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A Study of the Relationship between the Leadership Styles of Principals in Smaller Learning Communities, the Number of Structures and Strategic Configurations and the Rates of Student Success of 9<sup>th</sup> Graders

Sara Jane Lewis-Stankus

Dissertation submitted to the  
College of Human Resources and Education  
at West Virginia University  
in partial fulfillment of the requirements  
for the degree of

Doctor of Education  
in  
Educational Leadership Studies

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2007

Keywords: Principals, Leadership Styles, Ninth Grade, Student Achievement, Smaller Learning Communities, School Size, High School Reform.

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## ABSTRACT

### A Study of the Relationship between the Leadership Styles of Principals in Smaller Learning Communities, the Number of Structures and Strategic Configurations and the Rates of Student Success of 9th Graders

Sara Jane Lewis-Stankus

This study examines the relationship between the leadership styles of principals in smaller learning communities and rates of ninth grade students' success. To examine this relationship, the Leadership Behavior Description Questionnaire was used to collect data from ninth grade teachers regarding the principal's leadership style. This survey was used along with a demographic questionnaire given to the principals that collected information regarding the age, gender, number of years experience, highest degree earned, certification, and ninth grade student achievement data. These surveys were sent to 302 public high schools that qualified for a Smaller Learning Communities (SLC) Grant in 2003. The schools include Cohort A (204 schools) and Cohort B (98 schools). The principals delivered the surveys to their ninth grade teachers, and the teachers completed them and returned them in a self-addressed stamped envelope. Responses were received from 456 teachers and 124 high school administrators. Descriptive statistics, Chi-square test, ANOVA, MANOVA, including normality, homogeneity of variance/covariance were assessed. Pearson's correlation coefficients and cross-tabulations were used to examine patterns in the data.

Major research findings indicate a large percentage (48.5 percent) of principals did not use a particular style of leadership, and their leadership did not significantly impact student achievement. With respect to leadership styles, it was found that principals from high schools in Smaller Learning Communities (Cohort 3), used a multi-frame approach (31.1 percent), followed by the single-frame (11.1 percent), and finally the paired-frame (9 percent) approaches. Another significant finding was that learning achievement in algebra of students from smaller schools was significantly higher than that of students from larger schools.

Recommendations from this study include implementation of professional development activities for principals from large high schools that includes an increased awareness of their personal leadership orientation, as well as development of multi-frame leadership practices in order to improve their leadership effectiveness.

## DEDICATION

I dedicate this effort to my family, the source of my inspiration, strength, and perseverance – to Hannah, Leah, Isaac, and Steve; also to my sister Barb, who encouraged my love of learning. Thanks be unto to God for the encouragement of Psalm 32:8 (“I will instruct thee and teach thee in the way which thou shalt go; I will guide thee with mine eye. KJV)

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## Chapter 1

### Introduction

External pressures and internal dissatisfaction from policymakers, practitioners, and parents are challenging high schools to meet the demands of the 21<sup>st</sup> century and the next generation of high school students. Although the focus on high school reform cannot be attributed to any single factor or event, the tragic events that occurred at the Columbine High School advanced the reform movement throughout the nation, including the United States Department of Education's (USDE) agenda. Just as Columbine was the product of a fragmented school culture—filled with cliques and discord—large high schools of the 21<sup>st</sup> century must evaluate the evidence and respond with much-needed reforms. High schools and school districts have begun to investigate the most effective high school practices. According to Assistant Secretary for Vocational and Adult Education Patricia McNeil, initial efforts focused on violence prevention along with an increase in the number of metal detectors and police resources (McNeil, 2000). However, after listening to the opinions of students, McNeil concluded that students need reforms focused on promoting support and establishing closer relationships with caring adults, which would result in a change in the school culture to provide a more positive environment for both students and adults (McNeil, 2000). The creation of a school culture that reflects mutual respect among administration, teachers, and students was the vanguard of the initial high school reform. High school would never be the same.

In addition, the issue of school size has been at the center of controversy for the past 40 years and continues to provoke debate today. School leaders are under pressure to meet the mandates of the *No Child Left Behind Act of 2001*. The role of principal has changed dramatically due to constant scrutiny of strong graduation rates, high academic achievement, and

safety in schools. Many policymakers have concluded that large, consolidated high schools are not conducive to fostering a stronger sense of community. Research has consistently supported small schools, citing their countless benefits, such as increased academic achievement, improved attendance, and decreased discipline referrals (Cotton, 2001; Klonsky, 1998; Lee & Smith, 1997). According to this research, smaller schools have direct implications for school cohesiveness and academic achievement (Cotton, 2001).

Today's research clearly points toward a distinct relationship between school size, attendance, student discipline, and student achievement (Cotton, 2001; Howley, 1994, Klonsky, 1995). Williams (1990) suggests that the optimal size for a secondary school is in the range of 400 to 800 students. Yet approximately fifty percent of American high schools enroll one thousand or more students (Cotton, 2001; Gladden, 1998), and some students attend schools enrolling as many as four to five thousand students.

School districts have examined the possibility of restructuring the traditional high school into Smaller Learning Communities. This is a multi-phased reform model that specifically targets high school organization and curriculum changes. One of the primary target populations is the ninth grade because that particular year can be one of the most emotionally, socially, and academically challenging times in the lives of children. An array of changes and challenges take place during the critical ninth grade transitional year. Research supports the theory that the ninth grade is the most critical point to intervene to prevent students from losing motivation and dropping out (Cotton, 2001). Smaller Learning Communities (SLC), such as schools within schools and ninth grade academies has assisted in crafting a smooth transition to high school and providing students with the attention they need during this critical time (Oxley, 2004).

The *No Child Left Behind Act of 2001* promoted the important purpose of Smaller Learning Communities even further. The law provided a defined structure to the discretionary grant status of the Smaller Learning Communities' grant competition and ensured that Smaller Learning Communities will continue to assist large public high schools, which are defined as schools that include grades 11 and 12 and enroll at least 1,000 students in grade 9 and above. Eligible strategies may include creating schools within schools or career academies, restructuring the school day, instituting personal adult advocates, developing teacher advisory systems, and implementing other innovations designed to create a more personalized high school experience for students thereby improving student achievement and performance (USDE, 2006).

Research suggests that smaller learning environments are a prime condition for boosting student achievement (Williams, 1990), attendance rates, school loyalty, and satisfaction with school and self-esteem. Furthermore, they also decrease the frequency of disciplinary actions and the use of drugs and alcohol (Raywid, 1995; Klonsky, 1995). This is especially true in at-risk populations, such as minorities and economically disadvantaged children (Cotton, 1996). Children and parents agree that smaller schools are safer and more helpful; in the interim, teachers feel that they have more opportunity to get to know and support their students (Fowler & Walberg, 1991; Gregory, 1992; Stockard & Mayberry, 1992).

Although the research on school size has been for the most part non-experimental, an increasing body of evidence suggests smaller schools may have advantages over larger schools (Fowler, 1992; Klonsky, 1995; Raywid, 1996). Increased student achievement is more likely when the school size is decreased as well as accompanied by other changes. Variables such as strong leadership, supportive adult relationships, freshmen transition programs, and the use of a number of strategies and structures within the large school to encourage school attachment can

ensure improvement in student success. In addition, research conducted in the past fifteen years suggests that the positive outcomes linked with smaller schools stem from the schools' ability to build close, personal environments where teachers can work collaboratively, with a small set of students, to challenge students and support learning (Fowler & Walberg, 1991; Gregory, 1992; Stockard & Mayberry, 1992).

A range of structures and operational strategies designed to create a more personalized high school experience for students are thought to provide essential supports for smaller learning environments; some data suggest that these approaches offer considerable advantages to both teachers and students (Ziegler, 1993; Carroll, 1994). Structural changes for reorganizing large schools as a set of Smaller Learning Communities may include methods and strategies, such as establishing small learning clusters, houses, career academies, magnet programs, and schools within a school. Other activities may include freshmen transition activities, advisory and adult advocate systems, academic teaming, multi-year groupings, and extra help or accelerated learning options for students. In addition, groups of students entering below grade level may be grouped together as a method of providing intervention services. Such structural changes and personalization strategies, by themselves, are not likely to improve student academic achievement; interventions such as common planning, common students for teachers, and individualized academic and social support systems increase the likelihood of student success (USDE, 2006).

Smaller Learning Communities encourage school districts to set higher academic expectations for all students and to use these strategies to provide students with the valuable instruction and personalized academic and social support they need to meet those expectations. The leadership skills and abilities of principals are critical in ensuring the excellence of the



Smaller Learning Communities program and the success of ninth grade students. The nature of this role requires twenty-first-century principals to employ a broad range of leadership approaches (Bensimon, 1989, 1990; Bolman & Deal, 1991, 1992). Bolman and Deal term this type of leader as multi-framed. Studies show that effective leaders and effective organizations rely on using multiple frames (structural, human resource, political and symbolic) in order to gain different perspectives (Bolman & Deal, 1991, 1992).

The current study will investigate the relationship between structural variables and student success. In addition, it will explore the relationship of the leadership styles and the success of ninth grade students.

#### *Statement of the Problem*

This study examines the relationship between the leadership styles of principals in Smaller Learning Communities, the number and types of structures and strategic configurations in high schools with Smaller Learning Communities, and the rates of student success of ninth graders. The major hypothesis examines whether there is a statistically significant relationship between the leadership style of principals in Smaller Learning Communities, the number and types of structures and strategic configurations, and the rate of student success of ninth grade students. The leadership styles are classified on the foundation of Bolman and Deal's (1984, 1990) cognitive frames (structural, human resource, political, and symbolic) to understand organizational behaviors and governance patterns.

#### *Research Questions*

This research investigates the leadership style of principals in Smaller Learning Communities, the numbers and types of structures and strategic configurations, and the rates of student success of ninth grade students in the respective schools. Student success is defined by

the number of discipline referrals, academic success in core subject areas, and attendance rates. The study invited principals and faculty from schools that receive federal funding to participate in the survey. The study seeks to answer the following six research questions.

*Question 1.* What are the leadership styles (as measured by the four frames) of the principals in schools with Smaller Learning Communities?

*Question 2.* Are there differences in leadership styles (none, single, paired, and multiple) of principals by the demographic variables (locale (rural/urban), gender (male/female), size of the school (small/medium/large), and the principals' number of years of experience (emergent= 0-5 years/mid-career= 6-10 years/established=more than 11 years

*Question 3.* Is there a significant relationship between the leadership (frame/s) of the principals (structural, human resource, political, and symbolic) with the level of discipline referral rates (number of referrals/number of students), levels of student achievement (grade point average of at least 2.0/passing level) in four subject areas (regular ninth grade English, regular algebra, regular ninth grade social studies, and regular ninth grade science) and attendance rates (attendance/number of students)?

*Question 4.* Is there a statistically significant relationship between the leadership style of the principals (none, single, paired, and multiple) with the level of discipline referral rates (number of referrals/number of students), levels of student achievement (grade point average of at least 2.0/passing level) in four subject areas (regular ninth grade English, regular algebra, regular ninth grade social studies, and regular ninth grade science) and attendance rates (attendance/number of students)?

*Question 5.* What are the differences between the various patterns of leadership styles (none, single, paired, and multiple) of principals in Smaller Learning Communities and the

frequency of the six structures implemented by the school with Smaller Learning Communities—namely career academy/academies, house plans, freshman academies, theme-based academies, and school within- a- school)?

*Question 6.* What are the differences between the various pattern of leadership styles (none, single, paired, and multiple) of principals in Smaller Learning Communities and the use of the six strategies implemented by Smaller Learning Communities schools—namely academic teaming, alternative scheduling, freshmen transition activities, teacher advisory systems, adult advocate systems, and individual/personalized academic plans—as measured by means and standard deviation on the six strategies (listed above) by each frame pattern (none, single, paired, and multiple)?

*Research question 6a.* What are the differences in the levels of student achievement (grade point average of at least /passing level) in the four subject areas (regular ninth grade English, regular algebra, regular ninth grade social studies, and regular ninth grade science) by locale (urban/rural)?

*Research question 6b.* What are the differences in the levels of student achievement (grade point average of at least /passing level) in the four subject areas (regular ninth grade English, regular algebra, regular ninth grade social studies, and regular ninth grade science) by school size (small, medium, and large)?

*Research question 6c.* What are the differences in the levels of student achievement (grade point average of at least /passing level) in the four subject areas (regular ninth grade English, regular algebra, regular ninth grade social studies, and regular ninth grade science) by the principals number of years of experience in administration (emergent=0-5 years, mid-career=6-10 years, established=more than 11 years).

### *Definition of Terms*

The terms mentioned here in brief will be discussed in greater detail in Chapter Two.

*Four Leadership Frames.* According to Bolman and Deal (1984, 1990), leadership behavior can be characterized according to four perspectives or frames: structural, human resource, political and symbolic. These frames, mentioned here in brief, will be further discussed in Chapter 2.

*The Structural Frame.* Leaders who follow the structural frame emphasize rationality, goals, and efficiency, and have power to execute their decisions. The structural leader clearly defines the goals in order to be effective and is more likely to conduct activities by following the predetermined rules and policies (Bolman & Deal 1992, 1997).

*The Human Resource Frame.* Leaders using this frame pay more attention to human needs and how organizations can meet those needs. Human resource leaders seek to lead the organization through openness, participation, and empowerment and view organizational members as the primary resource. The human resource leader attempts to build and maintain a harmonious relationship between the organization and individual (Bolman & Deal 1992, 1997).

*The Political Frame.* Leaders adopting the political frame see organizations as arenas of continuing conflict and competition and competition for scarce resources among different groups with diverse agendas and interests. Political leaders are advocates and negotiators who value realism and pragmatism. They spend much of their time networking, creating coalitions, building a power base, and negotiating compromises (Bolman & Deal 1992, 1997).

*The Symbolic Frame.* Leaders advocating the symbolic frame believe the world is chaotic, in which meaning and predictability are social creations, and facts are interpretative rather than objective. These leaders provide a shared sense of mission and identity and instill a

sense of enthusiasm and commitment through charisma and drama. This leadership style will focus on myth, ritual, ceremony, stories, and other symbolic forms (Bolman & Deal 1992, 1997).

*The No Frame Orientation Leadership Style.* The principals who do not implement any frame orientation and are assumed to demonstrate a leadership style with none of the four frames listed above (Bolman & Deal 1992, 1997).

*The Single-Frame Orientation Leadership Style.* This leadership style means the principal uses only a single frame (Bolman & Deal 1992, 1997).

*The Paired-Frame Orientation Leadership Style.* This indicates a leadership style in which the principal uses two of the four frames (Bolman & Deal 1992, 1997).

*The Multiple-Frame Orientation Leadership Style.* The multiple-frame orientation leadership style indicates the principal adopts more than two frames (Bolman & Deal 1992, 1997).

*Teachers.* Teachers working in the high schools (grades 9-12) who hold various certifications in an array of content areas.

*Smaller Learning Communities (SLC).* A program initiative through the U.S. Department of Education, designed to assist large high schools to increase the academic achievement through the creation of smaller, more personalized learning environments. High schools enrolling more than 1,000 students may establish strategies such as small learning clusters, career academies, teacher-advisory mentoring, and other innovations designed to create more personalized instruction (United States Department of Education, 2006).

*Structures.* Creating smaller, more personalized learning cultures will involve initiatives generally utilized to gain the full benefits of a small learning environment. Examples of smaller

school structures include academies, house plans, schools-within-schools, and magnet schools (United States Department of Education, 2006).

*Strategies.* Various methods used to enhance student learning, that are most likely to yield beneficial impacts. Examples include academic teaming, alternative scheduling, freshman transition activities, and teacher-advisory systems (United States Department of Education, 2006).

*Locale.* SLC Districts and Schools by locale are divided into nine subcategories (Large Central City, Mid-Size City, Urban-Fringe of Large City, Urban Fringe of Mid-Size City, Large Town, Small Town, Rural outside Metropolitan Statistical Area (MSA) and Rural, inside MSA and locale not available) in SLC summary reports. For the purposes of this study, locale will be divided into two categories: urban and rural. Urban will include the first four categories listed and rural, the last four (United States Department of Education, 2006).

*Student Success.* In this study, student success will be measured using attendance, academic achievement of at least a C (at least a C) and discipline (misconduct) referrals.

*Average Daily Attendance (ADA).* The aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only the days that the students are under the guidance and direction of teachers should be considered days in session.

*Academic Success.* Grades will be used to measure the extent that students have acquired certain information or mastered certain skills, usually as a result of specific instruction. This study will use the core subject areas for ninth grade students (Algebra I, Regular English 9, Regular Science 9 and Regular Social Studies 9).

*Core Subject Areas.* All ninth grade students are required to take math, English, science and social studies. For the purposes of this study, algebra I, regular English 9, regular science 9 and regular social studies 9 will be the only courses used to collect student achievement data. Honors courses or other accelerated academic areas will not be included.

*Discipline Referrals.* When a teacher records a discipline (misconduct) and reports it to the administrator in charge of discipline at the high school, this constitutes a referral. The referral is then documented in the state educational reporting system.

### *Significance of Study*

This study will investigate the leadership style of principals in Smaller Learning Communities, the number and types of structures and strategic configurations, and the rates of student success of ninth grade students in the SLC schools. Research in the early 1990's indicates that students in smaller schools are more likely to form relationships with peers and teachers, which in return will have positive effects on student educational outcomes (Cotton, 2001; Howley, 1994; Klonsky, 1995). Smaller schools are more likely to encourage relationships that bind students with peers and teachers and enable teachers to be better equipped to identify and respond to students' needs. (Cotton, 2001; Howley, 1994).

Critical to the success of any school reform is effective leadership. In well-run, smaller learning environments, students including at-risk students have markedly higher achievement, attend school more frequently, and have fewer discipline referrals (Cotton, 2001; Fowler & Walberg, 1991; Howley, 1994; Klonsky, 1995). The leadership styles of principals in Smaller Learning Communities is an area of research that has not been completed, and little research exists regarding the success rates of ninth grade students in Smaller Learning Communities. This study will be the first research that has been conducted on leadership styles of principals in

Smaller Learning Communities, the number and types of structures and strategic configurations, and the rates of student success of ninth graders using Bolman and Deal's (1992, 1997) frame of analysis. This study is significant for the following reasons:

1. The research results will assist principals in better understanding the influence of their leadership styles on ninth grade student success.
2. The findings will assist principals and other educational leaders in examining and adapting their own leadership behaviors. Superintendents can benefit from knowing which leadership frames are more likely to result in promotion of principals who increase student success in their respective schools.
3. The results will contribute to increased success of ninth grade students in Smaller Learning Communities by identifying concrete suggestions for future research, policy, and practice.
4. This study will inform those practitioners who are prepared to take action based on the latest research and knowledge of best practices and strengthen links between research, policy, and practice.
5. The research findings of this study will aid in the identification of the most promising SLC configurations, the relationship between Smaller Learning Communities structures and strategies, and student achievement.

#### *Limitations of the Study*

1. Different experiences, academic specializations, and personalities may influence principals' perceptions and the results of the surveys.



2. This study only investigates the impact of principals' leadership on the success of ninth grade students and will not consider the influence of the roles of teachers, service personnel, other administration personnel (such as vice principals, deans, and department chairs), or SLC grant coordinators. This may limit the accuracy of the research.
3. Some indicators will not be measured or classified. These include: quality of principal's college education; experience, type, and quality of experience; and attitudes as well as the work environment; value-system(s) of employees; complexity of tasks performed by employees; school employees' need to be directed versus self-directed professionals and/or institutional norms; rewards, incentives and punishments available to the leader; extent of autonomy possessed by the leader; school programs; special education student quotients; and special enhancements or disadvantages of specific schools will not be measured or classified. As such, this may impose a limitation on the results of this study.
4. This study is limited strictly to quantitative data. Although qualitative site studies would yield valuable information, this research focuses on quantitative information only.

### *Summary*

A key measure of the success of every school is student achievement. This study will examine the impact of leadership on student achievement in high schools with Smaller Learning Communities. Using Bolman and Deal's (1992, 1997) four-frame leadership model, this study will explore the relationship of the leadership style of principals in Smaller Learning Communities as well as the number and types of structures and strategic configurations and the success rates of ninth grade students.

This chapter briefly introduced the plan to study the relationship between the leadership style of principals in Smaller Learning Communities and the rates of ninth grade student success in the respective schools. In addition, chapter one has outlined and developed the statement of the problem, created the research questions to be answered in this study, as well as described the significance and limitations, and summarized this study. In Chapter 2, a detailed literature review related to the study variables (leadership styles, school size, and ninth grade student success) will be presented. Chapter 3 will describe the methodology engaged in this study and will be composed of six sections: participants, instrumentations, research design, procedure, data analysis, and a brief summary. Chapter 4 will present the results of the study. Chapter 5 will discuss the research findings and present conclusions and suggestions for further research.

## Chapter 2

### Literature Review

This chapter reviews the major literature related to the leadership styles of principals in smaller learning communities, the number and types of structures and strategic configurations, and the success rates of ninth-grade students. Chapter Two is organized by topics, including Bolman and Deal's (1984, 1990) four-frame model, research using the four-frame model, research relating to school size, smaller learning communities, and the changing role of principals in light of *No Child Left Behind Act of 2001* (NCLB).

#### *Bolman and Deal's Four-Frame Model*

As previously mentioned in Chapter One, Bolman and Deal's four-frame leadership model will be discussed in detail here, followed by research on the model, including how the four-frame model has been utilized outside of the realm of education.

Bolman and Deal (1991) synthesized leadership theory into four cognitive perspectives and organized them into frames that assist leaders in decision-making with regard to each particular situation. The use of the frames can assist leaders in viewing events in new ways and shift perspective. Bolman and Deal presented "windows" to help the leader visualize and understand more broadly the challenges of the organization and potential available solutions.

The four-frame leadership model was created by melding a variety of organizational theories such as the trait theory, behavioral theory, situational and contingency theory and power and influence theory. These theories have been

developed over the past several decades and are encompassed in Bolman and Deal's comprehensive theory. Bolman and Deal refer to multiple perspectives, or frames through which to view an organization. The windows and lenses that help bring the organization into focus serve as filters which give leaders order and aid in decision-making. The frames consist of the structural frame, the human resource frame, the political frame, and the symbolic frame. Each of the frames represents a specific perspective with its own assumptions and behaviors. The structural frame views the world from an orderly perspective with formal rules and procedures. The human resource frame assumes that goals will be met by addressing the needs of the members. The political frame involves conflict, alliances, and bartering to allocate scarce resources. Finally, the symbolic frame deals with culture, rituals, and symbols as opposed to rules and procedures. Many leaders tend to favor one or more of these frames (Bolman & Deal, 1997, 1999, 2003). Each of the four frames is detailed below.

*Structural frame.* The structural frame emphasizes goals and efficiency, formal roles and relationships, and creates rules, procedures and hierarchies (Bolman and Deal, 1997). This frame is founded in the behavior theory by including the characteristics of task or initiating structure through directing and clarifying subordinates' roles, problem solving, and criticizing poor work. Structural leadership supports well-thought-out roles and relationships and emphasizes data analysis. The structural leader's focus is to assure the bottom line, set clear directions, hold people accountable for results, and attempt to solve organizational problems with new policies and rules or through restructuring (Bolman & Deal, 1992, p. 270).

Bolman and Deal (2003) based the structural frame on the following assumptions:

1. Organizations exist to achieve established goals and objectives.
2. Organizations increase efficiency and enhance performance through specialization and a clear division of labor.
3. Appropriate forms of coordination and control ensure that diverse efforts of individuals and units mesh.
4. Organizations work best when rationality prevails over personal preferences and extraneous pressures.
5. Structures must be designed to fit the organizations' circumstances, including their goals, technology, workforce, and environment.
6. Problems and performance gaps arise from structural deficiencies and can be remedied through analysis and restructuring (p. 45).

The structural frame view has two main intellectual roots, the work of renowned psychologists Fredrick Taylor (1996) and Henri Fayol (1996) and sociologist Max Weber (1946/1996) who developed theories that formed the foundation for this frame.

Taylor's (1996) theory of scientific management followed time and motion studies. His goal to increase productivity led him to the creation of a new division of labor among management and workers. Taylor believes that every task could be divided into a variety of smaller task components that drastically increase worker efficiency (Taylor, 1996).

Fayol (1996) found ways to improve administration and designed fourteen principles that served as guidelines for managers. These concepts were designed to be flexible and adaptable by managers. He further proposed that adapting these principles required experience, intelligence, and preparation from the administrator. In other research, administration was defined in terms of five functions: planning, organizing, commanding, coordinating and controlling (Owens, 1995).

The second source of structural ideas stems from the work of the German economist and sociologist Max Weber, who outlined a “monocratic bureaucracy” that would use highly trained specialists, governed by rules with a strong hierarchy of authority (Weber, 1996).

Structural leaders are ultimately responsible for deciding which structure will best maximize the productivity and efficiency of their organizations. Structuralists will assign responsibilities to subordinates and develop policies and plans and create procedures and hierarchies to coordinate activities. The productivity of the organization depends on the degree of clarity of organizational goals and roles for the people defined by leaders and coordination of individuals and groups through both vertical (command, rule) and lateral (face-to-face, informal) strategies (Bolman & Deal, 1993). Structural frame sometimes referred to as the bureaucratic frame, can be likened to a factory or machine because of the emphasis on systems and authority (Bolman & Deal, 1997). According to Bolman and Deal, structural leaders succeed not because of their inspiration but because they have the right design for the times and are able to get their structural changes implemented (p. 352). Effective structural leaders share several characteristics: they do

their homework, rethink the relationship between structure, strategy and environment, focus on implementation, experiment, evaluate, and adapt (Bolman & Deal, 2003).

*Human resource frame.* The human resource frame is based upon studies from psychology and organizational behavior (Bolman & Deal, 1991) and postulates that organizations are inhabited by people with needs, feelings, and prejudices (Bolman & Deal, 1984, p. 5). Human resource leaders are passionate about “productivity through people” (Peters and Waterman, 1982). According to Bolman and Deal (1991), the human resource frame is based on the following assumptions:

1. Organizations exist to serve human needs rather than the reverse.
2. People and organizations need each other; organizations need ideas, energy and talent; people need careers, salaries and opportunities.
3. When the fit between the individual and the system is poor, one or both suffer, individuals will be exploited or will exploit the organization, or both will become victims.
4. A good fit benefit both, individuals find meaningful and satisfying work and organizations get the talent and energy they need to succeed.

To develop this type of effective leader, no single strategy is likely to be successful if used exclusively; accordingly, human resource leaders will utilize a number of strategies to involve employees and strengthen the bond between individual and organization. Successful human resource leaders will adjust the people to fit the organization (Bolman & Deal, 1984, p. 4) or understand how to modify organizations to better meet the needs of the people within the organization (Bolman & Deal, 1984, p. 5).

Success typically requires a comprehensive strategy supported by a long-term human resource management philosophy (Bolman & Deal, 2003).

