respondents who consent to participate in this study.

10) *Compensation and Referral Mechanism*

At no time will the participants be exposed to any emotional, mental or physical health risk or research-related injury. Therefore, compensation, medical treatment, or referral mechanisms to reduce undue stress or personal harm are not warranted.

11) *Alternative Procedures*

The non-medical nature of this study does not warrant identifying alternative procedures or courses of treatment that might be advantageous to the participants.

12) *Contact Information*

The information collected will be analyzed and disseminated to initiate discussion on the implementation of WSR models in Urban Abbott districts and its relationship to student performance. Should you have any questions regarding this study, or the research subjects rights, I can be reached at the Jersey City Board of Education, 346 Claremont Ave, rm 532, Jersey City, NJ 07305; by calling 201-915-6224; by faxing 201-915-6787; by e-mailing mrsgarrett07114@yahoo.com.

13) *The Use of Video or Audio Tape*

With your consent and for the purpose of accurately capturing all data during the individual interviews, the researcher will use a Sony digital IC micro-recorder model number # IC-B10. You have the right to review all or any portion of your taped interview, and/or request that it be destroyed. After the data has been transcribed, the recorded data will be stored in a secured container in the researcher's home office.

*This study has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subjects privacy, welfare, civil liberties and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of this office is 973-275-2974.*

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity, realizing that I may withdraw without prejudice at any time.

**Questions:** Please direct any questions to Andrea Blake-Garrett, Supervisor of Science for more information. She can be reached at 201-915-6224 or 973-596-0018.

***When you have completed the survey, please place it in the drop box labeled "WSR Survey" located in the main office.***

**********

*Please return this portion to the attention of Andrea Blake-Garrett, Science Supervisor*

*Jersey City Board of Education, Room 532, 346 Claremont Avenue.*

☐ I wish to be a part of the interview. I understand that when results are presented my personal information will remain anonymous and confidential.

_____ / / _____

**Name (Please PRINT)** **Title** **School**

Signature Date

SETON HALL UNIVERSITY
1 8 5 6

**Consent Form**

**Researcher**

Andrea Blake-Garrett, Doctoral Student at Seton Hall University, College of Education and Human Services, Department of Education, Leadership, Management and Policy, Executive Doctoral Program.

**Purpose of Research**

The purpose of this research The purpose of this study is to investigate and describe the degree to which the level of school implementation of the Comer and Co-Nect Whole School Reform Models in the public middle schools of Jersey City, New Jersey affects student's performance on the State Assessment, Grade Eight Proficiency Assessment (GEPA) for the 1999, 2000, 2001, 2002, & 2003 school years.

**Description of Procedures**

Surveys will be distributed to all subjects at one of the regularly scheduled staff and SMIT meetings. The survey instrument will use a 5-point Likert scale and solicit responses to open-ended questions. The survey will take approximately twenty-five to thirty minutes to complete. Completed surveys will be placed in a drop box labeled "WSR Survey" located in the main office of each participating school.

A semi-structured interview protocol will be administered individually to randomly selected members of central office WSR staff, Comer and Co-Nect school administrators, teachers, school facilitators, model consultants/developers, and SMIT members. The open-ended questions will be tailored to gather additional data regarding patterns or themes that emerge as a result of survey data analysis. The interview will take approximately thirty to sixty minutes to complete and will be tape-recorded and then transcribed for analysis. Following each interview, the researcher will answer any follow-up questions from the respondents.

**Participation**

This is strictly voluntary, and I understand that I may withdraw at any time. There will be no penalty or loss of any kind should I choose not to participate or withdraw.

**Anonymity**

No individual assessment data will be identified nor will any school and/ or participant be named in the research project. In order to maintain the integrity of anonymity, please do not place your name or any identifying information on the survey other than your school.

College of Education and Human Services
Executive Ed.D. Program
Tel. 973.275.2728
400 South Orange Avenue • South Orange, New Jersey 07079-2685

**Confidentiality and Security**
Information will be stored in the researcher's home office. The data will be destroyed three (5) years after the completion of the project. Data will only be reported using the coding system developed by the researcher.

**Risks**
There are no foreseeable risks to you concerning your answers to questions about your views and experience with the Comer or Co-Nect WSR models.

**Benefits**
There are no expected direct benefits to you; however, education policymakers, researchers and others may have interests in the topic of study.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Service. The telephone number of the Office is (973) 275-2974.

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity, realizing that I may withdraw without prejudice at any time.

**Questions:** Please direct any questions to Andrea Blake-Garrett, Supervisor of Science for more information. She can be reached at 201-915-6224 or 973-596-0018.

***When you have completed the survey, please place it in the drop box labeled "WSR Survey" located in your school's main office.***

---

*Please return this portion to the attention of Andrea Blake-Garrett, Science Supervisor Jersey City Board of Education, Room 532, 346 Claremont Avenue.*

☐ I wish to be a part of the interview. I understand that when results are presented my personal information will remain anonymous and confidential.

_____ / / _____

**Name (Please PRINT)** **Title** **School**

_____

Signature Date

To: Dr. Charles T. Epps, Jr., Ed.D.
State District Superintendent
Jersey City Public Schools

From: Andrea Blake-Garrett
Science Supervisor

Re: Doctoral Research Request

Date: August 16, 2002

I am completing my doctoral dissertation at Seton Hall University. I am respectfully requesting your permission to conduct the research for this dissertation within the Jersey City Public School district. I am interested in conducting a parallel study to determine if relationships exist between the level of implementation of the Comer and Co-nect Whole-School Reform models within the middle schools and the level of student academic performance on Grade Eight Proficiency Assessment since 1999. Specifically, what degree does the each school's level of implementation of the Comer and Co-nect Whole-School Reform models affect performance.

This process may involve interviews and surveys of middle school administrators, teachers, and school facilitators. This study will not involve any review of pupil records or interviews with pupils. Please indicate approval by signing this letter where indicated below and return in the enclosed return envelope.

Thank you in advance for your time and consideration regarding this matter.

PERMISSION GRANTED FOR THE ABOVE REQUEST:

Dr. Charles T. Epps, Jr., Ed.D.
State District Superintendent
Jersey City Public Schools

Date: 8/19/02

Subj: RE: Permission Inquiry
Date: 5/8/2003 4:27:00 PM Eastern Standard Time
From: "Lisa Bushey" <lbushey@cceo.gwu.edu>
To: <WGarr16615@aol.com>
Sent from the Internet (Details)

Regarding your inquiry to use all or a portion of the surveys noted in Appendix A-C of the study entitled Study of Whole School Reform Implementation in New Jersey Abbott Districts: Perceptions of Key Stakeholders, we received online permission from the client. We ask only that any material drawn from the study be clearly labeled as excised from the study and that it be cited. Many thanks.

-----Original Message-----
From: WGarr16615@aol.com [mailto:WGarr16615@aol.com]
Sent: Wednesday, May 07, 2003 4:45 PM
To: Lisa Bushey
Subject: Re: Permission Inquiry

Thank you very much.