*Political frame.* The political frame views organizations as living, screaming political arenas that host a complex web of individual and group interests (Bolman & Deal, 2003). This frame is rooted in the work of political scientists. Five propositions summarize this perspective:

1. Organizations are coalitions of diverse individuals and interest groups.
2. Enduring differences exist among coalition members in values, beliefs, information, interests, and perceptions of reality.
3. Most important decisions involve allocating scarce resources.
4. Scarce resources and enduring differences make conflict central to organizational dynamics and underline power as the most important asset.
5. Goals and decisions emerge from bargaining, negotiation, and jockeying for position among competing stakeholders (Bolman & Deal, p. 186).

The politically-oriented leaders understand the competition for resources, welcome the discourse of “status quo”, and consequently are compelled to seek a workable solution for the organization. The political leaders use the interplay of interests and agendas among different individuals and groups as a constructive vehicle for achieving organizational goals for, building linkages to other stakeholders, and using persuasion, negotiation, coercion and compromise to gain control.

*Symbolic frame.* This frame forms ideas from organization theory and sociology. The symbolic frame is not based on the rationality of the first three frames; rather, organizations are viewed as being held together by shared values and culture instead of



goals and policies (Bolman & Deal, 1984). Deal and Kennedy (1982, p. 4) define culture more succinctly as “the way we do things around here.” Culture is both a product and a process (Bolman & Deal, p. 243).

Scholars associated with the symbolic frame include organizational theorist and sociologist Hofstede, (1984), and political scientists Dittmer (1977), Edelman, (1971) and psychologists, Freud and Jung; others include anthropologists such as Ortner (1973). The basis of this frame focuses on culture and symbols. Symbols express an organization’s culture, the interwoven pattern of beliefs, values, practices and artifacts that define for members who they are and how they are to do things (Bolman & Deal, p. 243). From the perspective of a symbolic leader organizations are viewed as tribes, theaters, carnivals or cultures propelled more by rituals, ceremonies, stories, heroes, and myths than by rules, policies and managerial authority (Bolman & Deal, 1997). These leaders use this frame to focus not merely on team building, rather team spirit and uniting employees through a creation of a community of believers joined by shared faith and culture.

Bolman and Deal do not consider the four frames to be independent of one another. Many studies show that effective leaders and organizations rely on the use of multiple frames as essential tools (Bensimon, 1989; Birnbaum, 1989; Bolman & Deal, 1997). The essence of reframing is to examine the same situation from multiple angles to develop a holistic picture. Those leaders who use several frames may demonstrate a higher level of cognitive differentiation and integration than those single-framed leaders (Bensimon, 1989). Organizations are complex and cannot be viewed through a single-frame perspective; consequently, effective leaders examine problems from different perspectives (Quinn, 1988). Central to the Bolman and Deal approach is the belief that

frames influence what leaders see and do (Bensimon, 1989), and that wise leaders in present-day, complex organizations understand their strengths and work to expand them; it is the single frame leadership perspective that is likely to produce error and self-isolation for the manager (Bolman & Deal, 1984). In summary, each frame is unique and is characterized by different beliefs and assumptions. Table 1 illustrates some major aspects of the theory.

Table 1

*Characteristics of the Bolman and Deal Four Frame Model\**

<b>Characteristics</b>	<b>Structural</b>	<b>Human Resource</b>	<b>Political</b>	<b>Symbolic</b>
<b>Metaphor</b>	Machine	Family	Jungle	Carnival
<b>Central Concepts</b>	Rules, roles, policies	Relationships, needs, skills	Power, Conflict, competition	Culture, rituals
<b>Decision-making</b>	Rational	Open to produce commitment	Gain or exercise power	Confirm values
<b>Leader</b>	Analyst, architect	Catalyst, servant	Advocate, negotiator	Prophet, poet
<b>Process</b>	Analysis, design	Support, empowerment	Advocacy, builds coalitions	Inspiration
<b>Communication</b>	Transmit facts	Exchange needs and feelings	Influence others	Tell stories
<b>Motivation</b>	Economic	Growth	Coercion	Symbols
<b>Challenge</b>	Attune structure to task	Align needs	Develop agenda and power base	Create meaning

*\*Adapted from Bolman and Deal, 1997.*

According to many of the researchers in the past fifteen years, frame preference does influence leadership effectiveness, Bolman and Deals' research (1991, 1992, 1992b) and Bolman and Granell's (1999) studies of populations of managers in both business and

education. No one style of leadership is best or appropriate in every situation (Hershey & Blanchard, 1982). Rather, to be effective today, leaders must compete for survival and success while at the same time maintain high standards of fiscal, social, and personal trust (Jurkiewicz, 1993). Principals play a decisive role in the school improvement (Cotton, 2003), in a recent research study, Leithwood, Louis, Anderson and Wahlstrom's analysis of the research related to school leaders substantiates that leadership is second only to classroom instruction among all school factors related to student learning (Leithwood, et al, 2004). Researchers find the use of multiple frames was a consistent correlate of leadership effectiveness (Bensimon, 1989; Birnbaum, 1989; Bolman & Deal, 1997). Leaders need multiple frames to survive in a "messy world of complexity, conflict and uncertainty that they inhabit" (Bolman & Deal, 2003, p. 319). According to the theory, by using a greater number of perspectives or frames, managers and leaders are better enabled to gather complete information to assess situations and organizations, make clear judgments, and take effective actions (Turley, 2004). Bolman and Deal's research found that individuals who employ three or more frames are perceived as being more effective leaders than those who consistently use less than three frames (Bolman and Deal, 1991, 2003).

#### *Research Using Bolman and Deal's Four-Frame Model*

Bolman and Deal have taken the lead in the research using the leadership frame model. Both qualitative and quantitative studies continue to use the frames as the foundation for the research. Many of the studies address questions regarding the number frames and which frames are most often used by leaders. Bolman and Deal (1991, pg. 5) assert qualitative methods as particularly effective in studying the intricacy of how

leaders think and how they frame their experiences, and are valuable in examining the relationship between the frames of leaders and their constituents.

Bolman and Deal also use qualitative methods to decide the quantity and type of frames leaders will use. The qualitative approach by Bolman and Deal, produce the narratives that evaluate what the leaders offer regarding their leadership experience. The criteria for coding frame responses are split into two categories for each frame: frame-related issues and frame-related actions (Bolman & Deal, 1992). Most recently, this approach was examined in a study of Florida school administrators (n=48) (Bolman & Deal, 1992), Singapore School Administrators (n=220) (Bolman & Deal, 1992), Higher Education Administrators (n=75) (Bolman & Deal, 1991a), and Midwestern State School Administrators (n=15) (Bolman & Deal, 1991a), evidence concluded that most leaders rarely use more than two frames. In other research, Bolman and Deal's model was used as a scaffold to complete qualitative studies with higher education leaders. Researchers, Bensimon, Birnbaum, Neumann and Tierney conducted interviews with college presidents (Bensimon, 1989; Birnbaum, 1989, Neumann, 1989, Tierney, 1989). These studies illuminated the complexities of leadership and the importance of avoiding oversimplification of approach and research perspectives (Chaffee, 1989; Neumann & Bensimon, 1990).

Cheng and Shum (1996) researchers for the Hong Kong Institute of Education studied the perceptions of women principals' leadership attitudes and teachers' work attitudes. Five dimensions of leadership were compared to Bolman and Deal's four frame model. Cheng's five dimensions of leadership are categorized by the following terms: structural, human, political, symbolic, and educational. In addition, this study

measured leadership sex-role orientation (masculine, feminine, androgynous and undifferentiated). The undifferentiated or genderless approach may fail to acknowledge the existence of different sex-role orientations and the role gender plays in leadership functions. This was one of the first studies to investigate female principals, taking both sex-role orientation and multi-dimensions of leadership into consideration (Cheng & Shum, 1996).

Cheng's (1994) addition of educational leadership as the fifth dimension refers to leadership influence through the generation and dissemination of educational knowledge and instructional information. In addition, the effective educational leader would champion teaching programs and demonstrate a strong supervision of teaching performance (Bolman and Deal, 1991, Cheng, 1994, Sergiovanni, 1984). In Cheng's (1994) study, the principal's leadership in terms of these five dimensions was found to be strongly associated with organizational effectiveness, school culture, positive principal-teacher relationships, greater teacher participation in decision-making, higher teacher morale, and job satisfaction (Cheng, 1994). In Cheng's study (1995), he provided further evidence of the importance of the five dimensions with findings to support higher student performance and greater student attachment to school.

In the quantitative investigations, Bolman and Deal (1990, 1991, 1992, and 1993) used the survey instrument "Leadership Orientations". The instrument has two corresponding forms with two sections for each form: self and others. The first section is organized into eight separate dimensions of leadership, two for each frame. The second section contains a series of multiple-choice items.

Bolman and Deal's (1992) quantitative research established that individual or combined frames were significantly associated with the effectiveness of the leaders and certain frame preference reflects leadership effectiveness. In addition, a leader's experience, age, gender, and other characteristics may impact the leader's use of multiple frames. For example, Bensimon (1989) and Neumann's (1989) study supported a correlation between college presidents' increased years of experience and the leadership strategies becoming more refined and multi-framed. Although Kelly (1997) and McClelland-Holt (2000) found no specific frame use by leaders with similar years of experience, they did find evidence of a correlation between age and the use of the political frame (Kelly 1997; Wolfe, 1998).

Many studies of school administrators found that the human resource frame was used most frequently (Davis, 1996; Durocher, 1995; Rivers, 1996). In a study using a sample of managers in business and education, Bolman and Deal (2001) uncovered very similar scores on the structural and human resource area of the survey instrument. In 1992, Bolman and Deal used the *Leadership Orientations (Self) Survey* to collect information in a study of principals from Singapore (n=220) and Florida (n=48) and found that American principals used primarily the human resource frame and secondarily the structural frame. The pattern was the reverse in the principals from Singapore (Bolman & Deal, 1992).

In another study, Chang (2004) analyzed the leadership orientation patterns of college-of-education department chairs who used no frame (56.8%), single frame (14.8%), paired frame (13.6%), and multiple frame styles (12.8%). The Mathis (1999)

study of departmental chairs found that 32% used no leadership frame, 11% used one frame, and 36% used four frames.

The human resource frame was the preference of the leaders in Cantu's (1997) study of academic deans from 426 public American universities, followed by the structural, political, and symbolic frame leadership orientation. The human resource frame was most often used in other studies of higher education administrators (Borden, 2000; Miller, 1998; Mosser, 2000; Small, 2002; Turley, 2002).

Turley (1991) completed a study which used the frames to examine radiation therapy program directors' leadership approaches. The results of this study indicated that 73% of program directors consistently used the human resource frame. Fewer than half of respondents (44%) demonstrated multiframe leadership, which concluded that the program directors would benefit from further leadership development because effective leadership is most associated with the use of the political and symbolic frames and with the consistent use of three or more frames (Bolman & Deal, 1999; Cantu, 1997).

Research in medical-related fields has demonstrated the importance of multi-framed leadership. Small (2002) examined nursing chairpersons as perceived by the faculty, Miller (1998) used the four-frame model to examine the leadership orientations of occupational therapy program directors, and Mosser (2000) studied the leadership of chairmen of baccalaureate nursing programs. Small's findings confirmed chairs are perceived by faculty as using no frames, then all four frames, single frame, multi-framed and then paired frame, using the human resource frame most often. Miller found that among occupational therapy program directors the human resource frame was most frequently used, followed by the symbolic frame. The structural frame showed the

lowest frequency of use. Forty percent of the directors in Miller's study (1998) used multi-frame leadership (three or more frames). In Mosser's study (2000), 39.5% used no frame, 16.6% used a single frame, 12.7% used paired frame, 9.2% used three frames and 22.1% used four frames.

In summary, clearly, the human resource frame was most frequently chosen leadership orientation in these research studies (Borden, 2000; Cantu, 1997; Chang, 2004; Davis, 1996; Durocher, 1995; Mathis, 1999; Mosser, 2000; Small, 2002; Turley, 2002). In the qualitative studies, researchers studied leadership patterns of college presidents, senior administrators in higher education, department chairs, school district administrators and medical facilities, these studies reveal that leaders seldom use more than two frames and even more rarely use all four frames. The leaders who use two frames were less than twenty-five percent in every sample (Bolman & Deal, 1991a). In many of the studies leaders are perceived as using no frame style of leadership (Chang, 2004; Miller, 1998, Mosser, 2000, Small, 2002) which indicates leaders are not perceived as having a predominant leadership style. According to Bolman and Deal these leaders may experience difficulty in leading their organizations efficiently and effectively (Bolman & Deal, 1991b). Bensimon (1989) and Bolman and Deal (1991) encourage leaders to operate from the multi-frame approach, allowing flexibility in reframing circumstances from multiple perspectives.

### *School Effectiveness Research*

In 1967, James B. Conant (then president of Harvard University), released his study that public high schools with an enrollment less than 400 students would be unable to offer a comprehensive and challenging academic program. Under Conant's proposed



curriculum, comprehensive high schools (over 750 students) would include higher level math courses such as Calculus and Physics as well as French IV. Conant concluded that comprehensive high schools could offer a more rigorous and broad curriculum for less money, serving more students. Fueled by James Coleman's *On Equality of Educational Opportunity* (1966), Edmonds and other researchers wanted to establish that a student's family background and school's socioeconomic composition were not the top predictors of academic success (Edmonds, 1979; Levin & Lezotte, Levine, 1992, Myers, 1996; Reynolds, Creemers, Nesselrodt, Shchaffer, Stringfield, & Teddlie, 1994). Edmonds wanted to invalidate Coleman's report, and in doing so, began what has been termed the Effective Schools Movement (Chrispeels, 2002; Levine et al., 2000, March & Peters, 2002; Taylor, 2002). This research identified correlates commonly found in effective schools: development and implementation of a clear vision and mission, the principals as strong instructional leaders, and a positive, safe and orderly school climate. In addition, in these schools, Edmond found an emphasis on academic achievement and time on task, as well as high expectations for all. Furthermore, the most effective schools were found using frequent and thorough monitoring of results, and strong parent and community partnerships with the schools (Edmonds, 1979).

Lezotte (2001) reported the Effective Schools Movement had evolved to include sub-groups including gender, ethnicity, disability and family structure. In addition, the original research focused primarily on mastery of essential core curriculum. However, currently, effective-schools research has broadened its scope to include problem-solving, higher-order thinking skills, creativity, and high-level communication skills (Levine, 1990).

In other research, Taylor, Valentine, and Jones (1985) characterized effective schools into three categories: effective principals, effective classrooms, and effective teachers. The principals who were highly effective promoted student cognitive growth and supported improvement in teaching and learning. In effect, the principal would foster a favorable climate for learning (pp. 2-3). Effective classrooms were characterized with positive student behaviors, high student expectations, strong cognitive processing, and a positive climate and atmosphere. Effective teachers had strong classroom management and ability to engage student learning consistently (Taylor, Valentine, & Jones, 1985).

Lezotte and Pepperl (1999) studied effective schools as a continual process of improvement and believed this led to learning for all. They identified eleven core beliefs in this process: all children can learn and come to school motivated to do so; schools control enough variables to assure that all children will learn; school stakeholders are the most qualified people to implement the needed changes; school personnel are already doing the best they know how to do, provided the conditions in which they have been placed; and school by school change is the best hope for reforming schools. Additionally, there are two kinds of schools in the United States: improving and declining schools. Other core beliefs include a belief that every school can improve; the needed capacity to improve the school resides within the school; and all adults in the school are important. This study found that change is a process not an event, and that the existing people are the best agents for change (pp. 19-32).

Carter (2000) conducted case studies of twenty-one schools with low socioeconomic status (SES) students with high student achievement. The study included fifteen public schools, three charter schools, three private schools, one parochial and one rural school. Although the schools were diverse in many characteristics, their commonality was a high concentration of low SES and high academic achievement. When studied, Carter found the schools comprise these commonalities: principals were given the freedom to provide school leadership as they deemed necessary and appropriate, and held established rigorous school goals which identified all staff as accountable for increasing student achievement. Additionally, the principals provided leadership opportunities for master teachers, including team teaching, peer evaluation, and student progress. Principals monitored the results of regular and rigorous assessments, aligned to the curriculum and instruction. When academic achievement was increased, student discipline referrals decreased as principals worked diligently with parents to support student learning. Ultimately, time for learning and instruction was prioritized (Carter, 2002).

Penny Sebring, a senior research associate at the University of Chicago and a director of the Consortium on Chicago School and Anthony S. Bryk, a professor of education at the University of Chicago, senior director of the Consortium on Chicago School Research, and director of the Center for School Improvement conducted a study of public school principals of elementary schools in Chicago. In Sebring and Bryk's (2000) research, three areas in which effective leaders were exemplary were identified. This study recognized leadership style, reform strategies and the institutional focus (Sebring & Bryk, 2000, p. 441). They also identified four effective strategies for

effective reform: an inclusive, facilitative orientation; an institutional focus is on student learning; efficient management; and a reliance on a combination of pressure and support to motivate others. In their research, productive principals were able to articulate a vision for their schools. The principals would then involve teachers and parents to further elaborate and shape this vision. The effective principals seize opportunities to bring parents, teachers, and other staff members into leadership positions. Institutional focus is on student learning and setting high standards for teaching; understandings how children learn, and encouraging teachers to take risks and try new methods of teaching. This research also found that effective school leaders visit classrooms regularly, demonstrating their conviction and taking the instructional pulse of the school. Additionally, teachers have the materials they need to instruct without disruption and are encouraged to adopt new approaches to teaching (Sebring, 2000).

The study of the National Commission on Excellence in Education entitled, *A Nation at Risk*, aided in the merger of the school effectiveness research with the national movement for school reform and the public outcry for sustained and continuous school improvement planning processes (National Commission on Excellence in Education, 1983). The report identified deficiencies in schools throughout the country and suggested the need for reform of the entire educational system in an effort to raise levels of student achievement scores (quality), while raising mean levels of student achievement among various sub-group populations of students (equity). A major public concern focused on the report findings that the United States' high school student achievement test scores had declined to lower levels than their counterparts from Japan, Korea, Europe and other countries throughout the world. This finding increased the fear that our nation would

slowly lose its ability to compete economically with other leading industrial countries of the world.

West Virginia responded by creating the Jobs Through Education Act in 1996 (Senate Bill 300). This act served as the foundation for commitment from the West Virginia Department of Education to participate in the High Schools That Work Network of the Southern Regional Education Board. West Virginia began with a small number of pilot schools and had increased the number to 112 volunteering to participate in this initiative by the year 2000 (SREB, 2001). This school reform effort mirrored many of the tenets of the school effectiveness research; that given the appropriate instructional setting and variable time, all students could learn (Paine, 2002). The High Schools That Work went beyond this idea by expanding the premise to state that all students could learn academically challenging concepts as well as technical education skills and concepts (SREB, 2000a).

This high school reform effort developed three major goals: increasing math, science, problem solving; increasing technical achievement of student to levels at or above national averages; and to join together vocational and technical studies to include traditional college-preparatory studies. This reform effort was founded on ten key practices that strongly bear a resemblance to the tenants of the school effectiveness research (SREB 2000a): setting high expectations, increasing academic rigor, students actively engaged in learning, a strong student support system, a structured system to assure success of students who desire acceleration, using student assessment and program

evaluation data to continuously improve curriculum, instruction, school climate, organization and management in order to advance student learning (SREB, 2000a).

### *Research Relating to School Size*

Comprehensive high schools of 400 students in the mid-1900s would be considered small today (Fowler, 1992). In comparison, in 2000, approximately 50 percent of American high schools enroll 1,000 or more students (Cotton, 2001; Gladden, 1998); and some high schools enrolling as many as 4,000 to 5,000 students, resulting in growing enrollments, school consolidation, and a decline of student achievement (Fowler, 1992; Klonsky, 1995; Raywid, 1996).

Howley (1989) found that the faith in larger schools persisted, virtually unchallenged, until at least the mid-1960's. The debate regarding school size truly began with the publication of Roger Barker and Paul Gump's 1964 book *Big School, Small School: High School Size and Student Behavior* (Cotton, 1996). This book revealed that students from smaller schools were involved in extracurricular activities more frequently and were more satisfied. These findings began to shake the foundational beliefs that large schools were more effective in meeting the needs of students (Howley, 1989).

Barker, (1986), Glass, (1982), and Lee and Smith, (1997), investigated the "ideal" size for a high school and declared 600 to 900 students as the "ideal" size. This research found that schools can be too small or too large, and there should be no less than 600 students in any given high school. The National Center for Education Statistics (2000) defines overcrowding as when the "number of students enrolled in the school is larger than the number of students the school was designed to accommodate" (pg. 45).

In another study, Barker (1986) and Rogers (1992) found that schools with highest levels of student success had commonalities and identified specified practices and characteristics associated with effectiveness. This research indicates that size alone is not the determining factor in school effectiveness. Barker (1986) found the student-centered focus inherent as a characteristic and practice of effective schools. In these schools, discipline is normally not a serious problem, thereby resulting in an increase in time spent learning. Furthermore, Barker and Roger's research argues teachers still have a sense of control over what and how they teach, and that a minimum of bureaucracy allows for more flexibility in decision-making. In the classroom, low pupil-teacher ratios allow for more individualized instruction and more attention is given to students. In the smaller schools, relationships between students, teachers, administrators, and school board members tend to be closer and parental and community involvement tends to be stronger than in larger schools (p. 3). Ramirez (1990) examined the impact of a higher student-teacher ratio, higher student-per-guidance personnel ratio, and greater amount of school media resources in larger schools. However, higher student achievement or student outcomes were not related to larger school size.

Huang and Howley (1993) conducted another study that found student achievement was higher for students from disadvantaged families in small schools, than medium or large schools. Howley (1994) found that students from affluent families were less likely to be affected by school size than students from impoverished families. In his research, Howley concludes the optimal size for a school is dependent upon the community in which it exists and serves.



Cotton (1996) identified twelve areas in which small schools are superior to large schools. Cotton (1996) examined 49 studies and evaluations on school size, school climate and student performance. She examined 103 documents which identified a relationship between school size and some aspect of schooling (Cotton, 1996, pg. 2). Large schools were determined to be ineffective in meeting the comprehensive needs of children. Smaller schools were found more effective in the areas of quality of curriculum, academic achievement, social behavior, participation in extracurricular activities, higher attendance rates, and lower dropout rates. In addition, students experience a stronger sense of belonging, higher self-concept, better attitudes, and more secure interpersonal relationships while teachers have higher staff morale. Smaller learning communities or schools within schools have similar effects according to Cotton (1996). Again, in 1997, Cotton's research found that students attending smaller schools have more positive attitudes and better behavior. In addition, student achievement in small schools was found to be equal to, or above those students attending larger schools.

Irmsher, (1997) and Meir (1996) found that minority and disadvantaged students are better served in smaller schools. This research found the most advantageous size of a school to be 300 to 400 students. Irmsher (1997) also found that large schools functioning may be compared to bureaucracies, while small schools are more comparable to communities. During the same year, in a study of 9,812 students in 789 public, Catholic, and elite private high schools, Lee and Smith (1997) found that high schools can be too small. This research established the ideal school enrollment between 600 and 900 students and concluded that school size is more critical when serving specific student populations, such as disadvantaged students. Although their numbers for ideal school size

vary (300-400 vs. 600-900), both studies indicate that schools are far more effective when their populations are well below the current averages.

Wasley and Gladden's (2000) research provides substantial evidence that smaller high schools offer better student outcomes than larger high schools. This two year study focused on about 150 small schools founded in Chicago during 1990-97 and their progress through 1999. The high schools in this study had fewer than 400 students. Quantitative analyses covered demographic data; attendance; retention; dropout rates; and measures of academic achievement. Compared to the students in larger schools, smaller school students had better attendance rates, lower dropout rates, higher grade-point averages, and high school graduation rates (Wasley, 2000).

Howley and Bicket's (2000) research espoused that large schools experienced a correlation between poverty and low achievement that was ten times stronger than small schools. This study established that smaller schools experience more success most especially at the middle grade levels. Additionally, minority students experienced more difficulty in achieving top performance in large schools with high poverty levels.

LaSage and Ye (2000) found that teachers working in small schools with smaller class sizes are able to work more effectively with students. In another study, Lee and Loeb (2000) found that teachers have a higher level of positive attitudes and students learn better in small schools. In this study, the influence of school size on students and teachers in Chicago's inner-city schools were examined; Lee and Loeb (2000) found teachers had a more positive attitude, resulting in a higher quality learning environment for students.

Klonsky (2002) supported these findings and established school violence is reported less in smaller schools based on three reasons: better student visibility, a more professional community of teachers, and a greater sense of purpose. Klonsky's study (2002) attributes the relationship of a decrease in school violence and school size to a number of reasons: small schools are better able to combat school violence; better visibility of students due to lower student/teacher ratios; a more professional community of teachers as a result of more opportunity for teacher interaction and professional development; and a clear sense of purpose due to a greater focus on academic and character education (Klonsky, 2002).

Muir (2001) identified four issues of concern: the relationship between school size and student achievement; the importance of networking between students, parents and teachers; the different costs of different sizes of schools; and social benefits for students on a long term basis. Muir's research on optimal school size concludes the best possible student enrollment in any given school is between the range of 300 and 400. Muir states seven reasons small schools work best and presents the only possibility of successful reform efforts:

1. *Governance.* Teachers are better able to meet and communicate with one another.
2. *Respect.* A greater mutual respect exists among students and teachers because of closer personal relationships.
3. *Simplicity.* Less bureaucracy that leads to individualization for both teachers and students.

4. *Safety.* Anonymity breeds contempt and anger; in a small school, strangers are easily spotted.
5. *Parent Involvement.* More natural opportunity can be found to build alliances between parents, teachers, and students.
6. *Accountability.* A greater level of peer accountability is created, and consequently, more concern regarding public character.
7. *Belonging.* Every student is known and relationships are stronger.

Viadero (2001) found that smaller schools have better attendance rates, lower drop out rates, and higher grades. Students feel safer, have fewer discipline problems, and participate more frequently in extracurricular activities. Other studies such as Johnson, Howley and Howley's (2002) found that affluent student populations experienced fewer effects from school size than did schools with disadvantaged or impoverished student populations.

Research on high school size conducted in the past thirty years suggests a need for smaller schools (Gregory, 2000). However, despite rising support for smaller schools, high schools have continued to grow in size. Muir (2001) projected that the movement toward small schools is not a passing trend. In his research, Muir targets four imperative issues when considering reform: the effect of the school size on student achievement; the importance of networking between students, parents, and teachers; cost differences in school sizes; and the long term social benefits for students of smaller schools. The disparity in reform efforts exists for several reasons according to reformer Ted Sizer (1996). High schools serve a multifaceted responsibility in their community serving as a

source of community pride and a central gathering place. He furthermore refers to high schools as a “diabolically complicated system” (1996, p. xi). The high school is more than a place of learning; it may be one of the few entities that brings the community together.

The United States Department of Education (USDE) has responded to this research by generating a major high school reform effort termed Smaller Learning Communities (SLC). In an organized effort to redesign the American high school, large comprehensive high schools are divided into learning communities or schools within schools. Although schools differ in strategies and structures, the goal of the reform is improvement through school transformation (Oxley, 2004). This initiative encouraged school districts to apply for part of the \$142 million allocated through grants that would assist high schools in implementing reform efforts that reduce large high schools. The *No Child Left Behind Act of 2001* details the important purpose of Smaller Learning Communities and promises to assist large public high schools in reform efforts. Although the funds could not be used to build new schools, the allowable activities include costs to reorganize schools, provisions to extend learning time, funds to provide professional development and support services for students, partnerships, and data collection with evaluation activities.

Restructuring schools is one way to reduce school size. Lee (2002) directed his research to determine how size impacts high schools and influences the organizational properties of a given school. In recent years, states with class-size-reduction programs have remained steady. In 2000, thirty-one states had such programs; currently that

number has inched up to thirty-three states. Now, many states require school report cards to include information on class size or pupil-teacher ratios (USDOE, 2006). The Bill & Melinda Gates Foundation, along with a number of other foundations and nonprofit organizations, have been in the vanguard of the movement for small, innovative schools. To date, the Gates Foundation has helped to reform more than one thousand schools and is diligent in its pursuit of increasing the number of schools involved. It has awarded \$51.2 million to New York's schools for the creation of sixty-seven small, theme-based schools (Herszenhorn, 2003).

Over the past decade or so, the number of states with laws permitting the formation of charter schools has progressively grown from twenty-five to forty (USDE, 2006). States differ considerably as to the date when they passed those laws. Minnesota enacted the first statewide Charter School Law in 1991. Maryland passed their Charter School Policy in 2003. As more states have allowed charter schools, which are publicly financed but operate free from many of the rules governing regular public schools, the number of such schools has climbed nationwide. In 1999, there were 1,680 charter schools. By 2005, there were 3,625. While 129 new charter schools opened in 1995-96, 424 new charter schools opened in 2004-2005. Today, more than 1 million students are enrolled in charter schools nationwide (USDE, 2006).

Howley (1994) found that middle-class students predominated in large urban schools as a result of changing residential patterns. The result is an overburdening of large inner-city schools with impoverished students (Howley, 1994). This research also reports that students in high socioeconomic status communities perform better in larger

schools. Small size seems to benefit minority and low-income students more than middle- and upper-class students (Lee and Smith 1996). Many of the nation's largest high schools are in urban areas, having high concentrations of disadvantaged students who are ill served by large school size (Irshmer, 1997).

Howley's research (2003) encouraged superintendents to sustain small high schools in their districts. Howley proposes that rural small schools are more sustainable when district leaders give priority to maintaining the small size of their schools. To determine the ideal number of students, one must consider the size of the community the school serves (Howley, 1994). Research indicates that affluent students thrive in larger schools, while low socio-economic status (SES) students seem to have higher achievement levels in smaller schools (Howley, 1994). Johnson, Howley and Howley's (2002) study of Arkansas schools and districts which provide service to students from different socioeconomic backgrounds confirmed this point. This research measured the relationship between size and achievement. Johnson et al. found that the negative influence of size was very weak in affluent settings and comparatively strong in impoverished areas. Student achievement is higher when students feel there is a caring environment, the foundation for learning has been laid (Rogers, 1992), and schools are better able to combat violence (Klonsky, 2002). Other studies, found that while larger schools may be able to offer a more diverse curriculum and a greater number of special programs, students may feel disconnected from the school's culture (Irmsher, 1997).

In summary, although research regarding school size and its relationship to student achievement is mixed, it is in agreement that school size can be too small or too large (Howley, 2000; Huang., et al, 1993; Muir, 2001; Ramirez, 1990). The perfect

student enrollment varied from study to study: Irmsher (1997) and Muir (1996) believe the ideal to be 300-400 students, while Barker (1986), Glass, (1982) and Lee & Smith (1997) affirm 600-900 students as ideal. However, most current research points to evidence regarding the strong benefits of decreasing school size. The development of Smaller Learning Communities has provided the framework for schools to rethink their current practices, develop new structures and strategies for meeting the ever-changing needs of high school students, and to sustain long-term efforts to implement fully functioning and effective learning communities (Oxley, 2004). However, one commonality in national school reform is the priority placed on reduction of school size. The evidence does point to the importance of school size and student achievement, especially for students from low socioeconomic groups, and disadvantaged social and minority backgrounds.

### *The Principal as the Instructional Leader*

In addition to the research conducted on school size, a great number of research studies have furthermore identified that a school's principal is a key factor in determining the success of an effective school (Hord, 1984; Terry 1988; Chrispeels, 2002). Not only school effectiveness, but Chrispeels established the connection between the principal's leadership and school climate (Chrispeels, 2002).

Senge (1990) describes the principal as a designer, steward and teacher in the learning organization. When operating as the designer, the principal designs the learning environment to allow the staff and other members to resolve their own issues, and to consequently, develop their talents and skills. As the steward, the principal develops the



shared school vision and assists the teacher in fostering an environment where all are encouraged to develop meaningful learning and systematic understandings.

In the Cookson and Persell (1982) research of more than seventy-five studies pertaining to effectiveness of principals, their examination found nine recurring principal behaviors: demonstrating a commitment to academic goals, creating a climate of high expectations, functioning as an instructional and forceful dynamic leader, consulting with others, creating order and discipline, obtaining resources, using academic time well and evaluating results.

Many studies have deemed school principals as instructional leaders with the ability to transform schools from bureaucratic to vibrant learning organizations (Dufour, 2000; Senge, 1990, 2000; Fullan, 1993). Stedman (1987) identified five primary factors for effective schools: 1) strong instructional leadership by the principal; 2) high expectation by teachers for student achievement; 3) emphasis on basic skills; 4) an orderly environment; and 5) frequent and systematic evaluations of students (p. 216-217). The importance of strong instructional leadership remains at the forefront of the body of literature regarding effective schools (Purkey et al, 1983), although there is no sole identified leadership behavior or practice that can be agreed upon to increase student achievement (Bossert et al., 1982; Good et al, 1986).

Day, Harris, and Hadfield (2001) concluded effective school principals are those which share common values with the stakeholders of the school and foster a climate of collaboration for developing new strategies. Effective administrators solve problems through a variety of approaches including personal negotiations. Successful principals maintain a strong focus on commitment to learning and personal and professional

development of students and staff alike while modeling core values of respect, fairness, integrity and honesty (Day et al, 2001). The study concluded that morale, emotional attachment, integrity and social bonds among the staff were commanding stimulants to motivation and commitment (Day et al, 2001).

Goodwin (2002) attributes the changing role of principals to growing accountability requirements. This research established that the management tasks remain the primary responsibility of the principals and may lead the job to become overwhelming (Mendez, 1987). The recent shortage of applicants for all administrative positions in schools (Olson, 1999; Portin et al., 1998; Waxman, 1999) has prompted a number of studies into principalship, its characteristics, its description, its changing state, and its future.

Dwindling resources, burgeoning paperwork, crumbling facilities, increasing public criticisms and expectations, growing numbers of students with special needs and increasing demands by teachers and parents to participate in decision making pose serious challenges to principals at virtually all levels and in nearly every area of the country (Davis, 1998, p. 58).

Portin and other educational researchers (1998) found that the responsibilities of the principal have changed to meet the demands of special education legislation, curriculum and instruction issues, and a growing need to participate in the political world (Portin et al., 1998). An increasing challenge exists because of the shortage of potential administrators (Associated Press, 2000; Batenhorst, 2002, Cushing, Gilman & Lanman-Givens, 2001). Cushing, Kerrins, and Johnstone (2003) pointed out that the difficulty is not in the number of individuals becoming credentialed, but rather in the number

applying for positions as principals. A national survey completed jointly for the National Association of Secondary School Principals and the National Association of Elementary School Principals by the Educational Research Service (NAESC, 1998) indicated 37% of active principals were over 50 years of age; the number of principal and assistant principal positions will continue to increase and deficiencies are being noted in all areas, types and locations of schools (NAESC, 1998).

Cushing, Kerrins, and Johnstone (2003) suggested hiring practices that define specific roles for administrators include suggestions that management and instructional leadership are separate jobs and should be handled by different people rather than expecting one principal to harbor the burden of all of these leadership roles. Mendez (1987) suggested the principal have a managerial staff that operates as a team to care for the day-to-day business of the school. Kaplan and Owings (1999) promoted the concept of a principal with assistant principals as a leadership team, with management staff under the assistant principals to manage the daily operation of the school. LaRose (1987) added that when principals and assistants have skills that complement one another, the overall leadership is strengthened.

The demands of high-performance school leadership indicate a need for new ways to manage and lead educational organizations. *The No Child Left Behind Act of 2001* requires strong accountability, and the mandates of the federal legislation are resolute regarding major transformations. These mandates may impact the methods schools use to teach, manage learning, monitor learning, and structure the learning environment, further supporting the use of administrative teams to bring about those changes (USDE, 2006).

In the ever-changing world of education, leaders must constantly renew their personal mastery (Senge, 2000). This is an endless revision and growth of the individual leader's vision, current reality, and creative tension. A personal vision is the ability to look beyond the current situation; a creative tension is every effort a leader makes when faced with failure and challenge; and the personal vision involves perseverance, as well as a determination and confidence to reach the desired goal. According to Senge (2000): personal mastery is a set of practices that support people, children and adults, in keeping their dreams whole, while cultivating an awareness of the current reality around them. This awareness is both what people want and what they will often logically create. In organizations a state of tension naturally seeks resolution (Senge, 2000); successful leaders lead this process effectively.

The effective-schools research emphasized several indicators of success, including high expectations that all children can learn, a clear and achievable mission, a safe and orderly environment, and respectful behavior of students and staff (Drvian & Butler, 2001; Dunne & Delisio, 2001). In addition, other factors in the examination of effective schools encompassed achievement of basic skills, strong instructional leadership, and frequent assessment of students' progress (Johnson & Johnson, 1996; Walbers, Bakalis, Bast, & Baer: 1989). Additional studies found a positive school climate that fostered learning encouraged shared leaderships (Barker, 1986; Codianni & Wilburn, 1983; Coyle & Witcher, 1992). Another finding from the school effectiveness planning research was that highly effective schools had both a strong leadership component (Lezotte, 1989), as well as principals who served as effective instructional leaders.

Efforts over the past decade have focused largely on improving academic content and the assessments that measure whether students are learning the content. To maintain annual yearly progress (AYP), states have increased accountability efforts in recent years, holding principals ultimately responsible for gaps in student achievement. To encourage accountability, all states now provide school report cards, which commonly include student test scores broken down by race, family income, limited English proficiency and disability. According to the National Center on Educational Accountability, a significant increase exists in the number of states with statewide student-identification systems. These systems attach unique codes to each student to allow tracking of student individual test-score data that can be linked to specific schools or teachers. Forty-one states have such a system in place for the 2005-06 school years, up from 25 states in 2004-05 (NCEA, 2006).

The impact of the NCLB legislation continues to unfold across the country, placing standards and accountability into the focus of educational reform. Principals must develop comprehensive plans that assure every student will gain proficiency in reading, math and science by the year 2014. Comprehensive plans must demonstrate progress from year to year in raising the percentage of students who are proficient in reading and math and in lessening the achievement gap between disadvantaged and minority students and their peers. These mandates have placed more pressure on administrators and teachers to use research and evidence-based practices in schools. Because most reform efforts are not successful without the strong leadership of principals, school leaders are required to take the initiative as the instructional leaders

and leaders of school-wide reform efforts (Barth, 2001). To assure all students are being successful in the classroom, schools must guarantee that every classroom is staffed by a teacher qualified to teach in his or her subject area .

DuFour (2000) refers to the “learning-centered principal” in his research. In this case, leadership as a principal is transformed from one who focused on teaching to a more successful principal who focused on learning. As a “learning leader,” the principal draws on the strengths of teachers, understands how they learn in teams, and implements a detailed plan of action to improve student achievement (Schmoker, 2005).

Most research does not disagree that the principal is an important component in determining the success of any reform effort. Redefining leadership to meet the needs of the twenty-first-century learner requires a systematic, intentional change in leadership practice. This takes courage and a focus on what is vital to increasing student achievement (Collins, 2001). DuFour describes two vital elements that should be the focus of the effective leader: teamwork and a “guaranteed and viable curriculum” (Marzano, 2003, pg. 23).

#### *Research Relating to Smaller Learning Communities*

The U.S. Department of Education’s Smaller Learning Communities Grants Program provides funds to assist large high schools (1000 students or more) in planning to implement or expanding smaller learning communities (SLC). All SLCs share common goals: to increase student learning and academic rigor, to promote equity to close achievement gaps between groups of students, to support stakeholders, and to acquire knowledge of foundational research (Oxley, 2004).

Cotton (2001) identified five elements of successful SLCs: (1) Self-determination-- Autonomy in decision-making, physical separateness, self-selection of teachers and students, and flexible scheduling must all be present to allow SLC members to create and realize their vision. (2) Identity-- SLCs develop distinctive programs with unique characteristics; (3) Personalization-- Instruction should be tailored to avoid tracking of student groups; (4) Support for teaching-- SLC teachers have authority and responsibility in which leadership does not only reside with administrators; teachers lead through professional learning communities; and (5) Functional Accountability-- Assessment data is used to demonstrate learning and success.

Cook's (2000) and Oxley's (2001) research states that smaller learning communities must begin with the larger organization changing to accommodate the new practices. The learning community cannot simply be added on to the existing high school structure. This research found that the larger structure may limit SLCs in three ways: competition of traditional practices with those in the small learning communities, limited financial support in order to sustain the SLC reform effort and SLCs may be viewed as a means of dealing with only specific groups of students, such as low achievers and those in freshmen transition.

Successful completion of ninth grade is an early indicator of whether or not a school is able to sustain reform efforts. Small learning communities (SLC) are most effective when interdisciplinary team members share a common group of students and are thereby able to pool their knowledge of students, communicate consistent messages, and create coherent instructional programs. Common planning time is essential for team collaboration. Team collaboration heightens teachers' shared sense of responsibility for

students' learning. Teams that instruct their classes in the SLC avoid conflicts with teaching responsibilities outside the team that might make team collaboration and the scheduling of common planning time difficult (Oxley, 2004). Dedicated building space also facilitates team collaboration and in addition reinforces student identification with the SLC.

The empirical records indicate that the size of the school has an indirect affect on student learning (Klonsky, 1998). Ultimately, size creates conditions for success, especially when rigor and high expectations exist. After reducing size, the benefits become evident very quickly. As a result, students experience a greater sense of belonging and are more satisfied with their schools (Cotton, 1996), and fewer discipline problems occur (Raywid, 2000). There is a noted decrease in crime, violence and gang participation (Cushman, 1997), alcohol and tobacco abuse (Klonsky, 1998) and dropout rates (Funk and Bailey, 1999). The positive consequences of SLC reform are an increase in student attendance (Klonsky, 1998), improved graduation rates, and higher postsecondary enrollment (Funk and Bailey, 1999).

In smaller learning communities, the principals are the key in communicating a shared vision in order to strengthen instructional practices. In the SLC, the role of the administrator is redefined. Although the importance of the principal as the instructional leader has not changed (Cotton, 2003), the demands and challenges can be overwhelming, especially to principals who are new to the building or community (Barnett & Greenough, 2004, p.12). Strong leadership is one that involves vision, practice and action. Sergiovanni (1996) describes this as moral leadership as one that gives direction, and brings diverse people together for a common cause. This type of



effective leadership according to Paine, facilitates a shared vision, provides the foundation for assured accomplishment of the school mission and assists with insight into teacher challenges while leading them to self-discovered solutions (Paine, 2002).

In the smaller learning communities, the members of the team begin to solve problems; make inquiry regarding challenges; and collaborate for the sake of accomplishing the shared vision. The successful teams are provided regular times for self-managing, preparation, planning and lesson development to assure a strong curriculum (Schmoker, 2005). This requires that the school principals redefine the professional development of teachers.

Lezotte (1989) found that effective principals set high expectations for themselves and their staff members, expected continuous professional development and improvement, and involved the staff in school improvement. In this research, the principals set teaching and learning at the forefront of the schools' missions and goals.

Barth (1990) maintains the principal as instructional leader as essential in increasing student achievement, maintaining a positive school climate, and assuring the success of professional development. In other research, common principal behaviors that would ultimately result in increased student achievement were identified: involvement of teachers in decision-making, use of data to direct mission, participation in staff development with teachers, support of teachers' implementation of new materials and curriculum, communication of clear goals and high expectations, involvement of community partners, and celebration of achievements (Bottoms, 2000).

Collins' (2001) research believed that effective teamwork is fundamental in schools focusing on decreasing the achievement gap. Collins found that organizations

that simplified plans of improvement were more successful. His concept deems the practice of simple-minded diligence will triumph over multifaceted complexity (Collins, 2001, pg. 90-91). In the SLC, the principal's role is not one of control but one of support. By increasing the strength of the SLC teams, the principal focuses on student learning and increased student achievement.

Raywid (1995) cites the benefits sought by downsizing efforts are contingent upon the ability of the subunits or sub schools to establish a collective identity, projecting clear, identifiable boundaries and displaying perceptible differences-palpable to students-from whatever lies beyond those boundaries. The professional learning communities within the large, comprehensive high school are critical if student achievement is to increase according to this research.

In addition to downsizing, another effective intervention involves increased programming for the freshmen population. The ninth grade year is critical to the success of the high school student. The research from Cassel et.al (2001) alleges the typical student enters high school in the United States at the beginning of adolescence (14 years of age) and their high school years are characterized by change and search for personal identity. This is an especially difficult year for students making the transition from a very nurturing environment of eighth grade to a more academically and socially rigorous environment of the high school. Many high schools have begun their reform efforts by taking a closer look at student data as the true indicators of a struggling school: high failure rates, high absentee rates, lower test scores, and higher rates of discipline referrals. These indicators point toward a need for high school reform that will address the needs of the ninth grade student, especially for students at risk of school failure.

Intervention during this critical transition year may involve strategies such as smaller teacher/student ratios, increased support services such as counseling, and academic coaches, and creation of a more supportive school environment. The most effective means of dealing with mental health problems is the choice of outlets, such as choral music, band, art, and athletics. These extracurricular activities can serve as a diversion from alcohol abuse, drug addiction, and other self-destructive behaviors (Rose, 2000). In today's society, a high school diploma is the key to future economic prospects. In particular, it potentially opens the door to postsecondary education. However, many young people perform poorly in high school or drop out, especially students who are members of minority or low socio-economic status (SES) families. During the critical ninth-grade transition year, those at-risk students can be identified through the SLC. Teachers are better able to build relationships with these students when they have a smaller student/teacher ratio.

Research suggests that during the transition year many students feel anonymous and isolated (Cassel & Reger, 2000). This leaves many students feeling a lack of peer and adult support. The smaller learning community allows the students to become a part of a team, which increases the number of students they come into contact with on a daily basis. A shared schedule among a small group of students also allows teachers to collaborate regarding curricular, social, and disciplinary actions. In a traditional high school structure, teachers normally have few opportunities to interact with their colleagues regarding classroom instruction, student behavior and progress, and school mission. Through the implementation of the smaller learning communities, teachers are grouped into teams. This structure allows teachers to collaborate, identify, and resolve

problems before they become overwhelming. Ideally, this group of teachers, with the guidance of the school principal, would be given the power of decision-making regarding curricular, disciplinary, and professional development activities.

In the Smaller Learning Communities model, these freshmen teachers, representing the core curricular areas,(English, math, science and social studies) meet daily during a common planning period to standardize expectations, develop collaboration between the content areas, and, when necessary, conference with parents, students, and other teachers. The effective team will also have the authority to modify the student's schedule, change teachers, or modify the curriculum to meet the specific needs of the student. Each student is scheduled with common core subject area teachers. Teachers can more effectively identify common problems and begin to examine possible solutions regarding areas of concern.

### *Summary*

Literature on leadership, teaching, and learning styles in effective schools indicate that both teachers and students want more collaborative and experiential learning; smaller learning communities appear to meet this requirement. However, a common thread within the research indicates small size is not enough. While size matters, researchers have found that small by itself does not necessarily lead to improved student achievement. Research affirms the relationship between leadership behaviors, smaller schools, and higher student achievement (Lezotte, 2001; Fowler, 1995; Lee & Smith, 1997). Principals are essential in influencing change through the persuasion of high expectations (Payne, 2004). Because of the significance of the findings, there are

demands for more research that investigates the role of the principals in increasing student achievement. Likewise, many studies indicate that the students most adversely affected by large schools size are those who are minorities or economically disadvantaged (Cotton, 1996). The findings show characteristics that tend to promote increased student achievement--such as, strong instructional leadership, quality of the social environment, teacher collegiality, increased parent involvement and students' sense of attachment to the school--are easier to implement in small schools. Thus, implementation plans must address these other key components of promoting student achievement and not size alone. In Oxley's (2004) research she cited SLC programs that encompass at least a half-day block of the students' instructional day as effective in increasing the high school students' sense of community and academic achievement. Other research points to the importance of changing the culture of large high schools (Felner & Adan, 1988; Fener et al., 1997 McMullan, Sipe, & Wolf, 1994; Oxley, 1990, 1997b). Oxley (2004) named other key essential practices such as interdisciplinary curriculum arranged around topics of interest to students, rigorous standards-based curriculum, teacher collaboration with community partners, and students who are engaged in active, authentic inquiry. These are especially true when teaching the ninth-grade population. It appears that there is a growing gap between research and practice. This study looks at the relationship between leadership styles and student achievement of ninth grade students. Where other research studies have been inconclusive this study will begin to explore the possibility of a statistical relationship between the leadership styles of principals in Smaller Learning Communities and student achievement levels in their respective schools.

## Chapter 3

### Methods

This research examines the relationship between the leadership styles of principals in Smaller Learning Communities and the rates of student success of ninth-grade students. This study also examines the relationship of the number of methods used in the high school to enhance student learning and the relationship between the leadership styles of the principals. In addition, it will be determined if there is a relationship between the leadership style of the principal and the number of initiatives utilized to gain the full benefit of the smaller learning environment (academies, house plans, schools within schools, etc.). This chapter discusses the methods used in this study. The chapter is structured in eight sections: research design, population, sampling, instrumentations, procedure, data analysis, confidentiality and anonymity and summary.

#### *Research Design*

To determine if there was a statistically significant relationship of the leadership style of principals in Smaller Learning Communities, the numbers and types of structures and strategic configurations and the rates of student success of ninth-grade students in the respective schools, the principal's leadership style was initially identified. Secondly, that style (none, single, paired- and multi-frame use) was analyzed with respect to the numbers and types of structures and strategic configurations. Thirdly, the style was analyzed with respect to the rates of student success of ninth-grade students in the respective schools. In this study, the design is appropriate because the two variables are the leadership style of the principals in Smaller Learning Communities and the rates of student success of ninth-grade students in the respective schools. The independent

variable is categorical while the dependent variable is quantitative. According to the previous research (Bensimon, 1987; Cantu, 1997; Bethel, 1998; Bowen, 2004; Chang, 2004; Mathis, 1999; Mosser, 2001; Small, 2002), the principal's leadership styles vary in Bolman and Deal's four frames. The frames consist of the structural frame, the human resource frame, the political frame, and the symbolic frame, all of which were discussed extensively in chapters one and two. Each of the frames represents a specific perspective with its own assumptions and behaviors. The leaders may champion single frame, paired-frame, multi-frame orientations or possibly none at all. A single frame leader would use only one frame, a paired-frame would use two frames, a multi-frame leader would use more than two frames and finally, a no frame orientation would indicate the leader used no specific style. In this study, it will be determined if there is a significant statistical relationship between the leadership style of the principal in the high school with Smaller Learning Communities and the student achievement levels of the ninth grade student population. Accordingly, a causal-comparative design can be utilized in this research because it determines the cause or consequences of differences that already exist between or among groups of individuals (Fraenkel and Wallen, 2000).

### *Population*

The population of this study was principals of Smaller Learning Communities and the ninth-grade students in the respective schools. There are two hundred and four schools in Cohort 2003-A and ninety-eight in Cohort 2003-B, for a total of 302 schools involved in the study. These schools are the 2003 grantees of the Smaller Learning Communities (SLC) grant funding. The first round of the grant funded the 204 schools in Cohort 2003-A, the second round of the grant funded 98 schools in Cohort 2003-B.

These schools range in size and organization. However, they are all high schools that meet the guidelines of the SLC funding guidelines. Congress appropriated \$125 million to the Smaller Learning Communities program for FY 2001. In December of 2001, Congress appropriated \$142 million to the Smaller Learning Communities program for FY 2002 funds for the 2003 SLC competition. Title X, Part A, Section 10105 of the Elementary and Secondary Education Act as reauthorized by the Improving America's Schools Act of 1994; - Smaller Learning Communities: The Smaller Learning Communities Program provides grants to local educational agencies (LEAs) on behalf of large high schools to help the high schools downsize into Smaller Learning Communities. Large high schools are defined as those that include grades eleven and twelve and enroll at least one thousand students in grades nine and above. Grantees use a variety of downsizing activities, such as restructuring into academies, houses, schools-within-a-school, and magnet programs. They also employ strategies to make their learning environments smaller through freshman transition activities, multi-year groups, alternative scheduling, adult advocate or advisory systems, and academic teaming (USDE, 2006).

### *Population*

All 302 high schools in the population were surveyed. Initially, a unique number was assigned to each school and their respective principals. The total number of schools was 302 and the total number of principals was 302. Ten teacher surveys were mailed with the principal survey. The principals were asked to distribute the teacher surveys to the ninth grade Smaller Learning Communities teachers. The number of returned principal surveys was one hundred twenty-four (41%). The total number of principals



with teacher surveys returned is 99 (33%). In order to run a complete analysis of the data, it was required that a principal and teacher survey be returned. If a principal returned their demographic survey and had no teacher surveys returned, it was not possible to run an analysis of the principals' leadership style. In addition, if it appeared that the teacher survey was skewed (for instance, the teachers answered five or zero on all Likert style survey questions), the teacher survey was excluded. As a result, after the data were extracted from teachers' and principal's surveys, 79 of the 99 principals (nearly 80%) were used in most of the analysis.

### *Instrumentation*

This research used two instruments: the Bolman and Deal's Leadership Orientations (*Others*) (See Appendix A) and a short survey given to each participating principal (Appendix C). The Leadership Orientation instrument was used by ninth-grade high school teachers from Smaller Learning Communities to collect data to identify principals' leadership style. A short inventory to collect data regarding the principal's gender, number of years of experience in education and number of years in administration was included in the packet of information sent to the school (Appendix C).

#### *The Leadership Orientations (Others) Instrument*

The Leadership Orientations (*Others*) Instrument, developed by Lee Bolman and Terry Deal in the 1980's is a survey instrument that measures orientations toward leading through each of the four frames. This version of the Bolman and Deal instrument is termed "others" because it is a rating completed by subordinates rating the leadership

style of the principal, rather than the principal completing a self analysis. This version consists of three sections. The first section contains rating scales and the items are used to determine the frame or frames that the investigated administrator champions. Each of the four frames of leadership is represented by eight items. The items are in a consistent frame sequence: structural (item 1, 5, 9, 13, 17, 21, 25, 29,) , human resource (items 2, 6, 10, 14, 18, 22, 26, 30), political (items 3, 7, 11, 15, 19, 23, 27, 31) and symbolic (items 4, 8, 12, 16, 20, 24, 28, 32). The second section contains six forced-choice items. The options under each item are arranged in the same sequence as the first section. The last section has two one-item measures: effectiveness as a manager, and effectiveness as a leader. Respondents use a five-point Likert scale to rate the degree to which they exhibit each leader behavior (1=Never, 2=Occasionally, 3=Sometimes, 4=Often, and 5=Always). A principal with a mean score on the questions of a section equal to or above 4.0 is classified as using that leadership frame.

The validity of the Leadership Orientations (*Others*) survey was established and reported by authors in an unpublished paper in 1990. A factor analysis of 681 higher education administrators, using principal components and varimax rotations, yielded a high degree of internal consistency (Bolman & Deal, 1992). With regard to the reliability, the statistics for Leadership Orientations on the basis of 1309 colleague ratings for a multi-sector sample of managers in business and education reported on Lee Bolman's web page (<http://www.leebolman.com/index.htm>), titles as *Potential Users of Leadership Orientations Instruments* show that the split-half correlations for four frames is beyond 0.8, the Spearman-Brown coefficient, and Buttman (Rulon) coefficient exceed 0.9.

Table 2 demonstrates the Cronbach's alpha for the frame measures are very high, ranging from .91 to .93 (Bolman & Deal, 1991). The Leadership Orientations (*Others*) survey instrument has been used in numerous studies (Bensimon, 1989; Bethel, 1998; Bolman & Deal, 1991b; Bowen, 2004; Carter, 1995; Chang, 2004; Crist, 1999; Mathis, 1999; Mosser, 2000; Small, 2002).

Table 2  
*The Structure of the Bolman & Deal Leadership Orientations (Other) Surveys*

Survey Section and Frame	Reliability (Coefficient Alpha)	Number of Peers Reliability Coefficients Reported
Section I:		
Structural frame	$r = .920$	1,309
Human resource frame	$r = .931$	1,331
Political frame	$r = .913$	1,268
Symbolic frame	$r = .931$	1,315
Section II:		
Structural Frame	$r = .841$	1,229
Human resource frame	$r = .843$	1,233
Political Frame	$r = .799$	1,218
Symbolic Frame	$r = .842$	1,221

From Bolman, L. (2001). <http://www.bsbpa.umkc.edu/classes/bolman/Default.htm>

Permission to use the Bolman and Deal Leadership Orientations was granted by Lee Bolman (Appendix B).

#### *Procedure*

This research used a self-report survey procedure to collect data with a hard copy. The participants' names of the sampled principals and their mailing and E-mail addresses were available on the web and various directories in the United States Department of Education data base.

A letter to invite the selected principals (N=302) and their subordinates (N=3020) to participate in the study was sent via land mail. A hard copy of the Bolman and Deal's

Leadership Orientations (*Others*) and the letter requesting participation in the survey was sent to each of the participating principals. The principals were asked to distribute the surveys to the ninth-grade teachers in the Smaller Learning Communities. In the teacher envelope, each contained a letter describing the importance of the research and inviting them to participate by completing the enclosed survey and returning it in the self-addressed, stamped envelope. The principals were asked to complete a short inventory regarding their gender, number of years of experience in education and number of years in administration (Appendix C). In addition, the principals were asked to provide the number of ninth-grade D's and F's in science, social studies, algebra I and English. Each participant was asked to respond within two weeks by returning the questionnaire using the self-addressed, stamped envelope, or opting for the online version of the survey.

A follow-up cover letter (Appendix E) and another survey instrument were sent to those who did not respond within the two weeks to further request their participation. The respondents were given another two weeks to respond. A second-follow-up letter was sent to request the responses of those who did not respond within the two weeks after the first follow-up letter was mailed in an attempt to reach a fifty-percent response rate across all categories.

Finally, a third mailing (Appendix F) was sent to non-respondent principals from schools that had teacher responses documented. This letter invited these principals to send in their principal survey in order for their school to be included in this research project.

### *Data Analysis*

The data were generated from the Bolman and Deal's Leadership (*Others*). The statistical methods utilized to analyze the data in order to determine the relationship between the leadership styles of principals, as measured by the four leadership frames are described in the research questions in this section. The Statistical Analysis System (SAS) or SPSS was used for the required statistical computations. An alpha level of .05 was the level of significance for this study and .01 and .001 levels were reported as well.

*Question 1.* What are the leadership styles (as measured by the four frames) of the principals in schools with Smaller Learning Communities?

The Bolman and Deal's Leadership Orientations (*Others*) was utilized to collect data regarding question one. The overall mean and standard deviation of each frame were computed. Following, the mean of each leadership frame was computed individually. A principal whose mean score reported by his or her subordinates was 4.0 or above on the 5-point Likert scale was considered to be espousing that frame. The overall mean, standard deviation by the four frames, and the number of the respondents who were using each of the four frames were reported. Frequencies and percentage of the principals who utilized various patterns of none, single, paired, and multi-frame were also identified and reported.

*Question 2.* Are there differences in leadership styles (none, single, paired and multiple) of principals by the demographic variables locale (rural/urban), gender (male/female), size of the school (small/medium/large), and the principals'

number of years of experience (emergent= 0-5 years, mid-career= 6-10 years, established=more than 11 years)?

To examine Research Question 2, four chi-squares were conducted on leadership styles (none, single, pair, and multiple) by demographic variables (Locale, Gender, School Size, and Years of Experience).

*Question 3.* Is there a statistically significant relationship between the leadership (frame/s) of the principals (structural, human resource, political, and symbolic) with the level of discipline referral rates (number of referrals/number of students), levels of student achievement (Grade Point Average of at least 2.0/passing level) in four subject areas (regular ninth-grade English, regular algebra, regular ninth-grade social studies, and regular ninth-grade science) and attendance rates (attendance/number of students)?

To examine Research Question 3, Twenty-four Pearson correlations were conducted between the four frames (structural, human resources, political, and symbolic) with referral rate (number of referrals/number of students), four subject areas (English, algebra, social studies, and science), and attendance rates (attendance/number of students).

*Question 4.* Is there a statistically significant relationship between the leadership styles of the principals (none, single, paired, and multiple) with the level of discipline referral rates (number of referrals/number of students), levels of student achievement (grade point average of at least 2.0/passing level) in four subject areas (regular ninth-grade English, regular algebra, regular ninth-grade

social studies, and regular ninth-grade science) and attendance rates (attendance/number of students)?

To examine Research Question 4, Twenty-four Pearson correlations were conducted between the four Leadership styles (none, single, paired, and multiple) with referral rate (number of referrals/number of students), four subject areas (English, algebra, social studies, and science), and attendance rates (attendance/number of students).

*Question 5.* What are the differences between the various patterns of leadership styles (none, single, paired and multiple) of principals in Smaller Learning Communities, and the frequency of the six structures implemented by the SLC school (career academies, freshman academy, house plans, theme-based academies and school-within-a-school)?

To examine Research Question 5, six cross tabulations were conducted on frame pattern by structures (career academy/academies, freshmen academy, house plans, school-within-a-school, theme-based academies, community/communities) structures one through six and (Yes versus No).

*Question 6.* What are the differences between the various leadership styles (none, single, paired and multiple) of principals in Smaller Learning Communities and the use of the six strategies implemented by SLC schools (academic teaming, alternative scheduling, freshmen transition activities, teacher advisory systems, adult advocate systems and individual/personalized academic plans) as measured by means and standard deviation on the six strategies (listed above) by each frame pattern (none, single, paired, and multiple)?

To examine Research Question 6, means and standard deviations were calculated for the six strategies (academic teaming, teacher advisory systems, individual/personalized academic plans, alternative scheduling, freshmen transition activities, and dual enrollment) by each leadership style (none, single, paired, and multiple).

*Research question 6a.* What are the differences in the levels of student achievement (grade point average of at least 2.0/passing level) in the four subject areas (regular ninth-grade English, regular algebra, regular ninth-grade social studies, and regular ninth-grade science) by locale (urban/rural)?

To examine Research Question 6a, a MANOVA and 4 ANOVAs were conducted on the 4 subjects (English, algebra, social studies, and science) by Locale. Assumptions of MANOVA—normality, homogeneity of variance/covariance matrices—will be assessed.

*Research question 6b.* What are the differences in the levels of student achievement (Grade Point Average of at least 2.0 passing level) in the four subject areas (regular ninth-grade English, regular algebra, regular ninth-grade social studies, and regular ninth-grade science) by school size (small, medium and large)?

To examine Research Question 6b, a MANOVA and 4 ANOVAs were conducted on the 4 subjects (English, algebra, social studies, and science) by school size (small, medium, and large). Assumptions of MANOVA—normality, homogeneity of variance/covariance matrices—will be assessed.



*Research question 6c.* What are the differences in the levels of student achievement (grade point average of at least 2.0/passing level) in the four subject areas (regular ninth-grade English, regular algebra, regular ninth-grade social studies, and regular ninth-grade science) by the principals number of years of experience in administration (emergent= 0-5 years/mid-career= 6-10 years/established=more than 11 years)?

To examine Research Question 6c, a MANOVA and 4 ANOVAs were conducted on the 4 subjects (English, algebra, social studies, and science) by years (emergent, mid-career, established). Assumptions of MANOVA—normality, homogeneity of variance/covariance matrices—were assessed.

#### *Confidentiality and Anonymity*

This study was dependent upon responses from human subjects and requires their voluntary participation. Their anonymity and confidentiality was protected consistent with the Institutional Review Board (IRB) standards and policies. In the cover letter, the subjects were provided with information such as the purpose of the research, a comment that participation is voluntary, the right to not respond to every item, and the assurance of confidentiality and anonymity. Participant codes were assigned to protect the identity of each of the respondents. Cover letters are included in appendices and are labeled accordingly: cover letter to principals (Appendix D), cover letter second mailing (Appendix E), cover letter principal third mailing (Appendix F), and cover letter to ninth grade teacher (Appendix G). Survey responses were coded with numbers for subsequent use and all identities were kept confidential. Approval by the West Virginia University

Institutional Review Board for the Protection of Human Subjects is documented in Appendix H.

### *Summary*

In this chapter, the method used to examine the relationship between the leadership styles of principals in Smaller Learning Communities, the numbers and types of structures and strategic configurations and the rates of student success of ninth-grade students in the respective schools was described. The Bolman and Deal's Leadership Orientation (*Others*) was used to collect data to answer the six research questions. In addition the principals were asked to provide information regarding their gender, years of experience, school locale and size. Also included on the principal survey was the number of D's and F's of ninth-grade students during first semester 2005/2006 school year. The survey was mailed to the subjects and the participants responded by using the self-addressed, stamped-envelope. The Statistical Analysis System (SAS) and SPSS were used for statistical computations to analyze the data. An alpha level of .05 was the criterion level of significance for this study, and .01 and .001 levels were reported as well. The results of the data analysis are presented in Chapter 4.

## Chapter 4

### *Results*

This chapter presents the results of the study regarding the relationship between the leadership styles of principals in smaller learning communities, the number and types of structures and strategic configurations in high schools with smaller learning communities, and the rates of success of 9<sup>th</sup> graders. The major hypothesis examines whether there is a statistically significant relationship between the leadership style of principals in smaller learning communities, the number and types of structures and strategic configurations, and the rate of student success of 9th grade students. The first section contains the demographic data for principals and teacher respondents. The second section describes the approaches used to deal with missing values. The third section presents the results of the examination of the reliability of the survey instruments, leadership orientations (other) and the principal survey. The fourth section analyzes the data within the framework of the six research questions. The chapter concludes with a summary.

### *Survey Responses*

The population of this study was principals of smaller learning communities and their 9th grade students. There are 204 schools in Cohort 2003-A and 98 in Cohort 2003-B, for a total of 302 schools. These schools are the 2003 recipients of the Smaller Learning Communities (SLC) grant funding. The first round of the grant funded the 204 schools in Cohort 2003-A, the second round of the grant funded the 98 schools in Cohort 2003-B. These schools vary in size and organization.

The 2003 SLC recipients completed the first principal and teacher surveys in April, 2006. Each school received one principal survey and ten teacher surveys, totaling 3,020 teachers and 302 principals surveyed. Although the data regarding the specific number of ninth grade teachers at each school was not collected, it was understood, but not confirmed, that most schools in the study would have at least 10 ninth grade teachers. After three mailings to invite the selected schools to participate in this study, 456 teacher and 124 principal surveys were tabulated. Fifteen of the 124 principals requested to be removed from the study. Thirty of the returned principal surveys did not have corresponding teacher surveys. The valid response rate was 33.1% (100/302) for principals and 15.1% (456/3020) for teachers. A total of 456 teachers completed the leadership orientation surveys; these 456 teachers evaluated 99 principals. On average 4.6 teachers rated each principal's frame use.

Among the 79 principal respondents, 47 were male, 32 were female, and 20 respondents did not report gender (table 6). The teacher surveys did not identify the gender of the responding teacher. The data analysis by demographic and school variables in the following sections only included those records with complete information. The records with missing data were excluded, so the total number of participating schools or principals in the analyses by different demographic variables may or may not be exactly the same.

### *Reliability of Scales*

Bolman and Deal's *Leadership Orientations (Other) Survey* has been used in business, industry and higher education. These settings vary in culture and demographic setting.

Reliability statistics for leadership orientations (based on approximately 1,300 colleague ratings for a multi-sector sample of managers in business and education) is located on the Bolman and Deal website ([http://www.bloch.umkc.edu/classes/bolman/new\\_page\\_1.htm](http://www.bloch.umkc.edu/classes/bolman/new_page_1.htm)).

### *Leadership Orientation (other)*

The Leadership Orientation (other) is used to measure the leadership orientation of principals based on teacher rating on a 32-item responses survey. The principals' leadership orientation is categorized into four frames (structural, human resource, political, and symbolic). Teachers complete the survey questions using a five-point Likert scale (1=Never, 2=occasionally, 3=Sometimes, 4=Often, and 5=Always) to rate their principals' leadership style.

### *Major Findings*

The major findings of the data analysis as they pertain to each of the research questions are presented in this section.

*Question 1.* What are the leadership styles (as measured by the four frames) of the principals in schools with smaller learning communities?

To answer this question, the means and standard deviations of the principals' four leadership frames as evaluated by teachers will be calculated first. Then, the frequency distribution of principals' leadership style and frame pattern for each style will be reported.

Table 3 shows the means and standard deviations of principals' four leadership frames according to the teachers' perception. The means of the structural (M=3.8, ST=.87), human resource (M=3.8, ST=.94), and political (M=3.8, ST=.91) frames are the same with a slightly different standard deviation. The mean of the symbolic frame is 3.7 with a standard deviation of .95. This indicates that the degree to which the use of the four leadership frames by the principals from smaller learning communities is quite similar as perceived by teachers.

Table 3

*Means and Standard Deviations of Principals' Four Leadership Frames by Teachers*

Frame	Mean	Standard Deviation
Structural	3.8	0.87
Human Resource	3.8	0.94
Political	3.8	0.91
Symbolic	3.7	0.95

N=456

Table 4 shows the frame frequency distribution among the principals in this study. The structural frame was the most frequently used among the principals, with 43 principals espousing this frame. This may indicate the principals in high schools with Smaller Learning Communities ability to provide clarity, predictability and security while prescribing formal roles (Bolman, 1999). In Bolman and Deal's article *Four Steps to Keeping Change Efforts Heading in the Right Direction*, the authors indicate that reform may undermine existing structures, creating uncertainty, insecurity and doubt. When teachers become unsure about their duties, confused about how to relate to other teachers and staff, and unsure of whom is in charge, confusion begins to rule. In order to minimize such difficulties, change efforts must anticipate structural issues and work to

realign roles and relationships (Bolman, 1999). The teachers in this study rated most of the principals using the structural frame, which is representative of one-third of the principals in the survey.

Following the structural frame, there are 37 principals identified as espousing the human resource frame. These thirty seven principals are representative of one-fourth of the one-hundred-forty-five frames identified. According to the teacher ratings, only 33 principals used the political frame and 32 principals used the symbolic frame.

This finding is somewhat different than other similar studies using the *Others* instrument. In Chang's study (2004), he found that department chairs were rated by faculty as using the human resource frame most frequently (29.6%), with the structural following (27.2%). Likewise, in Bowen's study (2004) of West Virginia University Extension Service County Coordinators, the human resource frame had the highest rate of endorsement, followed by the structural frame.

Table 4  
*Frame Frequency*

Frame	Frequency	Percentage
Structural	43	30%
Human Resource	37	25%
Political	33	23%
Symbolic	32	22%
TOTAL	145	100%

Table 5 shows the frequency distribution of principals' leadership style and frame pattern for each style as reported by teachers. Of the 99 principals whose uses of leadership frames were evaluated by teachers, 48 were reported as not using any frames.

In other words, their scores on all four frames were averaged lower than 4. This cohort accounts for about 50% of all participants. The participating teachers rated 11 principals as using only one of four leadership frames, accounting for 11%. They also believe that nine percent of the principals they assessed used any two of four leadership frames. Finally, approximately one-third of principals were reported using multiple frames, either three or four. The chi-square test for independence indicates that there is a significant preference on the implementation of leadership style by principals,  $\chi^2(3, n=99) = 41.08$ ,  $p < .001$ .

Table 5 presents the frame pattern of single, paired, and multiple leadership styles. As for the single leadership style, the majority of rated principals espoused the structural frame (about 64%), followed by the human resource and political frames, each accounting for 18%. No one was reported as using the symbolic frame.

The espousers of the paired-leadership style tend to use the combination of the structural and political frames. This is followed by the combinations of the structural and human resource frames, and the human resource and symbolic frames. Teachers reported that the combination of the structural and symbolic frames, and the human resource and political frames was only used each by one principal (11%). The combination of the political and symbolic frames was not used by the participating principals according to teachers' rating.

The data were extracted from teachers' survey and the principal's survey. According to teachers' survey, 99 principals were evaluated, so the Table 4 includes 99 principals with a leadership frame pattern. However, among these 99 principals who were rated by teachers, only 79 responded to the survey; these were used to extract demographic or



school information. All of the 99 principals were included in the frame pattern analysis. However, when analyzing data by demographic or school variables, only 79 schools or principals were included rather than all 99.

Table 5

*Frequency Distribution by Frame Pattern*

Category/Pattern	F	% (as to category)	% (as to total)
No-frame	48	100.0	48.5
Single-frame			
Structural	7	63.6	7.1
Human Resource	2	18.2	2.0
Political	2	18.2	2.0
Symbolic	0	0.0	0.0
Sub-Total	11	100.0	11.1
Paired-frame			
Structural/Human Resource	2	22.2	2.0
Structural/Political	3	33.3	2.0
Structural/Symbolic	1	11.1	1.0
Human Resource/Political	1	11.1	1.0
Human Resource/Symbolic	2	22.2	2.0
Political/Symbolic	0	0.0	0.0
Sub-Total	9	100.0	9.0
Multi-Frame			
Structural/Human Resource/Political	1	3.2	1.0
Structural/Human Recourses/Symbolic	4	12.9	4.1
Structural/Political/Symbolic	1	3.2	1.0
Human Resource/Political/Symbolic	1	3.2	1.0
Structural/Human Resource/ Political/Symbolic	24	77.4	24.2

Sub-Total	31	100.0	31.1
Total	99		100.0

As demonstrated in Table 5, within the multi-framed principals, a vast majority of principals (77%) followed a four-frame pattern. Of the 31 multi-framed principals, four principals used the combination of the structural, human resource, and political frames. Three principals espoused the combined structural, the human resource, and the political, the structural, the symbolic, and political, and the human resource, the symbolic, and the political, respectively frames; each accounts for only about 3%.

*Question 2.* Are there differences in leadership styles (none, single, paired and multiple) of principals by the demographic variables (locale (rural/urban), gender (male/female), size of the school (small/medium/large), and the principals' number of years of experience (emergent= 0-5 years/mid-career= 6-10 years/established=more than 11 years)?

The participating principals were classified into two groups according to their school's geographical location. Those principals from schools located in large or mid-size central cities were categorized as "From Schools Located in a City," while those from schools located in rural, small town, urban fringe of large city or urban fringe of mid-size city was defined as "From Other Schools." As shown in Table 6, 41 principals were from schools located in a city and 58 were from other schools.

Table 6 also presents principals' leadership style by school location. More than half of principals from schools located in a city did not use any frame as reported by teachers, while about 43% of principals from other schools were rated as non-frame espousers by their subordinates. The second leadership style preference of the principals from schools

located in either a city or other areas was multiple-frame, accounting for 24% and 36%, respectively. The third leadership preference for those principals from schools located in a city was paired-frame, while it was single-frame for those principals from schools located in other areas. However, the chi-square test for independence did not show any significant relationship between school location and principals' leadership style as reported by teachers,  $\chi^2(3, n=99) = 6.72, p > .05$ . In other words, the frequency distribution of principals' leadership style is not significantly different by school location.

Table 6  
*Frequency Distribution of Principals' Leadership Style by Locale*

Style	Schools Located in a City		Other Schools	
	Frequency	%	Frequency	%
Non-Frame	23	56.1	25	43.1
Single-Frame	2	4.9	9	15.5
Paired-Frame	6	14.6	3	5.2
Multiple-Frame	10	24.4	21	36.2
Total	41	100	58	100

The frequency distribution of principals' leadership style by gender is reported in Table 7. About 55% of male principals were reported as using a non-frame leadership style, while nearly 41% of their female counterparts followed the same style. The second largest group of male principals was composed of those who used multiple frames, (about one-fourth), while female principals tied for the first place in the use of non-frame and multi-frame leadership styles. The percentages of the female and male principals following a single- or paired-frame leadership style were very close, around 10%. However, the chi-square test did not show a significant relationship between principals' leadership style and gender,  $\chi^2(3, n=79) = 2.25, p > .05$ .

Table 7  
*Frequency Distribution of Principals' Leadership Style by Gender*

Style	Male		Female	
	Frequency	%	Frequency	%
Non-Frame	26	55.3	13	40.6
Single-Frame	4	8.5	3	9.4
Paired-Frame	5	10.6	3	9.4
Multiple-Frame	12	25.5	13	40.6
Total	47	25.5	32	40.6

The analysis of principals' leadership style was also conducted by principal group based on the number of students enrolling in their schools. Principals were "From Small Schools" if their schools enrolled fewer than 400 students; principals from schools with enrollment from 400 to 599 were "From Medium Schools;" and other principals (from schools with an enrollment equal to or greater than 600) were "From Large Schools." As Table 8 shows, 21 principals were from small and medium schools, respectively, and 33 were from large schools.

As shown in Table 8 (n=78, one principal did not report school size), the teachers from small schools reported that nearly 38% of their principals used multiple frames, while the teachers from the medium and large schools, respectively, reported that about 26% and 30% of their principals followed this leadership style. The percentages of non-frame leadership style users in small, medium, and large schools were 42%, 58%, and 48%, respectively. For the paired-frame leadership style, five principals (21%) from small schools used this style; one (3%) was from medium schools; and only two (about 9%) were from large schools. Teachers in small schools did not perceive that any of their principals used single-frame leadership style, while the teachers from medium or large schools reported that only two and three principals from their schools used this leadership

style, respectively. Again, the chi-square test did not discover any significant relationship between the principals' leadership style and the size of their schools,  $\chi^2(6,n=78) = 8.64$ ,  $p > .05$ .

Table 8  
*Frequency Distribution of Principals' Leadership Style by School Size*

Style	Small (<400)		Medium (400-599)		Large (≥600)	
	Frequency	%	Frequency	%	Frequency	%
Non-Frame	10	41.7	18	58.1	11	47.8
Single-Frame	0	0.0	4	12.9	3	12.0
Paired-Frame	5	20.8	1	3.2	2	8.7
Multiple-Frame	9	37.5	8	25.8	7	30.5
Total	24	100.0	31	100.0	23	100.0

Table 9 shows the frequency distribution of principals' leadership style by principals' experience in an administrative position. The term "emergent" describes principals with 0-5 years of experience in administration, "mid-career" is used to describe principals with 6-10 years of administrative experience and "established" describes principals with 11 years or more. Half of principals with less than five years of experience in administration positions were reported as using multiple frames, while only about 18% of principals with six to ten years of experience and 33% of principals with equal to or more than 11 years of experience used this leadership style. Conversely, more than half of the principals with more than six years of experience had a non-frame leadership style, while nearly 31% of principals with less than six years of experience followed a non-frame leadership theory according to teachers rating. The remainder of the principals espoused either a single-frame style or paired-frame style. However, there does not exist a significant relationship between principals' leadership style and their experience in an administrative position as perceived by teachers,  $\chi^2(6,n=79) = 6.33$ ,  $p > .05$ .

Table 9

*Frequency Distribution of Principals' Leadership Style by Principals' Number of Years of Experience at Administration Position*

Style	Emergent (0-5 Years)		Mid-Career (6-10 Years)		Established (11 Years or More)	
	Frequency	%	Frequency	%	Frequency	%
Non-Frame	5	31.3	15	55.6	19	52.8
Single-Frame	2	12.5	3	3.8	2	5.6
Paired-Frame	1	6.2	4	14.8	3	8.3
Multiple-Frame	8	50.0	5	18.5	12	33.3
Total	16	100.0	27	100.0	36	100.0

*Question 3.* Is there a statistically significant relationship between the leadership (frame/s) of the principals (structural, human resource, political, and symbolic) with the level of discipline referral rates (number of referrals/number of students), levels of student achievement (Grade Point Average of at least 2.0/passing level) in four subject areas (regular ninth grade English, regular algebra, regular ninth grade social studies, and regular ninth grade science) and attendance rates (attendance/number of students)?

Since the data of the level of discipline referral rates and attendance rates are incomplete, the analysis for this question was only conducted to examine if there was a statistically significant relationship between the leadership frames and levels of student achievement. The level of student learning achievement in this and the following analyses was defined as the ratio of those whose GPA was at least 2.0 (passing level) to all the ninth graders attending to each of the four subject classes.

Table 9 presents Pearson correlation matrix of leadership frames and achievement level. The human resource frame has a negative correlation with student achievement in English and Social Studies. All other relationships between leadership frames and student achievement on subjects appear positive. However, the analysis indicates that there is no

significant relationship between the four frames and the level of student achievement on four subjects (English, Algebra, Social Studies, and Science). This means that the degree of the principals' use of four leadership frames as reported by teacher does not have a significant influence on the student academic achievement in these four subjects.

Table 10

*Pearson Correlation Matrix of Leadership Frames and Achievement Level*

	English	Algebra	Social Studies	Science
Structural	.0233	.1573	.0412	.1222
Human Resource	-.0407	.1098	-.0031	.0539
Political	.0690	.1629	.0912	.1067
Symbolic	.0065	.0901	.0203	.0652

*Question 4.* Is there a statistically significant relationship between the leadership styles of the principals (none, single, paired, and multiple) with the level of discipline referral rates (number of referrals/number of students), levels of student achievement (Grade Point Average of at least 2.0/passing level) in four subject areas (regular ninth grade English, regular algebra, regular ninth grade social studies, and regular ninth grade science) and attendance rates (attendance/number of students)?

Again, because the data of discipline referral rates and attendance rates are not complete, the analysis was only conducted to investigate the relationship between the leadership style and levels of student achievement. In addition, to conduct this analysis, the leadership style was recoded as non-frame=0, single-frame=1, paired-frame=2, and multiple-frame=3.

As presented in Table 11, there is a negative correlation of leadership style with student achievement in English and a positive correlation with the other three subjects. This means that the more frames a principal uses, the lower the level of student achievement in English, but the higher the level of student achievement in Algebra,

Social Studies, and Science. However, the Pearson analysis did not find any significant correlation of leadership style with the level of student achievement in any subjects.

Table 11-  
*Pearson Correlation Matrix of Leadership Style and Achievement Level*

	English	Algebra	Social Studies	Science
Leadership Style	-.0029	.1569	.0767	.1113

Table 12 presents the means and standard deviations of learning achievement in four subjects by principals' leadership style. Students from schools with a principal using a paired-leadership style demonstrated a highest achievement in English, algebra, and science, while those from schools with a principal using a single-frame leadership style had a highest mean ratio of achievement in social studies. In contrast, students from schools whose principals followed a non- or single-frame leadership style revealed a lowest demonstration of achievement in social studies ( $M=.80$ ,  $SD=.17$ ), and English ( $M=.76$ ,  $SD=.17$ ), Algebra ( $M=.72$ ,  $SD=.22$ ), and science ( $M=.75$ ,  $SD=.19$ ), respectively. The ANOVA did not find any significant differences of student achievement in all four subjects by principals' leadership style.



Table 12  
*Means and Standard Deviations of Achievement Level by Principal's Leadership Style*

	Non- Frame	Single- Frame	Paired- Frame	Multiple- Frame	<i>F</i>	<i>p</i>
English						
<i>M</i>	.80	.76	.81	.79	.22	.88
<i>SD</i>	.12	.17	.14	.15		
Algebra						
<i>M</i>	.76	.72	.85	.81	1.08	.36
<i>SD</i>	.19	.22	.12	.15		
Social studies						
<i>M</i>	.80	.83	.82	.82	.18	.91
<i>SD</i>	.17	.18	.13	.12		
Science						
<i>M</i>	.75	.76	.82	.78	.51	.68
<i>SD</i>	.19	.14	.13	.17		

*Question 5.* What are the differences between the various patterns of leadership styles (none, single, paired and multiple) of principals in smaller learning communities and the frequency of the six structures implemented by the SLC school (career academy/academies, freshman academy, house plans, freshman academies, theme-based academies and school-within-a-school)?

The table below shows a very similar distribution of structures implemented by schools by principals' leadership style. Principals not using any frames are more likely to implement the structure of freshman academies, while those using single- or paired-frame leadership style are more likely to use career academies. Principals following multiple-frame leadership theory use these two structures equally. Since more than 50% of the cells are less than five, the chi-square test was not conducted.

Table 13  
*Frequency Distribution of Structures Implemented by Schools by Principals' Leadership Style*

Structure	None		Single		Paired		Multiple	
	#	%	#	%	#	%	#	%
Career Academy /Academies	16	43.2	5	71.4	5	62.5	11	44.4
Freshman Academy/ Academies	19	51.4	2	28.6	4	50.0	11	44.4
House Plans	4	10.8	1	14.3	1	12.5	3	12.0
Theme-Based Academies	2	5.4	1	14.3	2	25.0	1	4.0
School-Within-a-School	5	13.5	1	14.3	0	0.0	5	20.0
Total Number of Schools <sup>a</sup>	37		7		8		25	

a. "Total Number of Schools" by leadership style refers to the number of schools with principals using the stated leadership style. A school may implement more than one structure, so it may appear more than once in the column for each leadership style if it implements more than one structure. Therefore, the sum of the number of structures in each column by leadership style may be higher than the number of schools. The percentage for each structure was calculated by dividing the number of structures implemented by schools by "Total Number of Schools," so the sum of percentages for each leadership style may be more than 100 percent.

Table 14, following, shows the means and standard deviations of structures implemented by schools by principals' leadership style. The mean of structures implemented was calculated by counting the structures used by the schools by principals' leadership style, and then divided by the total number of principals in each group by leadership style. Some schools might implement more than one structure, while others might not implement any. Schools with principals using paired-frame leadership style have the highest mean, followed by schools with principals using single-frame leadership style, while schools with principals using no-frame or multiple-frame leadership style has

the lowest mean. The ANOVA test did not show any significant difference of the means of structures implemented by schools by principals' leadership style,  $F_{(3,75)} = .60, p > .05$ .

Table 14

*Means and Standard Deviations of Structures Implemented by the SLC School by Principals' Leadership Style*

	Non-Frame	Single-Frame	Paired-Frame	Multiple-Frame	<i>F</i>	<i>P</i>
<i>M</i>	1.2	1.4	1.5	1.2	.60	.61
<i>SD</i>	.72	.53	.53	.79		

The Pearson correlation coefficients were calculated between the number of the structures implemented by school and principal leadership frame as reported by teacher. The Pearson analysis found a significant correlation between the number of structures adopted by the SLC schools and leadership frame as shown in Table 15. This indicates that the higher a principal was scored by teacher on the structural, political, and symbolic frames, the more structures his or her school implemented.

Table 15

*Pearson Correlation Matrix of Leadership Frame and Number of Structures Implemented by Schools*

	Structural	Human Resource	Political	Symbolic
Number of Structure	.2050*	.1776	.2463*	.2429*

N=99; \* $p < .05$

*Question 6.* What are there differences between the various leadership styles (none, single, paired and multiple) of principals in smaller learning communities and the use of the six strategies implemented by SLC schools (academic teaming, alternative scheduling, freshmen transition activities, teacher advisory systems, adult advocate systems and Individual/Personalized Academic Plans) as measured by means and standard deviation on the six strategies (listed above) by each frame pattern (none, single, paired, and multiple)?

To answer this question, the number of strategies each school implemented was calculated first. One school might implement one or more strategies, so if a school implemented more than one strategy, the principal appears more than one time in the corresponding leadership style column. For example, if School A implemented two strategies and its principal is a non-frame leadership espouser, he or she will appear twice in the column "None." The total number of schools in each column for leadership style indicates the number of unique schools whose principal used the corresponding leadership style. Secondly, the mean of number of strategies implemented by learning communities by principals' leadership style was computed and ANOVA was conducted to examine if there is a significant difference of the mean of the number of strategies among schools by principals' leadership style. Finally, the relationship of each frame (structural, human resource, political, and symbolic) with the number of strategies implemented by the communities was analyzed.

Table 16 reports the frequency distribution of strategies implemented by smaller learning communities by principals' leadership style. The most frequently implemented strategy by learning communities with a principal using non-frame leadership style is Teacher Advisory Systems, while it is Academic Teaming for those with a principal using single-, paired-, or multiple frame leadership style. They account for more than three-thirds of schools in each leadership style category.

The least frequently implemented strategy for schools with a principal using non-frame leadership style was Adult Advocate Systems, while it is Freshman Transition Activities for those schools with a principal using single-frame leadership style and it is

Alternative Scheduling for those whose principal followed a multiple frame leadership theory.

Table 16

*Frequency Distribution of Strategies Implemented by Schools by Principals' Leadership Style*

Strategy	None		Single		Paired		Multiple	
	#	%	#	%	#	%	#	%
Academic Teaming	26	70.3	6	85.7	7	87.5	19	76.0
Alternative Scheduling	21	56.8	5	71.4	5	62.5	7	28.0
Freshmen Transition Activities	20	54.1	2	28.6	7	87.5	15	60.0
Teacher Advisory Systems	30	81.1	4	57.1	6	75.0	18	72.0
Adult Advocate Systems	11	29.7	3	42.9	3	37.5	9	36.0
Individual/Personalized Academic Plans	19	51.3	5	71.4	5	62.5	10	40.0
Total Number of Schools <sup>a</sup>	37		7		8		25	

- a. "Total Number of Schools" by leadership style refers to the number of schools with principals using the stated leadership style. A school may implement more than one strategy, so it may appear more than once in the column for each leadership style if it implements more than one strategy. Therefore, the sum of the number of strategies in each column by leadership style may be higher than the number of schools. The percentage for each strategy was calculated by dividing the number of structures implemented by schools by "Total Number of Schools," so the sum of percentages for each leadership style may be larger than 100 percent.

The mean and standard deviations of the number of strategies implemented by the SLC schools by principals' leadership style are presented in Table 17. Each of the schools with a principal using a paired-frame leadership style implemented the most strategies on average ( $m=2.63$ ,  $SD=.92$ ). This is followed by the schools with a principal using multiple or single-frame leadership style ( $M=2.52$ ,  $SD=.87$ ;  $M=2.57$ ,  $SD=.53$ ). The

schools whose principals were reported not using any frames implemented the least strategies ( $M=2.26$ ,  $SD=.94$ ). However, the ANOVA did not indicate a significant difference of the number of strategies used by the schools by principals' leadership style  $F(3,75)=.75$ ,  $p>.05$ .

Table 17  
*Means and Standard Deviations of Strategies Implemented by the SLC School by Principals' Leadership Style*

	Non-Frame	Single-Frame	Paired-Frame	Multiple-Frame	<i>F</i>	<i>p</i>
<i>M</i>	2.26	2.57	2.63	2.52	.75	.53
<i>SD</i>	.94	.53	.92	.87		

As indicated in Table 18, the number of strategies implemented by the SLC schools is related to all leadership frames. However, the Pearson analysis only indicates that there is a significant correlation between the number of the strategies implemented by schools with the structural, the political, and symbolic frames. This result indicates that the higher a principal was scored on the structural, political, and symbolic frames by teachers, the more strategies out of academic teaming, alternative scheduling, freshmen transition activities, teacher advisory systems, adult advocate systems, and individual/personalized academic plans their schools implemented. The frame with the most strategies was the paired frame, but not a statistically significant level.

Table 18  
*Pearson Correlation Matrix of Leadership Frame and Number of Strategies Implemented by Schools*

	Structural	Human Resource	Political	Symbolic
Number of Strategies	.2076*	.1892	.2201*	.2022*

$N=99$ ;  $*p<.05$

*Research question 6a.* What are the differences in the levels of student achievement (Grade Point Average of at least 2.0/passing level) in the four subject areas (regular ninth grade English, regular algebra, regular ninth grade social studies, and regular ninth grade science) by locale (urban/rural)?

Table 19 reports student learning achievement level in English, algebra, social studies, and science by school location (city versus other). The means of all the four subjects of the students from schools located in other areas are higher than the means of those students from the schools located in cities. However, *t* test did not indicate that the difference was significant.

Table 19

*Means and Standard Deviations of Achievement Level by School Location Category*

	City	Other	t	p
English				
<i>M</i>	.79	.81	1.13	.27
<i>SD</i>	.14	.13		
Algebra				
<i>M</i>	.75	.81	1.33	.18
<i>SD</i>	.16	.19		
Social studies				
<i>M</i>	.80	.82	.55	.59
<i>SD</i>	.14	.16		
Science				
<i>M</i>	.74	.79	1.36	.18
<i>SD</i>	.17	.17		

*Research question 6b.* What are the differences in the levels of student achievement (Grade Point Average of at least 2.0/passing level) in the four subject areas (regular ninth grade English, regular algebra, regular ninth grade social studies, and regular ninth grade science) by school size (small, medium and large)?

Table 20 reports the means and standard deviations of student learning achievement in four subjects by school size. Students from smaller schools demonstrated a higher achievement level in all four subjects than those from medium and large schools, while the large schools showed a lowest student learning achievement in all four subjects. However, the ANOVA only indicates a significant difference of student learning achievement in algebra by school size,  $F(3,75)=3.29$ ,  $p<.05$ . The post hoc test (Tukey test) was further conducted and found that learning achievement of students from smaller schools in algebra significantly higher than that of the students from larger schools. However, there was no significantly different of learning achievement of students between small and medium schools, and nor between medium and large schools.

Table 20  
*Means and Standard Deviations of Achievement Level by School Size*

	Small	Medium	Large	F	<i>p</i>
English					
<i>M</i>	.82	.80	.77	.88	.42
<i>SD</i>	.12	.14	.15		
Algebra					
<i>M</i>	.85	.78	.72	3.29	.04*
<i>SD</i>	.14	.15	.22		
Social studies					
<i>M</i>	.84	.83	.76	1.87	.16
<i>SD</i>	.12	.14	.18		
Science					
<i>M</i>	.81	.77	.71	2.01	.14
<i>SD</i>	.14	.15	.22		

\* $p<.05$

*Research question 6c.* What are the differences in the levels of student achievement (Grade Point Average of at least 2.0/passing level) in the four subject areas (regular ninth grade English, regular algebra, regular ninth grade social studies, and regular ninth grade



science) by the principals number of years of experience in administration (emergent= 0-5 years/mid-career= 6-10 years/established=more than 11 years)?

Table 21 presents the means and standard deviations of student learning achievement level by principals' years of experience in administration. Students from schools with a principal having more than 11 years of experience in administration showed a highest achievement level in all four subjects,  $M=.81$ ,  $SD=.16$  for English,  $M=.78$ ,  $SD=.19$  for Algebra,  $M=.82$ ,  $SD=.16$  for Social studies, and  $M=.78$ ,  $SD=.19$  for Science. Students from schools with a principal having six to 10 years of experience in administration have a lowest mean of achievement level in three subject, English ( $M=.77$ ,  $SD=.13$ ), algebra ( $M=.77$ ,  $SD=.17$ ), and science ( $M=.75$ ,  $SD=.16$ ), while students from schools with a principal having less than six years of experience in administration demonstrated the lowest achievement level in social studies ( $M=.79$ ,  $SD=.13$ ). However, the ANOVA did not find any significant difference of student achievement level by principals' length of experience in administration.

Table 21  
*Means and Standard Deviations of Achievement Level by Principals' Years of Experience in Administration*

	Emergent	Mid-Career	Established	F	<i>p</i>
English					
<i>M</i>	.80	.77	.81	.88	.42
<i>SD</i>	.15	.13	.14		
Algebra					
<i>M</i>	.80	.77	.78	.16	.85
<i>SD</i>	.15	.17	.19		
Social studies					
<i>M</i>	.79	.81	.82	.17	.84
<i>SD</i>	.13	.15	.16		
Science					
<i>M</i>	.77	.75	.78	.25	.78
<i>SD</i>	.13	.16	.19		

Table 22 reflects a profile of the typical high school principal in this study. By collecting this data, we learn that well over half of the principals are male. This finding is consistent with national data. In Steve Paine's (2002) study of school administrators, he found that 85 percent of the West Virginia superintendents are male. In this same study, Dr. Paine profiled the typical West Virginia high school principal and found that 100 percent of the principals in his study to be male in gender (Paine, 2002). Another interesting finding in this study is again consistent with the national statistics. The average number of years these principals have been in education is twenty six years and the average number of years in educational administration is thirteen years. This reflects the national concern that the United States will be facing one of the most massive transformations of leadership in a century (Peterson, et. Al., 2001). By some estimates, more than half of all principals are expected to retire in the next five years. This presents school districts with both challenges and opportunities for positive change to recruit a new group of leaders. It is apparent that the groups of high school principals in this study have been in education for a number of years and are for the most part, experienced administrators.

It was surprising to find that well over half of the administrators in this study held a Masters degree as their highest degree earned. These principals represented sixty one percent of the total population. Only one fourth (24%) of the principals held a doctorate in education, and even lower, merely four percent held a Ph.D. as their highest degree earned. Virtually one half of the principals held a degree in educational leadership or administration (42%) and practically all of the principals in this study held traditional degrees (94%) as opposed to nontraditional means of certification.

Table 22

*Profile of the Typical High School Principal with a Smaller Learning Community*

<b>Variable</b>	<b>Study Finding</b>
Gender	Male (64%)
	Female (36%)
Age	49 years (average)
Number of Years in Education	26 years (average)
Number of Years in Administration	12.05 years (average)
Highest Degree Earned	M.A. (61%)
	Ed.D. (24%)
	Ph.D. (4%)
	J.D. (.9%)
	B.A. /B.S. (3 %)
	Ed. Specialist Certification (8%)
Area of Major in highest degree earned	Educational Administration/Leadership (42%)
	Education (7%)
	Administration/Supervision (6%)
	Curriculum/Instruction (5%)
	English (5%)
	Urban Secondary Education (3%)
	Other (32%)
Certification (traditional/alternative)	Traditional (94%)
	Alternative (6%)

### *Summary*

In summary, the principals in smaller learning communities tend to use the structural, human resource, political, and symbolic frames equally as reported by teachers. However, the principals are mostly likely to use non-frame leadership style. This is followed by multiple frame leadership style. With respect to multiple-frame style, the principals prefer using all four frames rather than three frames.

Principals' demographic variables (gender and length of experience in administration) and school information (location and size) do not have a significant influence on principals' use of leadership style. There is no significant correlation of principals' use of leadership frames and style with student learning achievement in English, algebra, social studies, and science.

The number of structures and strategies implemented by the Smaller Learning Communities was not correlated with principals' leadership style. However, it was significantly correlated with principals' use of the structural, political, and symbolic frames according to teachers' reports. The higher the principals were rated on these three frames, the more structures and strategies their schools implemented.

Students from schools located in other areas rather than in cities had a higher learning achievement level in all four subjects (English, algebra, social studies, and science), but the difference was not significant. Also, students from small schools (fewer than 400 students) were reported to have the highest level of achievement in all four subjects than those from medium and large schools; again the analysis of variance did not show a significant difference. In addition, students from the schools with a principal having more

than 11 years of experience in an administrative position reflects a higher mean of learning achievement in English, social studies, and science, but not significantly higher.

These results will be discussed in greater detail in Chapter Five.

## Chapter 5

### Conclusions and Recommendations

This chapter forms conclusions based on the major findings relevant to the leadership styles of school principals in Smaller Learning Communities. This chapter is comprised of three major sections: a study summary, conclusions, and recommendations for future practice and research.

#### *Summary of Study*

This study examined the relationship between the leadership styles of school principals in Smaller Learning Communities, the number and types of structures and strategic configurations in high schools with Smaller Learning Communities (SLC), and the success rates of ninth-graders. The major focus is on whether there is a statistically significant relationship between the leadership style of principals in Smaller Learning Communities and the success rate of ninth-grade students. Leadership styles are classified based on Bolman and Deal's (1984, 1990) cognitive frames—structural, human resource, political, and symbolic—which define organizational behaviors and governance patterns. This study also examines the number of structures and strategies used in the SLC and the relationship to the leadership style of the principal. The structures include organizational characteristics that assure the learning environments in a large school will remain small. These may include a number of structures such as, academies, house plans, a school-within-a-school, and magnet schools. In an effort to make students feel more connected to each other, and adults, large high schools with SLC's develop strategies to take advantage of the smaller learning environments. Implementation of strategies such as freshmen academies, multi-year grouping, alternative scheduling, adult advocate system,

teacher advisory systems and academic teaming, may be related to the leadership style of the principal.

### *Conclusions*

The conclusions are based on an analysis of the research questions guiding this study.

#### *General Pattern of Principals' Leadership Styles*

The frequency distribution of leadership styles reports that teachers view their principals as using the no-frame pattern most often (48.5%). This was followed by the multi-framed leader (31.1%), the single-frame leader (11.1%) and the paired-frame leader (9%). The leadership styles of principals of Smaller Learning Communities do not differ from that of leaders in studies such as that of Chang's college department chairs; in Chang's study, 56.8% of the participating faculty did not use a particular frame (2004) and in Griffins (2005) 24.2%. Similarly, in Bowen's study of county program coordinators, 39.4% were found to use no-frame, and nearly three-fourths of the county coordinators used either the no-frame or the single-frame style (2004). Mosser's study (2000) found nearly 40% of participating nursing department chairs had no leadership style, and Small's study (2002) found 31.7% of nursing department chairs using no-frame leadership style.

The predominance of a no-frame style (48.5%) in this study is higher than in most of the previously mentioned studies. When the Chi-square test for independence was conducted, it indicated a significant preference on the implementation of the no-frame leadership style by high school principals in this study. According to Bolman and Deal, principals who lack a significant leadership style may be challenged in their ability to view organizations from multiple angles and may not be prepared to deal with the many

issues with which they will be faced (1997). Although the four frames are not independent of each other, Bolman and Deal found that effective leadership is frequently associated with the number of frames used (Bolman, 2003). Bolman's research indicates that the perception of leaders using three or more frames is more effective than that of those who use fewer than three frames (Bolman, 2003). When using multiple frames, the leader is able to reframe a situation and to examine it from multiple viewpoints to develop a more holistic perspective.

Only 11% of the principals in this study employed the single-frame method of leadership. This was different than the findings in recent research such as Griffins' study (2005) of chairpersons of biology and English departments, where he found that the single frame orientation was the most frequently used leadership style (32.9%). This compares to Mathis (1999) 11.0%, Chang (2004) 14.8%, Mosser (2000) 16.6%, and Small (2002) with 20.8% of the leaders espousing a single-frame leadership style. In the current study, of the single frame leaders, nearly 64% were perceived by their teachers as using the structural frame. The structural frame is based on the assumptions of and belief in rationality and formal arrangements. These leaders believe organizational charts, rules, and standard operating procedures and policies minimize problems and increase quality and performance (Bolman, 1997). In a similar study, Chang found that the single-framed, structural leader had a better technology infrastructure and was more likely to provide both technical and administrative support while attending to key issues (Chang, 2004). The structural principals in this study may have designed and designated roles within the Smaller Learning Communities to such an extent that the presence of single-framed leadership is apparent. The work of principals is typically very complex with



many managerial requirements, hundreds of short tasks of enormous variety (Peterson, 2001). Mintzberg (1973) described the work of a manager as characterized by brevity, fragmentation and variety. Due to the managerial nature of a principalship of a large high school, the high rate of structural leadership was not surprising. The structural leaders may serve Smaller Learning Communities very well, attending to the bottom line, valuing analysis and data, and addressing school problems by developing new policies or restructuring. However, Bolman and Deal caution, that effectiveness as a manager can be associated with the structural frame, but the primary determinants of a successful leader are the symbolic and political frames (Bolman & Deal, 1997, p. 278). Based on this belief, the leaders in the Smaller Learning Communities may be effectively managing their schools, but not necessarily effective leaders.

The paired-frame leaders accounted for only 9% of the Smaller Learning Communities' principals' leadership styles. This differs from findings in other studies, such as Crist (1999), who found 36.5% of leaders using paired-frame leadership, and Mosser (2000) who documented 12.7% of the leaders using paired-frame. Bowen's study (2004) found 15.1% paired-frame leaders, and Chang (2004) found 13.6% of leaders in his study engaging in the paired-frame leadership style. Other studies such as Griffin (2005) noted 25.0%, espousing the paired-frame orientation, while other studies such as Small (2002) found 10.9 % and Mathis (1999) found only 8.7%.

In this study, the principals who espoused a paired-frame orientation, structural/political framed leaders represent 33% of those leaders. This finding is different from Griffin's study (2005) where the paired frame leader was primarily structural-human resource frames. In other studies of academic department chairs,

Mathis (1999) reported the social-political frames and the political-symbolic frames as most frequently employed. Although, those principals using only the structural frame may be effective managers but not effective leaders, when the structural leadership frame is coupled with the political frame, the structural/political framed leader is potentially highly effective. The political leader is usually persuasive, influential and has the ability to mobilize people and resources, while the structural leaders focus on management of the organization (Boleman, 2003). These results would suggest that the principals in this study would benefit from leadership development activities to expand the perspectives from which they view their leadership roles.

Finally, the principals who are multi-frame leaders made up 31% of the principals' leadership styles in this study. Other studies found much lower incidence of the multi-frame leadership style: Crist (1999) found only 8.5%, Mosser (2000) documented 22.1%, Bowen (2004) 12.1%, Chang (2004) 14.8% and Griffin (2005) 18.1%. With the exception of one study, where Mathis (1999) had a high incidence (48.2%), of multi-framed leaders. Bensimon's study of higher education presidents found that multi-frame orientations were more prevalent among presidents from large universities than among those from smaller colleges (1989).

In high schools with Smaller Learning Communities, leadership is guided by decision-making that involves all stakeholders. In these settings, the multi-framed leadership style may facilitate decentralization of authority and shared decision-making, which is consistent with the goals of Smaller Learning Communities. According the Bolman and Deal (2003) model, principals with multi-framed leadership styles in this study (31%) are exerting effective leadership.

### *Demographic Effect on Leadership Styles*

This study is a national study involving schools from locations across the United States. Caution was used in making firm conclusions when the small cell group (n=99) were sorted into subgroups by demographic characteristics, since some cell numbers were too small for the analyses.

#### *School Location*

The schools in this study represent high schools from 32 states, including Hawaii and New Mexico. The schools are representative of both rural and urban areas, with student populations which are culturally and socio-economically diverse. School locations were varied, including locales such as the Bronx and New York City in New York; Yukon, Oklahoma; Las Vegas, Nevada; Billings, Montana; Lansing, Michigan; Poulsbo, Washington; Pawtucket, Rhode Island; Overland Park, Kansas; Honolulu, Hawaii; Milwaukee, Wisconsin; Philadelphia, Pennsylvania; and Avondale, Arizona.

There was a slight difference in the non-frame leadership style in principals from schools located in a city (56.1%) as compared to those principals from schools located in other areas (43.1%). However, this difference was not statistically significant. Other research suggests that school location does not impact student achievement. For example, while studying school locale, Howley (1994) found that middle-class students predominated in large urban schools as a result of changing residential patterns and that large inner-city schools were overburdened with impoverished students. The impoverished students have higher achievement levels in smaller schools according to Howley's research (1994). In other research, evidence that students in communities of high socio-economic status perform better in larger schools, while small size seems to benefit

minority and low-income students (Lee and Smith 1996). However, many of the nation's largest high schools are in urban areas with high concentrations of disadvantaged students who are ill-served by large school size (Irshmer, 1997).

### *Gender*

Fifty-five percent of the male principals in this study were perceived as exhibiting non-framed leadership styles, while nearly forty one percent of the female principals were perceived as having non-framed styles. Therefore, a greater percentage of male principals did not demonstrate a distinct leadership style, compared to their female counterparts. Among female principals, the distribution of non-frame and multi-framed female leaders were both at nearly 41%; however, the frequency of non-framed leaders (55.3%) among male principals was more than twice that of multi-framed leaders (25.5%). Consequently, the males were more commonly non-framed leaders than the females, and the females were more commonly multi-framed than the males. Similar findings were established in Bowen's study (2004), in which male extension agents were found to use the no-frame style more frequently than did their female counterparts.

Findings vary in studies that used gender as a variable, Thompson (2000) used Bolman and Deal's *Others* to examine the differences in gender. Thompson examined a "balanced" or "unbalanced" orientation of leadership, leadership characteristics, and the perceived effectiveness of educational leaders. The findings suggest that any differences in the perceived effectiveness of educational leaders in the three leadership type groups are equally true for male and female leaders, and that male and female educational leaders were perceived to be equally effective in their respective organizations despite the stereotypical connotations asserted in previous research (Thompson, 2000). In addition,

no significant differences were found between men and women in their leadership characteristics or frame use. This study is in contrast to existing research-supported evidence from studies such as Chang (2004), McClellan-Holt (2000) and Turley (2002). In Chang's study he found gender as a significant variable. The female faculty chairs displayed no frame leadership pattern at the rate of 70 percent (Chang, 2004). In Turley's study (2002) of radiation therapy program directors, although she found that nearly eighty percent of the program directors included in the survey were female, there was no significance found within the leadership styles and gender.

### *School Size*

In this study, there was a statistically significant difference in student achievement in Algebra by school size as students from smaller schools demonstrate higher achievement than did students from larger schools. Students from smaller school demonstrated a higher achievement level in all four subjects than those from medium and large schools, while the large schools showed a lowest student learning achievement in all four subjects. However, the ANOVA only indicates a significant difference of student learning achievement in algebra by school size. In this study the finding that learning achievement of students from smaller schools was significantly higher in algebra than that of the students from larger schools was not surprising based on the research regarding school size. In a similar study, Lee & Smith (1997) examined 9,812 sets of student records from 789 high schools. In this research, they found that students in high schools smaller than 600, and larger than 900, experienced lower achievement in reading and mathematics. This effect was stronger for schools with more students of low socio-economic-status (Lee & Smith, 1997).

The findings regarding the relationship of school size and student achievement vary from study to study, according to Overbay's summation of the research (2003). Roeder (2002) studied elementary, middle and high schools in Kentucky, in this research it was found that smaller school size had no significant relationship to achievement, rather, poverty was a greater predictor of academic success. In other research regarding the benefits of small schools, Mary Anne Raywid, a professor emeritus of education at Hofstra University in Hempstead, N.Y., has established research supporting superiority of smaller schools over larger, more impersonal settings. Raywid asserts that the advantages of smaller schools have been established with clarity and a confidence rare in the annals of education (Raywid, 2000). According to Debra Viadero, researcher and writer for *Education Week*, concludes that studies conducted over the past 10 to 15 years suggest that in smaller schools, students come to class more often, drop out less, earn better grades, participate more often in extracurricular activities, feel safer, and show fewer behavior problems (Viadero, 2001).

In this study, there was no statistically significant difference between the achievement level in the other subjects among students from smaller schools than that of students from medium and large schools.

Sociological research on school size suggests small schools have advantages over larger schools, particularly because relationships among staff and students tend to be more personalized (Ready, 2004). This could have contributed to the significant difference that exists in algebra achievement between students in small schools and those in large schools. The increase in student achievement in algebra could also be related to class size since, in a smaller class, a student has more opportunities to get involved in

practices and discussions. The research of LaSage and Ye (2000) found that teachers working in small schools with smaller class sizes are able to work more effectively with students. Lee and Smith (1997) found a curvilinear relationship between high school size and achievement. According to their findings, high school achievement rises as enrollment rises to 600, remains steady up to about 900, and then drops with increasing school size (Overbay, 2003). In a study of students and teachers in Chicago's inner-city schools, Lee and Loeb (2000) found that teachers have more positive attitudes and students learn better in small schools. It appears that school size does impact student achievement in the area of Algebra. Future studies that investigate strategies to increase student achievement in the other core subject areas of English, social studies and sciences would be beneficial in practice and policy development.

#### *Administrative Experience*

There was no statistically significant difference in this study between the achievement of students from schools with a principal who had more than 11 years of administrative and students from schools with a principal who had less than 11 years of experience. Similar studies have used administrator's age as a variable. In studies such as Chang's study of leadership styles of faculty chairs, established leaders were more likely to espouse a multi-frame leadership style (Chang, 2004). In other studies where age was used as a variable, it was found that the more established the leader, the higher the likelihood of the leader using the political frame (Kelly, 1997; Wolf, 1998). Although both Bensimon and Neumann (1989) found that years of experience are directly related to the use of complex leadership approaches, the current research found no significant relationship between years of experience and student achievement.

Many of the key elements of an effective school with a smaller learning community are practices that encourage autonomy. In such an environment, the SLC would maintain as much control as reasonable over space, schedule, budget, curriculum, instruction and personnel (NWREL, 2005). Considering the shared leadership and decision-making among all stakeholders, it is evident that the experience of the principal is not clearly related to student achievement in this study.

#### *Relationship of Individual Leadership Frames and Student Academic Achievement*

Under the federal NCLB Act, principals are mandated to serve first and foremost as instructional leaders in their schools (NCLB, as cited in Lockwood, 2005). This Act mandates that every school has leadership that results in improved student performance and that leadership begins with the school principal. The lack of a statistically significant relationship between leadership and student achievement is a possible indicator that, in Smaller Learning Communities, other variables that were not measured in this study have a stronger impact on student achievement. Cotton (2001) identified five key elements to a successful smaller learning community: self determination, identity, personalization, support for teaching, and functional accountability. Under these five elements, the Smaller Learning Community has autonomy in decision-making, in developing distinctive programs of study, and in allowing teachers to identify and respond to students' strengths and needs by tailoring instruction. In turn, the teachers assume authority and responsibility for educating their students (Oxley, 2004). The fact that school leadership does not reside solely in the administrative staff may explain the results of this study. The optimal SLC principal may allow teachers to lead and take an active



role in multiple practices to increase student achievement. The emphasis of the teaching and learning teams in the SLC may decrease the impact of the principal's leadership style on student achievement.

*Relationship of Individual Leadership Frames and Use of Strategies and Structures*

*Use of structures.* Smaller school structures have a number of groupings and possibilities, which may include academies, house plans, schools-within-schools, and magnet schools (USDE, 2006). Structures are sub-groups within the schools organized around different themes, such as career academies. A number of the schools implemented house plans, in which students are divided into groups and take some or all of their classes with a common group of students.

In this study, the number of structures implemented was not statistically correlated with the principals' leadership style. However, the number of structures was positively correlated with the principals' use of the structural, political and symbolic frames. The higher the principals were rated on these three frames, the more structures the schools implemented. Because principals using the structural frame tend to focus on goals, policies, technology and environment, these leaders may be better prepared to assess the aspects of the current practices that pose a barrier to improved reform and practice. In addition, the principals who employ the political and symbolic frames are using their skills in advocacy and inspiration to determine what aspects of current practice can and should be preserved.

The reform efforts that take place in the development of a smaller learning environment require focus and determination on the part of the administrator. John Kotter (1998), a Professor of Leadership at Harvard Business School, believes that leaders exist

at all levels of an organization. At the edges of the organization, leaders are accountable for less territory. Although these tertiary leaders' vision may sound more basic, according to Kotter, they perform the same leadership role as their more senior counterparts (Kotter, 1998). In a Smaller Learning Communities, the teachers in the 9<sup>th</sup> grade SLC may provide the momentum for reform and challenging the status quo (Kotter, 1998). The future of the Smaller Learning Community can be greatly enhanced by multi-framed leadership. Understanding the importance of the structures will increase the likelihood of a successful Smaller Learning Community.

*Use of strategies.* Effective downsizing of large high schools necessitates that leadership employ a number of strategies in order to achieve the full benefits of the smaller learning environment (USDE, 2006). The number of strategies was positively correlated with the principals' use of the structural, political and symbolic frames; the higher the principals were rated on these three frames, the more strategies the schools implemented. The structural leader looks beyond the teachers to examine the purpose of the work. This leader will understand that there is no one best way to organize, but the right structure or strategy depends on the schools' goals, technology and environment (Bolman, 2003).

The Smaller Learning Communities are encouraged to implement strategies that take advantage of the smaller environments and encourage positive relationships among students and staff. Strategies that prove effective include student, teacher and community involvement; teachers increasing positive relationships with students, teachers sharing common groups of students, and working to involve parents and community in instructional support and academic enhancement.

## *Recommendations*

### *Recommendations for Practice*

Making high schools smaller is not a universal remedy for high schools of the twenty-first century; however, by improving leadership practices to create a more personalized learning environment, more reform strategies may be fostered. The law calls for principals to have instructional leadership qualities that will allow teachers to teach and students to learn (NCLB, 2001). In order to meet the strict mandates of *No Child Left Behind*, instructional leadership has moved to the forefront of any reform effort. This calls for schools to go beyond superficial quick fixes and inadequately implemented innovations alleged to improve student learning (WVDE, 2004). Principals are mandated to be knowledgeable and to practice research-based strategies that increase student achievement. The research conducted by the West Virginia Department of Education points clearly to the significant impact of leadership that develops and implements a clear vision and mission with high expectations for all (WVDE, 2004). In the comprehensive literature review, few studies have been found regarding the impact of leadership behavior in the Smaller Learning Communities on student achievement. With nearly half of the principals having a no-frame leadership pattern, this study indicates the need for more multifaceted leadership styles among principals.

According to the data regarding the typical high school principal in this study, we understand that many of our principals were nearing retirement age. This is consistent with state and national data regarding school administrators and implies a major challenge and a great chance to recruit and train thousands of exceptional new principals for school districts (Peterson, 2001). Because of impending retirements, school districts

and post-secondary instructions are facing a formidable task of recruiting and training new leaders for the twenty-first century. Preparation for strong leaders must certainly require new principals to receive professional development activities encouraging them to become multi-framed in their leadership approaches.

Following the correlate of effective schools, research indicates the importance of strong instructional leadership (Lezotte, 2001). Large high schools present a number of challenges for school leaders; compounding the monumental administrative tasks, leaders are faced with NCLB accountability mandates and clear expectations to increase student success. In order to increase effectiveness, principals need to possess skills in the structural, human resource, political and symbolic leadership frames. In effect, principals with improved multi-framed leadership approaches will enhance student success.

Findings, then, include the following:

1. As part of the continuing professional development activities, principals from high schools with Smaller Learning Communities may be periodically assessed by using the Bolman and Deal Leadership Orientation (*Self*) survey instrument. This will allow principals to identify their current dominant leadership style and to monitor how their style changes or remains the same over time. This practice may lead to greater awareness of leadership styles and potentially increase leadership effectiveness.
2. It is important that principals from large high schools with Smaller Learning Communities understand the use of the frames. These principals should receive training regarding the Bolman and Deal frames and other multi-perspective leadership methods. In order to heighten awareness of circumstances in which the frames are valuable for decision making. The development of case study simulations in which high school principals could apply the different frames

- might assist principals in improvement of assessing when a specific frame may be best utilized.
3. This training may involve simulation modules in order to be most beneficial for leaders. Each training module would be based on the Bolman & Deal four-frame approach to leadership. This training would include specific behaviors related to each frame. For example, to develop the symbolic leadership frame, a module may include behaviors related to inspiration and use of symbols to capture of attention and leave impressions. The module for the political framework may include successful leadership behaviors associated with building linkages to stakeholders with frequent use of persuasion and negotiation to build alliances.
  4. Increasing and refining professional development offerings may help to cultivate multi-framed leaders in large high schools with Smaller Learning Communities.
  5. With the impending retirement of many principals in the high schools with Smaller Learning Communities, school districts will begin to recruit, train and hire new principals. Understanding the use of the four frame model may assist those who are involved in the selection of the new principals. It is important that those involved in the selection and hiring process be familiar with the use of the leadership frames. This may require county administrators, personnel managers and superintendents be trained in the Bolman and Deal frame model. In addition, new principal candidates may be assessed with regard to their utilization of the leadership frames as part of the interview process. This information may perhaps assist in determining the best potential candidate.
  6. The capability to change the culture of large high schools and lead a major reform attempt requires principals to be visionary and multi-framed in their leadership styles. Multi-framed leadership demands that principals be knowledgeable of best practices and practices that support increased student achievement. National, state and local programs must agree on consistent definitions and support systems that will encourage and sustain new leadership as new reform efforts are initiated.

7. Implementation of a support system will help to ensure quality leadership. State and federal agencies may design mentor programs to support new and practicing principals and county office leadership. Such programs would encourage highly qualified leaders to persist in their response to ongoing reform efforts.

*Recommendations for Further Study*

1. To explore the impact of learning communities on student outcomes, future studies could address these issues more comprehensively by testing one or more specific groups within the learning communities using a random assignment experimental design. The results from such a study would provide empirical, causal evidence regarding the fundamental aspects of Smaller Learning Communities that lead to improved student outcomes.
2. Future research may further investigate the true impact that principal's leadership behaviors have on student achievement to help explain why students in some high schools academically outperform students in other high schools.
3. Further research could include a differential impact study that compares two different communities' structures and strategies at a specific site against the control group. For example, the study could be done on career academies and freshmen transition academies, with and without student support services.
4. A study involving the creation of an experimental design between the control and experimental groups is also recommended. For example, a study could be conducted to compare principals in Smaller Learning Communities and principals in conventional high school settings to see if differences exist in their leadership styles and to compare the resulting outcomes of student success.
5. Future research could investigate the principals in the SLC schools and any demonstration of specific instructional leadership behaviors that impacted student achievement. Were any of the instructional leadership behaviors the result of

- leaders' commitment to the SLC grant and the operation and implementation of the SLC grant? Can high levels of student achievement in these high schools be attributed in any way to the support provided by the USDE through grant funding?
6. Subsequent studies may include a combination of qualitative and quantitative methods which may be useful in measuring leadership frame use. This may also assist in understanding the high percentages of principals in Smaller Learning Communities who lack leadership styles.
  7. Studies may be conducted to contrast principals' self-perceived frame use with teacher perceptions of principals' use of the leadership frame and the resulting influence on student achievement. This research may investigate the possible difference between what teachers perceive the principals' leadership style to be and what the principal views his or her style to be.
  8. Future studies may investigate the role that professional values and philosophies play in shaping the worldviews, perspectives, background in leadership theory and ultimately the leadership approaches of the principals in the Smaller Learning Communities.
  9. Similar studies may involve qualitative studies to examine the relationships between classroom teachers and their school principals. These findings may assist in developing best practices and providing insight to effective leadership behaviors in high-performing schools.
  10. Studies that investigate the mid-career principal (principals with 6-10 years of experience) may serve beneficial. This study indicates slightly lower student achievement during these years of leadership. Further study may serve beneficial in designing professional development activities for this group of leaders.

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9910810.

## LEADERSHIP ORIENTATIONS (OTHER)

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*Name of person described: Principal*

This questionnaire asks you to describe your principal in terms of leadership and management style.

### I. Leader Behaviors

You are asked to indicate *how often* each item is true of the person that you are rating.

Please use the following scale in answering each item.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Never</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>

So, you would answer '1' for an item that is never true of the person you are describing, '2' for one that is occasionally true, '3' for one that is sometimes true, and so on. **Be discriminating!**

1. \_\_\_\_\_ Thinks very clearly and logically.
2. \_\_\_\_\_ Shows high levels of support and concern for others.
3. \_\_\_\_\_ Shows exceptional ability to mobilize people and resources to get things done.
4. \_\_\_\_\_ Inspires others to do their best.
5. \_\_\_\_\_ Strongly emphasizes careful planning and clear time lines.
6. \_\_\_\_\_ Builds trust through open and collaborative relationships.
7. \_\_\_\_\_ Is a very skillful and shrewd negotiator.
8. \_\_\_\_\_ Is highly charismatic.
9. \_\_\_\_\_ Approaches problems through logical analysis and careful thinking.
10. \_\_\_\_\_ Shows high sensitivity and concern for others' needs and feelings.
11. \_\_\_\_\_ Is unusually persuasive and influential.
12. \_\_\_\_\_ Is an inspiration to others.
13. \_\_\_\_\_ Develops and implements clear, logical policies and procedures.
14. \_\_\_\_\_ Fosters high levels of participation and involvement in decisions.
15. \_\_\_\_\_ Anticipates and deals adroitly with organizational conflict.
16. \_\_\_\_\_ Is highly imaginative and creative.
17. \_\_\_\_\_ Approaches problems with facts and logic.
18. \_\_\_\_\_ Is consistently helpful and responsive to others.
19. \_\_\_\_\_ Is very effective in getting support from people with influence and power.
20. \_\_\_\_\_ Communicates a strong and challenging vision and sense of mission.
21. \_\_\_\_\_ Sets specific, measurable goals and holds people accountable for results.
22. \_\_\_\_\_ Listens well and is unusually receptive to other people's ideas and input.
23. \_\_\_\_\_ Is politically very sensitive and skillful.
24. \_\_\_\_\_ Sees beyond current realities to create exciting new opportunities.
25. \_\_\_\_\_ Has extraordinary attention to detail.
26. \_\_\_\_\_ Gives personal recognition for work well done.
27. \_\_\_\_\_ Develops alliances to build a strong base of support.
28. \_\_\_\_\_ Generates loyalty and enthusiasm.
29. \_\_\_\_\_ Strongly believes in clear structure and a chain of command.
30. \_\_\_\_\_ Is a highly participative manager.
31. \_\_\_\_\_ Succeeds in the face of conflict and opposition.
32. \_\_\_\_\_ Serves as an influential model of organizational aspirations and values.

**I. Leadership Style:** This section asks you to describe the leadership style of your principal. For each item, give the number "4" to the phrase that best describes your principal, "3" to the item that is next best, and on down to "1" for the item that is least like this person.

1. The individual's strongest skills are:

- a. Analytic skills
- b. Interpersonal skills
- c. Political skills
- d. Ability to excite and motivate

2. The best way to describe this person:

- a. Technical expert
- b. Good listener
- c. Skilled negotiator
- d. Inspirational leader

3. What this individual does best is:

- a. Make good decisions
- b. Coach and develop people
- c. Build strong alliance and a power base
- d. Energize and inspire others

4. What people are most likely to notice about this person is:

- a. Attention to detail
- b. Concern for people
- c. Ability to succeed, in the face of conflict and opposition
- d. Charisma

5. This individual's most important leadership trait is:

- a. Clear, logical thinking
- b. Caring and support for others
- c. Toughness and aggressiveness
- d. Imagination and creativity

6. This person is best described as:

- a. An analyst
- b. A humanist
- c. A politician
- d. A visionary

### III. Overall rating

Compared to other individuals that you have known with comparable levels of experience and responsibility, how would you rate this person on:

1. Overall effectiveness as a **manager**.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Bottom 20%		Middle 20%		Top 20%

2. Overall effectiveness as a **leader**.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Bottom 20%		Middle 20%		Top 20%

This message has been scanned for known viruses.

**From:** Lee Bolman  
**To:** sarastankus@aol.com  
**Subject:** RE: Permission to use leadership orientation instrument  
**Date:** Wed, 25 Jan 2006 10:35:51 -0600

Dear Ms. Stankus:

I am pleased to offer you permission to use the Leadership Orientations Survey in your dissertation research.

Best wishes.

Lee G. Bolman  
Marion Bloch/Missouri Chair in Leadership  
Bloch School of Business and Public Administration  
University of Missouri-Kansas City  
5100 Rockhill Road  
Kansas City, MO 64110

Tel: (816) 235-5407  
Fax: (816) 235-6529  
Email: bolmanl@umkc.edu

---

**From:** sarastankus@aol.com [mailto:sarastankus@aol.com]  
**Sent:** Tuesday, January 24, 2006 8:35 PM  
**To:** bolmanl@umkc.edu  
**Subject:** Permission to use leadership orientation instrument

Dear Dr. Bolman,

I request your permission to use the *Leadership Orientations (Self) and Leadership Orientations (Other)* survey instruments as part of my dissertation entitled "A study of the relationship between the leadership styles of principals in smaller learning communities, the number and types of structures and strategic configurations and the rates of student success of ninth grade students." I am a doctoral candidate at West Virginia University in Educational Leadership Studies. I understand the conditions under which you grant permission such as, the results of my research will be made available to you upon request. Your work has been truly inspirational and it is my hope that you will grant permission to continue this research. Again thank you for considering this request.

Sincerely,

Sara Stankus



November 23, 2005

Dr. Lee G. Bolman  
Bloch School of Business and Public Administration  
University of Missouri – Kansas City  
5100 Rockhill Road  
Kansas City, Missouri 64110

Dear Dr. Bolman:

I am a doctoral candidate in Higher Education Administration at West Virginia University and am preparing my dissertation prospectus. The title is "A STUDY OF THE RELATIONSHIP BETWEEN LEADERSHIP STYLES OF PRINCIPALS IN SMALLER LEARNING COMMUNITIES AND THE NUMBER OF STRUCTURES AND STRATEGIC CONFIGURATIONS AND THE RATES OF STUDENT SUCCESS OF 9<sup>TH</sup> GRADERS." It is my hope that you will grant permission to use your Leadership Orientations (Others) instrument to examine the relationship between the principals leadership style and student success. I understand that, should you grant permission, I will provide to you a copy of any reports, publications, papers or theses resulting from this research. I also agree to provide a copy of the data file from this research if you request it.

If you have any questions, you may contact me by E-mail at [sarastankus@aol.com](mailto:sarastankus@aol.com), by phone 304-473-0305 or my mailing address:

HC 36 Box 170  
Buckhannon, West Virginia 26201

I am looking forward to hearing from you. Thank you for your time and consideration.

Sincerely,

Sara Stankus  
Doctoral Student  
Educational Leadership Studies  
West Virginia University  
Advisor: Dr. Richard Hartnett

**College of Human Resources and Education  
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Educational Leadership Studies, Educational Psychology  
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*Equal Opportunities/Affirmative Action Institution*



**Principal Survey**

Gender: \_\_\_ Male \_\_\_ Female

Age \_\_\_\_\_

Number of Years in Education (at the end of this year) \_\_\_\_\_

Number of Years in Administration (at the end of this year) \_\_\_\_\_

Highest degree earned \_\_\_\_\_

Area of Major in highest degree earned \_\_\_\_\_

Certification (traditional or alternative) \_\_\_\_\_

How many ninth graders in your school \_\_\_\_\_

How many D's or F's in 9<sup>th</sup> grade during first semester 2005/2006 school year in:

English \_\_\_\_\_

Algebra I \_\_\_\_\_

Social Studies \_\_\_\_\_

Science \_\_\_\_\_

*Thank you for your time and support. Please return the completed survey in the enclosed self-addressed-stamped envelope by May 1, 2006.*

***Please give the enclosed teacher surveys to ten 9<sup>th</sup> grade teachers of your choice.***

Unique number \_\_\_\_\_

## APPENDIX D



APPROVED BY THE COLLEGE OF  
HUMAN RESOURCES & EDUCATION  
DATE:

Dear High School Principal

You are in a very important position in the public educational system, and your time is valuable. You have been selected to participate in a study which concerns how your leadership impacts the academic achievement of the ninth grade students in your building.

I am completing a doctoral study at West Virginia University, Morgantown, which is concerned with the role of the principal in ninth grade student achievement. This is an important study that has never been done before. This study will look specifically at Cohort 3 Smaller Learning Communities grantees (your school is one of these schools). We all know ninth grade students face many challenges. This study will help us understand how to best help our ninth grade students.

Your participation in this study is entirely voluntary, and you do not have to respond to every item or question. Your signature is not required on this questionnaire. Your responses will remain anonymous and confidentiality will be maintained. The enclosed demographic questionnaire has been reviewed by education professionals and will take approximately 10 minutes to complete. For a copy of the results of this survey, please send your e-mail request to [sarastankus@aol.com](mailto:sarastankus@aol.com).

Return of your completed questionnaire in the enclosed envelope before **May 1, 2006** would be appreciated. I am asking that you distribute the enclosed teacher surveys to ten 9<sup>th</sup> grade teachers. The teachers will complete the surveys and then return them to me in the envelope provided. Again, thank you very much for your cooperation.

Sincerely,

Sara Stankus  
Doctoral Candidate  
Department of Educational Leadership Studies



High School of Principal  
Principal  
2616 Jeff Rd  
Harvest , AL 35749

Dear \_\_\_\_\_ :

Your position in as a school leader involves enormous responsibility and commitment of time. All of us are busier these days than we would like, and most of us have a difficult time staying ahead of the obligations which are essential and required.

You may recall a questionnaire you received earlier this month regarding a study of high school principals in Cohort 3 of the Smaller Learning Communities grants. This study is concerned with the role of the principals in ninth grade student achievement.

Because your responses are so important to this study, and because I have not received your completed questionnaire, I have enclosed another copy.

I encourage you to take ten minutes (estimated time) out of your day to complete the questionnaire and then use the enclosed self-addressed, stamped envelope for your return. As indicated earlier, a summary of the results of this study may be obtained by sending your e-mail request to [sarastankus@aol.com](mailto:sarastankus@aol.com).

Thank you for taking time to complete this important survey.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sara Stankus', written over a horizontal line.

C

Sara Stankus  
Doctoral Candidate  
Department of Educational Leadership Studies



Dear Principal \_\_\_\_\_:

**The good news...** I have received your teacher surveys!

**The bad news....** I have not received your survey.

Funding for the Smaller Learning Communities programming depends on solid research. This research project focuses specifically on the at-risk 9<sup>th</sup> grade populations in high schools with S.L.C. funding.

Your response is critical. Your teachers have taken their valuable time to complete their surveys. Your school can not be included without your response. Please take a few minutes today to complete the enclosed survey.

Thank you,

A handwritten signature in black ink, appearing to read 'Sara Stankus', with a horizontal line underneath.

**Sara Stankus**

*sarastankus@aol.com*



APPROVED BY THE COLLEGE OF  
HUMAN RESOURCES & EDUCATION  
DATE:

*[Handwritten signature]*

Dear Ninth Grade Teacher:

You are in a very important position in the public educational system, and your time is valuable. You have been selected to participate in a study which concerns how your principals' leadership style impacts the academic achievement of the ninth grade students in your building.

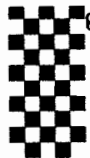
I am completing a doctoral study at West Virginia University, Morgantown, which is concerned with the role of the principal in ninth grade student achievement. This is an important study that has never been done before. This study will look specifically at Cohort 3 Smaller Learning Communities grantees (your school is one of these schools). We all know ninth grade students face many challenges. This study will help us understand how to best help our ninth grade students.

Your participation in this study is entirely voluntary, and you do not have to respond to every item or question. Your signature is not required on this questionnaire. Your responses will remain anonymous and confidentiality will be maintained. The enclosed demographic questionnaire has been reviewed by education professionals and will take approximately 15 minutes to complete. For a copy of the results of this survey, please send your e-mail request to [sarastankus@aol.com](mailto:sarastankus@aol.com).

Return of your completed questionnaire in the enclosed envelope before **May 1, 2006** would be appreciated. Thank you very much for your cooperation.

Sincerely,

Sara Stankus  
Doctoral Candidate  
Department of Educational Leadership Studies



APPENDIX H



West Virginia University

College of Human Resources and Education

April 10, 2006

MEMORANDUM

TO: Sara Jane Lewis-Stankus

FROM: Lynri Cartwright  
Interim Associate Dean

RE: Human Resources & Education H.S. #2006-027

**Title: "A Study of the Relationship Between the Leadership Styles of Principals in Smaller Learning Communities, the Number of Structures and Strategic Configurations and the Rates of Student Success of 9<sup>th</sup> Graders"**

Your Application for Exemption for the above-captioned research project has been reviewed under the Human Subjects Policies and has been approved. Attached are the originals of your cover letters with the signed stamp of approval. These must accompany your surveys or questionnaires.

This exemption will remain in effect on the condition that the research is carried out exactly as described in the application.

Best wishes for the success of your research.

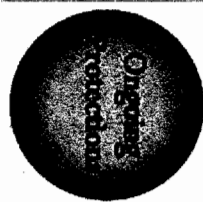
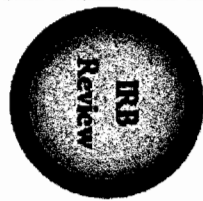
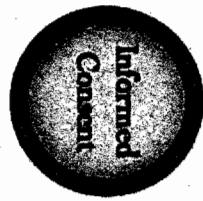
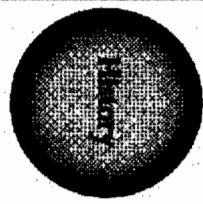
cc: Deans Office  
Student Advising and Records  
Richard Hartnett, Advisor

Office of the Dean

802 Allen Hall  
PO Box 6122  
Morgantown, WV 26506-6122

Phone: 304-293-5703  
Fax: 304-293-7565

## Human Participant Protections Education for Research Teams



**Sara J. Lewis-Stankus has completed this course at West Virginia University**

**Date of Completion: 05-Apr-06**

Specific topics addressed include:

- Roles and responsibilities of researchers and their key personnel
- Guiding ethical principles for research
- Federal regulations
- Informed consent
- Institutional review boards
- Ongoing protections throughout the course of the study
- Data and safety monitoring
- Reporting of adverse events
- Privacy and confidentiality

## Research Compliance Office

West Virginia University

Please Note:

- This certificate for Human Participant Protections Training is attached for your files.
  - A copy is not required for our files in Research Compliance.
  - Your training information has been added to the Research Compliance Database.
- A list of certified personnel, students and staff gets posted each week

at [http://www.wvu.edu/~rc/irb/hpp\\_1st.htm](http://www.wvu.edu/~rc/irb/hpp_1st.htm).



APPENDIX I

SMALLER LEARNING COMMUNITIES

Your search of the SLC Awards Database found 204 schools.

The search results below include 204 schools from 86 districts sorted by state, then by district, then by school

Showing 200 records per page:

Pages: 1 | 2

Alabama

Madison County School District

School Name	Cohort	Structures
Sparkman High School (9-12)	2003-A	Freshman Academy Career Academy / Academi

Arkansas

Little Rock School District

School Name	Cohort	Structures
Central High School (9-12)	2003-A	Freshman Academy Magnet Schools Career-based Communities
J.A. Fair High School (9-12)	2003-A	Magnet Schools Freshman Academy

California

Berkeley Unified School District

School Name	Cohort	Structures
Berkeley High School (9-12)	2003-A	Freshman Clusters / Teams Sophomore Clusters / Tear College / Career / Tech Ac

Dixon Unified School District

School Name	Cohort	Structures
Dixon High School (9-12)	2003-A	Freshman Academy House Plans Upper-grade Academies

Fremont Unified School District

School Name	Cohort	Structures
American High School (9-12)	2003-A	House Plans Career Academy / Academi Theme-Based Academies

Fresno Unified School District



**APPENDIX I**

<u>Roosevelt High School (9-12)</u>		2003-A	School-Within-A-School Career Academy / Academi Theme-Based Academies
<b>Lodi Unified School District</b>			
<u>Lodi High School (9-12)</u>		2003-A	Career Academy / Academi
<b>Los Angeles Unified School District</b>			
<u>Birmingham High School (9-12)</u>		2003-A	Freshman Academy Theme-Based Academies Alternative Education Acad
<u>Carson High School (9-12)</u>		2003-A	Career Academy / Academi Freshman Community / Co
<u>Fremont High School (9-12)</u>		2003-A	House Plans Freshman & Sophomore Ac Theme-Based Academies
<u>Narbonne High School (9-12)</u>		2003-A	Theme-Based Academies
<b>Petaluma Joint Union High School District</b>			
<u>Casa Grande High School (9-12)</u>		2003-A	Career Academy / Academi Freshman Clusters / Teams
<u>Petaluma High School (9-12)</u>		2003-A	Grade-level Communities
<b>Sacramento City Unified School District</b>			
<u>C.K.McClatchy High School (9-12)</u>		2003-A	Career Academy / Academi Magnet Schools
<u>John F. Kennedy High School (9-12)</u>		2003-A	Career Academy / Academi
<b>San Bernardino County Superintendent of Schools</b>			
<u>Eisenhower High School (9-12)</u>		2003-A	Career Academy / Academi House Plans
<u>Pacific High School (9-12)</u>		2003-A	House Plans Theme-Based Academies
<u>Rialto High School (9-12)</u>		2003-A	House Plans Career Academy / Academi
<u>San Bernardino High School (9-12)</u>		2003-A	House Plans Career Academy / Academi
<u>Serrano High School (9-12)</u>		2003-A	House Plans Career Academy / Academi
<b>San Diego Unified School District</b>			
<u>Clairemont High School (9-12)</u>		2003-A	Theme-Based Academies
<u>Crawford High School (9-12)</u>		2003-A	School-Within-A-School
<u>Henry High School (9-12)</u>		2003-A	Theme-Based Academies
<u>Hoover High School (9-12)</u>		2003-A	Theme-Based Academies

**APPENDIX I**

<u>Kearny High School (9-12)</u>	2003-A	School-Within-A-School
<u>Madison High School (9-12)</u>	2003-A	Theme-Based Academies
<u>Mission Bay High School (9-12)</u>	2003-A	Theme-Based Academies
<u>Morse High School (9-12)</u>	2003-A	School-Within-A-School
<u>San Diego High School (9-12)</u>	2003-A	School-Within-A-School
<u>Serra High School (9-12)</u>	2003-A	Theme-Based Academies
<b><u>San Dieguito Union High School District</u></b>		
<u>La Costa Canyon High School (9-12)</u>	2003-A	House Plans School-Within-A-School
<b><u>Washington Unified School District</u></b>		
<u>River City High School (9-12)</u>	2003-A	Career Academy / Academi
<b><u>West Contra Costa Unified School District</u></b>		
<u>Richmond High School (9-12)</u>	2003-A	House Plans Career Academy / Academi

**Colorado**

**Harrison School District (El Paso County)**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Sierra High School (9-12)</u>	2003-A	Career Academy / Academi Freshman Clusters / Team Sophomore Clusters / Tear

**Poudre School District**

<u>Poudre High School (9-12)</u>	2003-A	Sophomore Academy / Aca Theme-Based Academies
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**Connecticut**

**East Hartford Public Schools**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>East Hartford High School (9-12)</u>	2003-A	Freshman Academy Senior Academy Career Academy / Academi

**District of Columbia**

**District of Columbia Public Schools**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Ballou High School (9-12)</u>	2003-A	Freshman Academies
<u>Dunbar High School &amp; Pre-Engineering (9-12)</u>	2003-A	Freshman Academies
<u>Eastern High School (9-12)</u>	2003-A	Freshman Academies

Wilson High School (9-12)

2003-A Freshman Academies

**APPENDIX I**

**Delaware**

**Christina School District**

*School Name*

*Cohort Structures*

Christiana High School (9-12)

2003-A Freshman Academy  
Grade-level Communities  
Career Academy / Academi

Glasgow High School (9-12)

2003-A Freshman Academy  
Grade-level Academies  
Career Academy / Academi

Newark High School (9-12)

2003-A Freshman Academies  
Grade-level Academies  
Career Academy / Academi

**Florida**

**Lake County School District**

*School Name*

*Cohort Structures*

South Lake High School (9-12)

2003-A Theme-Based Academies

**Manatee County School District**

Bayshore High School (9-12)

2003-A Career Academy / Academi  
School-Within-A-School

Lakewood Ranch High School (9-12)

2003-A Freshman Community / Co  
Career Academy / Academi

Manatee High School (9-12)

2003-A Career Academy / Academi  
School-Within-A-School

Palmetto High School (9-12)

2003-A Career Academy / Academi  
School-Within-A-School

Southeast High School (9-12)

2003-A Career Academy / Academi  
School-Within-A-School

**Miami - Dade County School District**

American High School (9-12)

2003-A Career Academy / Academi

G.Holmes Braddock High School (9-12)

2003-A Career Academy / Academi

Miami Beach High School (9-12)

2003-A Career Academy / Academi

Miami Central High School (9-12)

2003-A Career Academy / Academi

North Miami Beach High School (9-12)

2003-A Career Academy / Academi

South Dade High School (9-12)

2003-A Career Academy / Academi

**Pinellas County School District**

Largo High School (9-12)

2003-A Theme-Based Academies

**APPENDIX I**

			Freshman Community / Co
<u>Osceola High School (9-12)</u>	2003-A	Theme-Based Academies Freshman Community / Co	
<u>St. Petersburg High School (9-12)</u>	2003-A	House Plans Freshman Community / Co	
<b>Sarasota County School Board</b>			
<u>North Port High School (9-12)</u>	2003-A	Career Academy / Academi	
<b>Volusia County School District</b>			
<u>New Smyrna Beach High School (9-12)</u>	2003-A	Career-based Communities Career Academy / Academi	
 <b>Georgia</b>			
<b><u>Dougherty County School System</u></b>			
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>	
<u>Dougherty High School (9-12)</u>	2003-A	Magnet Schools Freshman Academies Theme-Based Academies	
<u>Monroe High School (9-12)</u>	2003-A	Magnet Schools Freshman Academies Career Academy / Academi	
<b><u>Lowndes County School District</u></b>			
<u>Camden County High School (9-12)</u>	2003-A	Freshman Academy Upper-grade Communities School-Within-A-School	
<u>Jackson High School (9-12)</u>	2003-A	Freshman Academy Upper-grade Communities School-Within-A-School	
<u>Lowndes High School (9-12)</u>	2003-A	Freshman Academy Upper-grade Communities School-Within-A-School	
 <b>Iowa</b>			
<b><u>Waterloo Community School District</u></b>			
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>	
<u>East High School (9-12)</u>	2003-A	Freshman Clusters / Teams	
<u>West High School (9-12)</u>	2003-A	Freshman Clusters / Teams	
<b><u>West Des Moines Community School District</u></b>			
<u>Valley High School (10-12)</u>	2003-A	House Plans	

**Illinois**

**Alton Community Unit School District #11**

**APPENDIX I**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Alton High School (9-12)</u>	2003-A	Career Academy / Academi Freshman Academy
<b>Chicago Public Schools District #299</b>		
<u>Chicago Vocational Career Academy (9-12)</u>	2003-A	Freshman & Sophomore Ac Career Academy / Academi
<u>George Washington High School (9-12)</u>	2003-A	Theme-Based Academies
<b>DuPage School District / Addison Trail High School</b>		
<u>Addison Trail High School (9-12)</u>	2003-A	House Plans
<b>Edwardsville School District #7</b>		
<u>Edwardsville High School (9-12)</u>	2003-A	Career-based Communities
<b>Kankakee School District #111</b>		
<u>Kankakee High School (9-12)</u>	2003-A	Career Academy / Academi House Plans
<b>Woodstock Community Unit School District #200</b>		
<u>Woodstock High School (9-12)</u>	2003-A	Grade-level Communities
<b>Kansas</b>		
<b>Blue Valley Unified School District #229</b>		
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Blue Valley High School (9-12)</u>	2003-A	Freshman Academy Sophomore Academy / Aca Career Academy / Academi
<u>Blue Valley North High School (9-12)</u>	2003-A	Freshman Academy Sophomore Academy / Aca Career Academy / Academi
<u>Blue Valley Northwest High School (9-12)</u>	2003-A	House Plans
<u>Blue Valley West High School (9-12)</u>	2003-A	Career Academy / Academi
<b>Wichita Unified School District #259</b>		
<u>West High School (9-12)</u>	2003-A	Freshman Academies Career Academy / Academi
<b>Kentucky</b>		
<b>Covington Independent Public Schools</b>		
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Holmes High School (10-12)</u>	2003-A	House Plans Career Academy / Academi
<b>Owensboro Public Schools</b>		
<u>Owensboro High School (9-12)</u>	2003-A	Freshman Academy Theme-Based Academies

APPENDIX I

**Massachusetts**

**New Bedford Public Schools**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>New Bedford High School (9-12)</u>	2003-A	Freshman Academy Sophomore Clusters / Tear Career-based Communities

**Newton Public Schools**

<u>Newton North High School (9-12)</u>	2003-A	House Plans Theme-Based Academies
<u>Newton South High School (9-12)</u>	2003-A	House Plans Theme-Based Academies

**Maryland**

**Baltimore County Public Schools**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Dundalk High School (9-12)</u>	2003-A	Freshman Academy
<u>Kenwood High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
<u>Lansdowne High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
<u>Milford Mill High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
<u>Overlea High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
<u>Owings Mills High School (9-12)</u>	2003-A	Freshman Academy
<u>Parkville High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
<u>Pikesville High School (9-12)</u>	2003-A	Freshman Academy
<u>Randallstown High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
<u>Woodlawn High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi

**Montana**

**Billings Public Schools -- High Schools**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Senior High School (9-12)</u>	2003-A	Freshman Academy
<u>Skyview High School (9-12)</u>	2003-A	Freshman Academy

West High School (9-12)

**APPENDIX I**

2003-A Freshman Academy

**North Carolina**

**Cumberland County Public Schools**

*School Name*

*Cohort Structures*

South View High School (9-12)

2003-A Freshman Academy

**Gaston County Public Schools**

Ashbrook High School (9-12)

2003-A Freshman Academy  
Upper-grade Academies

East Gaston High School (9-12)

2003-A Freshman Academy  
Upper-grade Academies

Forestview High School (9-12)

2003-A Freshman Academy  
Upper-grade Academies

Hunter Huss High School (9-12)

2003-A Freshman Academy  
Upper-grade Academies

North Gaston High School (9-12)

2003-A Freshman Academy  
Upper-grade Academies

South Point High School (9-12)

2003-A Freshman Academy  
Upper-grade Academies

**Onslow County Public Schools**

Jacksonville High School (9-12)

2003-A Freshman Academy  
Career Academy / Academic  
School-Within-A-School

**Union County Public Schools**

North Iredell High School (9-12)

2003-A Freshman Academy  
Upper-grade Academies  
School-Within-A-School

Parkwood High School (9-12)

2003-A Freshman Academy  
Upper-grade Academies  
School-Within-A-School

Piedmont High School (9-12)

2003-A Freshman Academy  
Upper-grade Academies  
School-Within-A-School

Statesville High School (9-12)

2003-A Freshman Academy  
Upper-grade Academies  
School-Within-A-School

Sun Valley High School (9-12)

2003-A Freshman Academy  
Upper-grade Academies  
School-Within-A-School

Weddington High School (9-12)

2003-A Freshman Academy  
Upper-grade Academies  
School-Within-A-School

West Iredell High School (9-12)

2003-A Freshman Academy  
Upper-grade Academies

APPENDIX I

**Nebraska**

**Papillion - La Vista Public Schools**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Papillion-La Vista High School (9-12)</u>	2003-A	School-Within-A-School Career Academy / Academi
<u>Papillion-La Vista South High School (9-12)</u>	2003-A	Career Academy / Academi

**New Jersey**

**East Orange School District**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>East Orange Campus 9 (9)</u>	2003-A	House Plans Freshman Clusters / Teams
<u>East Orange Campus High School (10-12)</u>	2003-A	Career Academy / Academi

**Plainfield Public Schools**

<u>Plainfield High School (9-12)</u>	2003-A	Freshman Academy Theme-Based Communities
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**Princeton Regional Schools**

<u>Princeton High School (9-12)</u>	2003-A	Freshman Academies Career Academy / Academi
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**New Mexico**

**Albuquerque Public Schools**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Highland High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
<u>Manzano High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
<u>Valley High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi School-Within-A-School

**Nevada**

**Clark County School District**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Basic High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
<u>Bonanza High School (9-12)</u>	2003-A	Freshman Academy Senior Academy Career Academy / Academi



<u>Chaparral High School (9-12)</u>	<b>APPENDIX I</b>	2003-A	Freshman Academy Career Academy / Academi
<u>Rancho High School (9-12)</u>		2003-A	Career Academy / Academi Freshman Academy
<u>Western High School (9-12)</u>		2003-A	Career Academy / Academi Freshman Academy

## New York

### **New York City Public Schools**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Alfred E. Smith High School (9-12)</u>	2003-A	Career Academy / Academi Freshman Academy
<u>Chelsea High School (9-12)</u>	2003-A	Career Academy / Academi Vertical Smaller Learning C
<u>Grace Dodge High School (9-12)</u>	2003-A	Career Academy / Academi Vertical Smaller Learning C
<u>High School of Graphic Communication Arts (9-12)</u>	2003-A	Career Academy / Academi Vertical Smaller Learning C
<u>Queens Vocational and Technical High School (9-12)</u>	2003-A	Career Academy / Academi Freshman Academy
<u>William E. Grady Technical High School (9-12)</u>	2003-A	Career Academy / Academi Vertical Smaller Learning C
<u>William H. Maxwell Career and Technical High School (9-12)</u>	2003-A	Career Academy / Academi Vertical Smaller Learning C

### **Syracuse City School District**

<u>Corcoran High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
<u>Fowler High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
<u>Henninger High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
<u>Nottingham High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi

### **Warwick Valley Central School District**

<u>Warwick Valley High School (9-12)</u>	2003-A	Freshman Academy Freshman Community / Co Theme-Based Communities
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## Ohio

### **Canton City Schools**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>McKinley High School (9-12)</u>	2003-A	Other school-defined struct

**APPENDIX I**

House Plans

<u>Timken High School (9-12)</u>	2003-A	Career Academy / Academi House Plans
<b><u>Cleveland Heights - University Heights City Schools</u></b>		
<u>Cleveland Heights High School (9-12)</u>	2003-A	Autonomous Academies / S
<b><u>Cleveland Municipal School District</u></b>		
<u>East High School (9-12)</u>	2003-A	School-Within-A-School
<b><u>Columbus Public Schools</u></b>		
<u>Brookhaven High School (9-12)</u>	2003-A	School-Within-A-School
<u>West High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
<b><u>Lima City School District</u></b>		
<u>Lima Senior High School (9-12)</u>	2003-A	School-Within-A-School
 <b>Oklahoma</b>		
<b><u>Choctaw - Nicoma Park Public Schools</u></b>		
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Choctaw High School (10-12)</u>	2003-A	Career Academy / Academi
<b><u>Yukon Public Schools</u></b>		
<u>Yukon High School (9-12)</u>	2003-A	Freshman Academy Career Academy / Academi
 <b>Oregon</b>		
<b><u>Beaverton School District 483</u></b>		
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Beaverton High School (9-12)</u>	2003-A	Freshman Clusters / Teams Sophomore Clusters / Tear Career Academy / Academi
<b><u>Bend - La Pine Public Schools</u></b>		
<u>Bend High School (9-12)</u>	2003-A	Freshman Clusters / Teams Freshman Community / Co Career Academy / Academi
<u>Mountain View High School (9-12)</u>	2003-A	Freshman Clusters / Teams Sophomore Community / C Academic Communities
<u>Summit High School (9-12)</u>	2003-A	Freshman Clusters / Teams Sophomore Clusters / Tear Career Academy / Academi
<b><u>Oregon City School District</u></b>		
<u>Oregon City High School (9-12)</u>	2003-A	Other school-defined struct

**APPENDIX I**

**Redmond School District #21**

Redmond High School (9-12)

2003-A House Plans  
Career Academy / Academi

**Pennsylvania**

**Greater Johnstown School District**

*School Name*

Greater Johnstown High (9-12)

*Cohort Structures*  
2003-A Freshman Academy  
Career Academy / Academi

**Haverford Township School District**

Haverford High School (9-12)

2003-A Freshman Academies  
Theme-Based Academies

**Rhode Island**

**Coventry Public Schools**

*School Name*

Coventry High School (9-12)

*Cohort Structures*  
2003-A Freshman Clusters / Teams

Lincoln High School (9-12)

2003-A Freshman Clusters / Teams

Shea High School (9-12)

2003-A Freshman Community / Co

Tolman High School (9-12)

2003-A Upper-grade Academies  
Freshman Community / Co  
Sophomore Community / C

West Warwick High School (9-12)

2003-A House Plans  
Career Academy / Academi

**South Carolina**

**Greenville County School District**

*School Name*

Berea High School (9-12)

*Cohort Structures*  
2003-A Freshman Academy  
School-Within-A-School

Hillcrest High School (9-12)

2003-A Freshman Academy  
School-Within-A-School

JL Mann High School (9-12)

2003-A Freshman Academy  
School-Within-A-School

Mauldin High School (9-12)

2003-A Freshman Academy  
School-Within-A-School

Travelers Rest High School (9-12)

2003-A Freshman Academy  
School-Within-A-School

Wade Hampton High School (9-12)

2003-A Freshman Academy  
School-Within-A-School

**Pickens County School District**

**APPENDIX I**

Easley High School (9-12)

2003-A Freshman Academies  
Career-based Communities

Pickens High School (9-12)

2003-A Freshman Academies  
Career-based Communities

**Texas**

**Bastrop Independent School District**

*School Name*

*Cohort Structures*

Bastrop High School (9-12)

2003-A Freshman Academy  
Career Academy / Academi

**Cedar Hill Independent School District**

Cedar Hill High School (9-12)

2003-A House Plans

**Dallas Independent School District**

Bryan Adams High School (9-12)

2003-A House Plans  
Freshman Community / Co  
Sophomore Community / C  
Theme-Based Academies

Hillcrest High School (9-12)

2003-A Freshman Community / Co  
Sophomore Community / C  
House Plans  
Theme-Based Academies

Jefferson High School (9-12)

2003-A House Plans  
Freshman Community / Co  
Sophomore Community / C  
Theme-Based Academies

Moises Molina High School (9-12)

2003-A House Plans  
Freshman Community / Co  
Sophomore Community / C  
Theme-Based Academies

North Dallas High School (9-12)

2003-A Freshman Community / Co  
Sophomore Community / C  
House Plans  
Theme-Based Academies

Samuell High School (9-12)

2003-A Freshman Community / Co  
Sophomore Community / C  
House Plans  
Theme-Based Academies

Spruce High School (9-12)

2003-A Freshman Community / Co  
Sophomore Community / C  
House Plans  
Theme-Based Academies

Sunset High School (9-12)

2003-A Freshman Community / Co  
Sophomore Community / C  
House Plans  
Theme-Based Academies

W.T.White High School (9-12)

2003-A Freshman Community / Co  
Sophomore Community / C

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		House Plans Theme-Based Academies
<u>Wilson High School (9-12)</u>	2003-A	Freshman Community / Co Sophomore Community / C House Plans Theme-Based Academies
<b><u>East Central Independent School District</u></b>		
<u>East Central High School (9-12)</u>	2003-A	House Plans Freshman Clusters / Teams
<b><u>Houston Independent School District</u></b>		
<u>Austin High School (9-12)</u>	2003-A	Career Academy / Academi Freshman Clusters / Teams Sophomore Clusters / Tear
<u>Jones High School (9-12)</u>	2003-A	Career Academy / Academi Freshman Clusters / Teams Sophomore Clusters / Tear
<u>Jordan High School (9-12)</u>	2003-A	Career Academy / Academi
<u>Madison High School (9-12)</u>	2003-A	Freshman Clusters / Teams Sophomore Clusters / Tear Career Academy / Academi
<u>Worthing High School (9-12)</u>	2003-A	Freshman Clusters / Teams Sophomore Clusters / Tear Career Academy / Academi
<b><u>San Antonio Independent School District</u></b>		
<u>Fox Technical High School (9-12)</u>	2003-A	School-Within-A-School
<u>Lanier High School (9-12)</u>	2003-A	School-Within-A-School
<u>Sam Houston High School (9-12)</u>	2003-A	School-Within-A-School
<b><u>Southwest Independent School District</u></b>		
<u>Southwest High School (9-12)</u>	2003-A	Career Academy / Academi
<b>Virginia</b>		
<b><u>Rockingham County Public Schools</u></b>		
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Broadway High School (9-12)</u>	2003-A	House Plans
<u>Spotswood High School (9-12)</u>	2003-A	Freshman Community / Co
<u>Turner Ashby High School (9-12)</u>	2003-A	Freshman Community / Co
<b>Washington</b>		
<b><u>Clover Park School District #400</u></b>		
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>

Lakes High School (9-12)

2003-A Career Academy / Academic  
Freshman & Sophomore Ac

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**Highline School District #401**

Evergreen High School (9-12)

2003-A House Plans

Highline High School (9-12)

2003-A Freshman Community / Co  
Sophomore Community / C  
Theme-Based Communities

Mt. Rainier High School (9-12)

2003-A Freshman Academies  
Sophomore Academy / Aca  
Career-based Communities

Tyee High School (9-12)

2003-A House Plans

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SMALLER LEARNING COMMUNITIES

Your search of the SLC Awards Database found 98 schools.

The search results below include 98 schools from 57 districts sorted by state, then by district, then by school name.

**Arkansas**

**Conway Public School District**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Conway High School East</u> (9-10)	2003-B	Freshman Community / Commu Career Academy / Academies
<u>Conway High School West</u> (11-12)	2003-B	Career Academy / Academies

**Arizona**

**Agua Fria Union High School District #216**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Agua Fria High School</u> (9-12)	2003-B	Freshman Community / Commu Sophomore Community / Comm Other school-defined structures

**California**

**Folsom - Cordova Unified School District**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Folsom High School</u> (9-12)	2003-B	Freshman Community / Commu

**Fontana Unified School District**

<u>Henry J.Kaiser High School</u> (9-12)	2003-B	House Plans Career Academy / Academies
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**Inglewood Unified School District**

<u>Morningside High School</u> (9-12)	2003-B	House Plans
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**Los Angeles Unified School District**

<u>Garfield High School</u> (9-12)	2003-B	House Plans Magnet Schools Theme-Based Academies
<u>North Hollywood High School</u> (9-12)	2003-B	Career Academy / Academies
<u>San Fernando High School</u> (9-12)	2003-B	Magnet Schools Career Academy / Academies

**Napa Valley Unified School District** APPENDIX J

Vintage High School (9-12)

2003-B House Plans  
Theme-Based Academies

**San Jose Unified School District**

San Jose High Academy (9-12)

2003-B Other school-defined structures

Willow Glen High School (9-12)

2003-B Other school-defined structures

**Simi Valley Unified School District**

Santa Susana High School (9-12)

2003-B School-Within-A-School  
Theme-Based Academies

**Colorado**

**Adams County School District No. 1/ Mapleton**

*School Name*

*Cohort Structures*

Skyview High School (9-12)

2003-B Advisory-based Communities  
Achievement Academy  
Freshman Community / Commu  
Other school-defined structures

**District of Columbia**

**Friendship Public Charter School, Inc.**

*School Name*

*Cohort Structures*

Friendship Edison Collegiate Academy (9-12)

2003-B Freshman Academies  
Sophomore Academy / Academ  
Career Academy / Academies

**Florida**

**Collier County School District**

*School Name*

*Cohort Structures*

Immokalee High School (9-12)

2003-B House Plans  
Career Academy / Academies  
School-Within-A-School

**St. Lucie County School District**

St. Lucie West Centennial High School (9-12)

2003-B School-Within-A-School

**Georgia**

**Houston County School District**

*School Name*

*Cohort Structures*

Tabor Academy at Northside High School (9-12)

2003-B Freshman Academy  
Freshman Clusters / Teams

**Madison County School District**

Madison County High School (9-12)

2003-B Freshman Academy



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**Hawaii****Hawaii Department Of Education, Kalani & Maui Complex Areas**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Kalani High School</u> (9-12)	2003-B	House Plans Career-based Communities
<u>Maui High School</u> (9-12)	2003-B	House Plans Career-based Communities

**Idaho****Nampa School District #132**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Nampa High School</u> (9-12)	2003-B	House Plans Career Academy / Academies
<u>Skyvlew High School</u> (9-12)	2003-B	House Plans Career Academy / Academies

**Twin Falls School District #411**

<u>O'Leary Junior High School</u> (7-9)	2003-B	House Plans
<u>Robert Stuart Junior High School</u> (7-9)	2003-B	House Plans
<u>Twin Falls High School</u> (10-12)	2003-B	House Plans Career-based Communities

**Indiana****Bartholomew Consolidated School Corporation**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Columbus East High School</u> (9-12)	2003-B	Freshman Clusters / Teams

**Goshen Community Schools**

<u>Goshen High School</u> (9-12)	2003-B	Freshman Clusters / Teams Limited English Proficient Acade
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**Maine****Sanford School District**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Sanford High School</u> (9-12)	2003-B	Freshman Clusters / Teams Sophomore Clusters / Teams Other school-defined structures

**Michigan****Farmington Public Schools**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
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<u>Harrison High School</u> (9-12)	2003-B	Freshman Clusters / Teams School-Within-A-School
<b>Huron Valley Schools</b>		
<u>Lakeland High School</u> (9-12)	2003-B	Freshman & Sophomore Acaden House Plans Career Academy / Academies
<b>Lansing School District</b>		
<u>Eastern High School</u> (9-12)	2003-B	Freshman Academy Upper-grade Communities
<u>Everett High School</u> (9-12)	2003-B	Freshman Academy Upper-grade Communities
<u>Sexton High School</u> (9-12)	2003-B	Freshman Academy Upper-grade Communities
<b>Plymouth - Canton Community Schools</b>		
<u>Canton High School</u> (9-12)	2003-B	Freshman Community / Commu Sophomore Community / Comrr
<u>Plymouth High School</u> (9-12)	2003-B	Freshman Community / Commu Sophomore Community / Comrr
<u>Salem High School</u> (9-12)	2003-B	Freshman Community / Commu Sophomore Community / Comrr
<b>Ypsilanti Public School</b>		
<u>Ypsilanti High School</u> (9-12)	2003-B	House Plans Sophomore Clusters / Teams Career-based Communities
<b>Minnesota</b>		
<b>Rochester Public Schools</b>		
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Century High School</u> (9-12)	2003-B	Freshman Clusters / Teams
<u>John Marshall High School</u> (9-12)	2003-B	Freshman Clusters / Teams
<u>Mayo High School</u> (9-12)	2003-B	Freshman Clusters / Teams
<b>Missouri</b>		
<b>St. Louis Public Schools</b>		
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Gateway Institute of Technology</u> (9-12)	2003-B	House Plans Career-based Communities
<b>North Carolina</b>		
<b>Alamance - Burlington Public Schools</b>		
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>

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<u>Southern Alamance High School (9-12)</u>	2003-B	Freshman Academy Career Academy / Academies	
<u>Walter Williams High School (9-12)</u>	2003-B	Freshman Academy Career Academy / Academies	
<u>Western Alamance High School (9-12)</u>	2003-B	Career Academy / Academies	
<b>Cumberland County Public Schools</b>			
<u>Westover High School (9-12)</u>	2003-B	Freshman Academy Career Academy / Academies	
<b>Guilford County Public Schools</b>			
<u>Andrews High School (9-12)</u>	2003-B	Magnet Schools Career Academy / Academies	
<u>High Point Central High School (9-12)</u>	2003-B	Magnet Schools Career Academy / Academies	
<u>Southwest High School (9-12)</u>	2003-B	Magnet Schools Career Academy / Academies	
<b>Hoke County Public Schools</b>			
<u>Hoke High School (9-12)</u>	2003-B	Freshman Academy Career Academy / Academies	
<b>Scotland County Public Schools</b>			
<u>Scotland High School (9-12)</u>	2003-B	Freshman Academies School-WithIn-A-School	
 <b>Nebraska</b>			
<b>Lincoln Public Schools</b>			
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>	
<u>Lincoln North Star High School (9-12)</u>	2003-B	Career Academy / Academies	
 <b>New Jersey</b>			
<b>Hackensack Public Schools</b>			
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>	
<u>Hackensack High School (9-12)</u>	2003-B	Freshman Academy Sophomore Academy / Academi Career Academy / Academies	
 <b>Pemberton Township School District</b>			
<u>Pemberton Township High School (9-12)</u>	2003-B	Freshman Academy Sophomore Academy / Academi Theme-Based Academies	
 <b>Nevada</b>			
<b>Clark County School District</b>			
<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>	

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<u>Cimmaron-Memorial High School (9-12)</u>	2003-B	Freshman Academy Career Academy / Academies
<u>Durango High School (9-12)</u>	2003-B	Freshman Academy Career Academy / Academies
<u>Valley High School (9-12)</u>	2003-B	Freshman Academy Career Academy / Academies

**New York**

**Buffalo City School District**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>McKinley Vocational High School (9-12)</u>	2003-B	Career Academy / Academies

**Longwood Central School District**

<u>Longwood High School (9-12)</u>	2003-B	Freshman Academy Grade-level Academies
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**Mount Vernon City School District**

<u>Mount Vernon High School (9-12)</u>	2003-B	Grade-level Communities
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**William Floyd School District**

<u>William Floyd High School (9-12)</u>	2003-B	Interest-based Academies / Con
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**Oklahoma**

**Norman Public Schools ISD #29; Cleveland County**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Norman High School (9-12)</u>	2003-B	Freshman Academies
<u>Norman North High School (9-12)</u>	2003-B	Freshman Academies

**Pennsylvania**

**Harrisburg School District**

<i>School Name</i>	<i>Cohort</i>	<i>Structures</i>
<u>Harrisburg High School (9-12)</u>	2003-B	Other school-defined structures

**Philadelphia City School District**

<u>Edward Bok High School (9-12)</u>	2003-B	Freshman Academies Career Academy / Academies
<u>Frankford High School (9-12)</u>	2003-B	Freshman Academies Career Academy / Academies
<u>Lincoln High School (9-12)</u>	2003-B	Freshman Academies Career Academy / Academies
<u>Northeast High School (9-12)</u>	2003-B	Freshman Academies Career Academy / Academies
<u>Roxborough High School (9-12)</u>	2003-B	Freshman Academies

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University City High School (9-12)

Career Academy / Academies  
2003-B Freshman Academies  
Career Academy / Academies

Washington High School (9-12)

2003-B Theme-Based Academies  
Career Academy / Academies

**South Carolina**

**Charleston County School District**

*School Name*

*Cohort Structures*

Stall High School (9-12)

2003-B Freshman Academy  
Sophomore Academy / Academi  
Career Academy / Academies

Stratford High School (9-12)

2003-B Freshman Academy  
Career Academy / Academies

Summerville High School (9-12)

2003-B Freshman Academy  
Career Academy / Academies

Wando High School (9-12)

2003-B Freshman Academy  
Career Academy / Academies

West Ashley High School (9-12)

2003-B Freshman Academy  
Career Academy / Academies

**Lancaster County School District**

Lancaster High School (9-12)

2003-B Freshman Academy  
Career Academy / Academies

**Texas**

**Amarillo Independent School District**

*School Name*

*Cohort Structures*

Palo Duro High School (9-12)

2003-B Career Academy / Academies  
Freshman Academy

Tascosa High School (9-12)

2003-B Career Academy / Academies  
Freshman Academy

**Austin Independent School District**

Charles Akins High School (9-12)

2003-B Freshman Academy  
Career Academy / Academies

Sidney Lanier High School (9-12)

2003-B Freshman Academy  
Career Academy / Academies

Stephen F. Austin High School (9-12)

2003-B Freshman Academy  
Career Academy / Academies

**Birdville Independent School District**

Birdwell High School (9-12)

2003-B Freshman Academy  
Theme-Based Communities

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<u>Haltom High School (9-12)</u>		2003-B	Freshman Academy Theme-Based Communities
<u>Richland High School (9-12)</u>		2003-B	Freshman Academy Theme-Based Communities
<b><u>Clear Creek Independent School District</u></b>			
<u>Clear Brook High School (9-12)</u>		2003-B	Freshman Clusters / Teams Theme-Based Academies
<u>Clear Creek High School (9-12)</u>		2003-B	Freshman Clusters / Teams Theme-Based Academies
<u>Clear Lake High School (9-12)</u>		2003-B	Freshman Clusters / Teams Theme-Based Academies
<b><u>Irving Independent School District</u></b>			
<u>Academy of Irving Independent School District (9-12)</u>		2003-B	Career Academy / Academies
<b><u>Midway Independent School District</u></b>			
<u>Midway High School (9-12)</u>		2003-B	House Plans
<b><u>San Antonio Independent School District</u></b>			
<u>Burbank High School (9-12)</u>		2003-B	School-Within-A-School
<u>Jefferson High School (9-12)</u>		2003-B	School-Within-A-School
 <b>Utah</b>			
<b><u>Davis School District</u></b>			
<i>School Name</i>		<i>Cohort</i>	<i>Structures</i>
<u>Davis High School (10-12)</u>		2003-B	School-Within-A-School
<b><u>Jordan School District</u></b>			
<u>Copper Hills High School (10-12)</u>		2003-B	House Plans Career Academy / Academies
 <b>Washington</b>			
<b><u>Evergreen School District #114</u></b>			
<i>School Name</i>		<i>Cohort</i>	<i>Structures</i>
<u>Evergreen High School (9-12)</u>		2003-B	Freshman Academy Career Academy / Academies
<u>Heritage High School (9-12)</u>		2003-B	Freshman Academy Career Academy / Academies
<u>Mountain View High School (9-12)</u>		2003-B	Freshman Academy House Plans
<b><u>North Kitsap School District</u></b>			
<u>North Kitsap High School (9-12)</u>		2003-B	Interest-based Academies / Con

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## APPENDIX J

	A	B	C	D	E	F
1	School Name	Principal	Address	City	State	Zip
2	Sparkman High School	Steve Holland	2616 Jeff Rd	Harvest	AL	35749
3	Conway High School East	Karen Kaye Bradshaw	1815 Prince Street	Conway	AR	72034
4	Conway High School West	Johnny Tyler	2300 Prince Street	Conway	AR	72034
5	Central High School	Nancy Rousseau	1500 Park Street	Little Rock	AR	72202
6	J.A. Fair High School	Cassandra Norman	13420 David O Dodd Road	Little Rock	AR	72210
7	Agua Fria High School	Bryce Anderson	530 E Riley Dr	Avondale	AZ	85323-2154
8	Berkeley High School	Jim Slemp	2223 Martin Luther King Jr. Way	Berkeley	CA	94704
9	La Costa Canyon High School	Steve Levy	One Maverick Way	Carlsbad	CA	92009-8957
10	Carson High School	Doug Waybright	22328 S. Main S	Carson	CA	90745-4525
11	Dixon High School	Brian Dolan	455 East A Street	Dixon	CA	95620
12	Folsom High School	Dax Bryson	1655 Iron Point Rd.	Folsom	CA	95630-3053
13	Henry J.Kaiser High School	Bryan Malloy	11155 Almond Ave.	Fontana	CA	92337
14	American High School	Connie M. White	36300 Fremont Blvd.	Fremont	CA	94536
15	Roosevelt High School	Maria Escobar	4250 E. Tulare St.	Fresno	CA	93702-3037
16	Narbonne High School	Patrick H Donahoe JR,	24300 S. Western Ave.	Harbor City	CA	90710-1742
17	Morningside High School	Evelyn Malnor	10500 S. Yukon Ave.	Inglewood	CA	90303-2003
18	Lodi High School	Bill Atterberry	3 Pacific Ave.	Lodi	CA	95242-3023
19	Fremont High School	Laverne Brunt	7676 S. San Pedro St	Los Angeles	CA	90003-2348
20	Garfield High School	Guadalupe Paramo	5101 E. Sixth St.	Los Angeles	CA	90022-3209
21	Vintage High School	Eric Schneider	1375 Trower Avenue S	Napa	CA	94558-2420
22	North Hollywood High School	Randall V. Dellling	5231 Colfax Ave.	North Hollywood	CA	91601-3002
23	Casa Grande High School	Ron Everett	333 Casa Grande Rd.	Petaluma	CA	94954-5706
24	Petaluma High School	Mike Simpson	201 Fair St.	Petaluma	CA	94952-2516
25	Serrano High School	Sharon Schlegel	9292 Sheep Creek Road	Phelan	CA	92329-6000
26	Eisenhower High School	Armand Messer	1321 N. Lilac Ave.	Rialto	CA	92376-3201
27	Rialto High School	Miguel Elias	595 S. Eucalyptus Ave.	Rialto	CA	92376-7207
28	Richmond High School	Doris Avalos	1250 23rd St.	Richmond	CA	94804-1011
29	C.K.McClatchy High School	Daisy Lee	3066 Freeport Blvd.	Sacramento	CA	95818-4349
30	John F. Kennedy High School	Mary Shelton	6715 Gloria Dr.	Sacramento	CA	95831-2008
31	Pacific High School	Kenneth Martinez	1020 Pacific S	San Bernardino	CA	92404-6228
32	San Bernardino High School	Darryl Adams	1850 North E St.	San Bernardino	CA	92405-3918
33	Clairemont High School	Nellie Meyer	4150 Ute Dr.	San Diego	CA	92117-5853
34	Crawford High School	Diego Gutierrez	4191 Colts Way	San Diego	CA	92115-6023
35	Henry High School	Pat Crowder	6702 Wandermere Dr.	San Diego	CA	92120-3250
36	Hoover High School	Douglas Williams	4474 El Cajon Blvd.	San Diego	CA	92115-4312
37	Kearny High School	Cheryl Seelos	7651 Wellington St.	San Diego	CA	92111-5731
38	Madison High School	Virginia Eves	4833 Doliva Dr.	San Diego	CA	92117-3211
39	Mission Bay High School	Tom Yount	2475 Grand Ave.	San Diego	CA	92109-4825
40	Morse High School	Rocio Welss	6905 Skylline Dr.	San Diego	CA	92114-5928
41	San Diego High School	Carol Whaley	1405 Park Blvd.	San Diego	CA	92101-4722



	A	B	C	D	E
42	Serra High School	Donna Somerville	5156 Santo R	San Diego	CA
43	San Ferrando High School	José Luis Rodriguez	11133 O'Melveny Ave.	San Ferrando	CA
44	San Jose High Academy	Betsy Doss	275 N. 24th St.	San Jose	CA
45	Willow Glen High School	Elaïne Farace	2001 Cottle Ave.	San Jose	CA
46	Santa Susana High School	Pam Carter	3570 E. Cochran St.	Simi Valley	CA
47	Birmingham High School	Doris Lasiter	17000 Haynes St.	Van Nuys	CA
48	River City High School	Mort Geivett	1100 Clarendon S	West Sacramer	CA
49	Sierra High School	Bryan R. Wright	2250 Jet Wing Drive	Colorado Spring	CO
50	Poudre High School	Sandra Lundt	210 Impala Drive	Fort Collins	CO
51	Skyview High School	Jamie Kane	9000 York Street	Thornton	CO
52	East Hartford High School	Craig M. Jordan	869 Forbes Street	East Hartford	CT
53	Friendship Edison Collegiate Acad.	Michael Cordell	4095 Minnesota Avenue NE	Washington	DC
54	Ballou High School	Art Bridges	3401 4th St SE	Washington, D.C	DC
55	Dunbar High School & Pre-Engine	Harriett Kargbo	1301 New Jersey Ave NW	Washington, D.C	DC
56	Eastern High School	Norman Smith	1700 E Capitol St NE	Washington, D.C	DC
57	Wilson High School	Stephen Tarason	3950 Chesapeake St NW	Washington, D.C	DC
58	Christiana High School	Scott Flowers	190 Salem Church Road	Newark	DE
59	Glasgow High School	Todd Harvey	1901 South College Avenue	Newark	DE
60	Newark High School	Emmanuel Caulk	750 East Delaware Avenue	Newark	DE
61	Bay Shore High School	David Underhill	5401 34th St. W	Bradenton	FL
62	Lakeview Ranch High School	Mike Wilder	5500 Lakewood Ranch Blvd	Bradenton	FL
63	Manatee High School	Jeff Asher	1 Hurricane Lane	Bradenton	FL
64	Southeast High School	Mike Horne	1200 37th Ave, E	Bradenton	FL
65	South Lake High School	Dave Bordenkircher	15600 Silver Eagle Road	Groveland	FL
66	American High School	Louis J. Algaze	18350 N.W. 67th Avenue	Hialeah	FL
67	South Dade High School	Thomas Halfaker	28401 S.W. 167th Avenue	Homestead	FL
68	Immokalee High School	Manny Touron	701 W Immokalee Dr	Immokalee	FL
69	Largo High School	Jeffrey Haynes	410 Missouri Avenue	Largo	FL
70	G.Holmes Braddock High School	Manuel Garcia	3601 S.W. 147th Avenue	Miami	FL
71	Miami Central High School	Samuel L. Johnson	1781 N. W. 95th Street	Miami	FL
72	Miami Beach High School	Jeanne Friedman	2231 Prairie Avenue	Miami Beach	FL
73	New Smyrna Beach High School	Carol Kelley	100 Barracuda Blvd	New Smyrna Bch	FL
74	North Miami Beach High School	Raymond L. Fontana	1247 NE 167th Street	North Miami Be	FL
75	North Port High School	George Kenney	6400 West Price Boulevard	North Port	FL
76	Palmetto High School	Debbie Valcarcel	1200 17th St. W	Palmetto	FL
77	St. Lucie West Centennial High Sc	Caterina Trimm	1485 SW Cashmere Blvd.	Port Saint Luck	FL
78	Osceola High School	Carol Moore	9751 98th Street, North	Seminole	FL
79	St. Petersburg High School	Julie Janssen	2501 5th Avenue, N.	St. Petersburg	FL
80	Dougherty High School	Horace Reid, Jr.	1800 Pearce Avenue	Albany	GA
81	Monroe High School	Deloris Spears	900 Lippitt Drive	Albany	GA
82	Madison County High School	Wayne McIntosh	600 Madison Street; P.O. Box 7	Danielsville	GA

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42	92124-2037
43	91340-4426
44	95116-1143
45	95125-3502
46	93063-2525
47	91406-5420
48	95691-3605
49	80916-2497
50	80521
51	80229-4659
52	06118-1958
53	20019
54	20032-5499
55	20001-1227
56	20003-1622
57	20016-1858
58	19713-2998
59	19702-2395
60	19711-7188
61	34210-5298
62	34202
63	34205-3299
64	34208-4599
65	34736
66	33015-3403
67	33030-2005
68	34142-3106
69	33770-1562
70	33186-3916
71	33147-3159
72	33139-1517
73	32169-5308
74	33162
75	34287
76	34221-2999
77	34986
78	33777-2140
79	33713-6994
80	31705-3339
81	31701-3511
82	30633-0007

34	Camden County High School	Gary Blount	1585 Laurel Island Parkway	Kingsland	GA	84	31548-9789
35	Lowndes High School	West Taylor	1112 North St. Augustine Road	Valdosta	GA	85	31601-3545
36	Tabor Academy at Northside High	Tim Scott	926 Green Street	Warner Robins	GA	86	31093-2742
37	Kalani High School	Randiann Porras-Tang	4680 Kalaniana'ole Highway	Honolulu	HI	87	96821-1241
38	Maui High School	Randy Yamanuha	660 South Lono Avenue	Kahului	HI	88	96732-2530
39	East High School	Mary Meier	214 High St	Waterloo	IA	89	50703
30	West High School	Gall Moon	425 East Ridgeway Avenue	Waterloo	IA	90	50702
31	Valley High School	Vicky P Poole	1140 35th St	West Des Moines	IA	91	50266
32	Nampa High School	Jeff Read	203 Lake Lowell Avenue	Nampa	ID	92	83686-6654
33	Skyview High School	Kim Bekkedahl	1303 E Greenhurst Rd	Nampa	ID	93	83686-7216
34	O'Leary Junior High School	Bill Brulotte	2350 Elizabeth Boulevard	Twin Falls	ID	94	83301-7551
35	Robert Stuart Junior High School	Craig Alnsworth	644 Caswell Avenue West	Twin Falls	ID	95	83301-3707
36	Twin Falls High School	Ben Allen	1615 Filer Avenue East	Twin Falls	ID	96	83301-4258
37	Addison Trail High School	Scott Helton	213 N. Lombard Road	Addison	IL	97	60101
38	Alton High School	Phillip Trapani	2200 College Ave	Alton	IL	98	62002-4602
39	Chicago Vocational Career Acaden	Marie Miles	2100 E 87th St	Chicago	IL	99	60617-3098
00	George Washington High School	Juana Rivera-Vidal	3535 E 114th St	Chicago	IL	100	60617-7052
01	Edwardsville High School	Norm Bohnenstiehl	6161 Center Grove Rd	Edwardsville	IL	101	62025-1498
02	Kankakee High School	Alvin J. Brown Sr.	1200 W Jeffery St	Kankakee	IL	102	60901-4696
03	Woodstock High School	Dean E. Schultz	501 W South St	Woodstock	IL	103	60098-3126
04	Columbus East High School	Gary Goshorn	230 S Marr Rd	Columbus	IN	104	47201-7285
05	Goshen High School	Jim Kirkton	1 Redskin Rd	Goshen	IN	105	46526-4199
06	Blue Valley North High School	Richard Slebs	12200 Lamar	Overland Park	KS	106	66209-2711
07	Blue Valley Northwest High Schoo	Amy Murphy	13260 Switzer	Overland Park	KS	107	66213-3306
08	Blue Valley West High School	John Laurie	16200 Antioch Road	Overland Park	KS	108	66085-9382
09	Blue Valley High School	Scott Bacon	6001 W 159th St	Stilwell	KS	109	66085-9204
10	West High School	LeRoy Rolfe	820 S Osage	Wichita	KS	110	67213-4527
11	Holmes High School	Ray Finke	2500 Madison	Covington	KY	111	41014-1698
12	Owensboro High School	Anita Burnette	1800 Frederica St	Owensboro	KY	112	42301-4815
13	New Bedford High School	Beverly A. Bizzarro	230 Hathaway Blvd	New Bedford	MA	113	02740-2899
14	Newton South High School	Michael J. Welch	140 Brandels Rd	Newton Centre	MA	114	02459-1314
15	Newton North High School	Jennifer Huntington	360 Lowell Avenue	Newtonville	MA	115	02460-1831
16	Dundalk High School	Margaret T. Johnson	1901 Delvale Ave	Baltimore	MD	116	21222-3119
17	Kenwood High School	Paul D. Martin	501 Stemmers Run Rd	Baltimore	MD	117	21221-3333
18	Lansdowne High School	Thomas E. Dehart	3800 Hollins Ferry Rd	Baltimore	MD	118	21227-2022
119	Milford Mill High School	Nathaniel J. Gibson	3800 Washington Ave	Baltimore	MD	119	21207
120	Overlea High School	James F. Thanner	5401 Kenwood Ave	Baltimore	MD	120	21206-1418
121	Parkville High School	Kevin C. Harahan	2600 Putty Hill Ave	Baltimore	MD	121	21234-4309
122	Pikesville High School	Dorothy E. Hardin	7621 Labyrinth Rd	Baltimore	MD	122	21208-4411
123	Woodlawn High School	Daric V. Jackson	1801 Woodlawn Dr	Baltimore	MD	123	21207-4008

	A	B	C	D	E
124	Owings Mills High School	Diane L. Garbarino	124 Tollgate Rd	Owings Mills	MD
125	Randallstown High School	Thomas G. Evans	4000 Offutt Rd	Randallstown	MD
126	Sanford High School	Alan Young	52 Sanford High School Blvd	Sanford	ME
127	Canton High School	Cassandra Smith	8415 N. Canton Center Road	Canton	MI
128	Plymouth High School	Michael Bee	8400 Beck Road	Canton	MI
129	Salem High School	Gerald Ostoln	46181 Joy Road	Canton	MI
130	Harrison High School	Rande Horn	29995 W. 12 Mile Road	Farmington Hill	MI
131	Eastern High School	Pamela Diggs	220 N. Pennsylvania Avenue	Lansing	MI
132	Everett High School	Dale Glynn	3900 Stabler Street	Lansing	MI
133	Sexton High School	Broderick Williams	102 S. McPherson Avenue	Lansing	MI
134	Lakeland High School	David J. Maile	1630 Bogle Lake Road	White Lake	MI
135	Ypsilanti High School	William E Graves	2095 Packard Road	Ypsilanti	MI
136	Century High School	C.H. Briscoe	2525 Viola Road N.E.	Rochester	MN
137	John Marshall High School	Richard Stirn	1510 N.W. 14th St.	Rochester	MN
138	Mayo High School	John Frederikson	1420 S.E. 11th Ave.	Rochester	MN
139	Gateway Institute of Technology	Dan Edwards	5101 Mcree Ave	St Louis	MO
140	Senior High School	C. Scott Anderson	425 Grand Avenue	Billings	MT
141	Skyview High School	Bob Whalen	1775 High Sierra Blvd	Billings	MT
142	West High School	Dennis Sulser	2201 St Johns Avenue	Billings	MT
143	South Point High School	Sheri Little	906 South Point Rd	Belmont	NC
144	Walter Williams High School	Gary Thornburg	1307 S. Church St.	Burlington	NC
145	North Gaston High School	Brent Boone	1133 Ratchford Road	Dallas	NC
146	Western Alamance High School	Ann Davis	1731 North NC Highway 87	Elon	NC
147	Westover High School	John W. Smith Jr.	277 Bonanza Drive	Fayetteville	NC
148	Ashbrook High School	Page Carver	2222 S New Hope Rd	Gastonia	NC
149	Forestview High School	Robert Carpenter	5545 Union Road	Gastonia	NC
150	Hunter Huss High School	Kelly Gwaltney	1518 Edgefield Ave	Gastonia	NC
151	Southern Alamance High School	Kent Byrd	631 Southern High Rd	Graham	NC
152	Andrews High School	Monique Brooks	1920 McGulnn Dr	High Point	NC
153	High Point Central High School	Cassandra Barker-Carr	801 Ferndale Blvd	High Point	NC
154	Southwest High School	Alan Parker	4364 Barrow Rd	High Point	NC
155	South View High School	Robert T. Barnes, Jr.	4184 Elk Road	Hope Mills	NC
156	Jacksonville High School	Susie Kinder	1021 Henderson Dr	Jacksonville	NC
157	Scotland High School	Roger Edwards	1000 W Church St	Laurinburg	NC
158	Weddington High School	Joe Delaney	4901 Monroe-Weddington Road	Mathews	NC
159	Parkwood High School	Rob Jackson	3220 Parkwood School Rd	Monroe	NC
160	Piedmont High School	Wanda Little	3006 Sikes Mill Road	Monroe	NC
161	Sun Valley High School	Mike Webb	5211 Old Charlotte Hwy	Monroe	NC
162	East Gaston High School	Eddie McGinnis	1744 S Lane Rd	Mount Holly	NC
163	North Iredell High School	Dreisa J. Sherrill	156 Raider Road	Olin	NC
164	Hoke High School	Mark Smith	505 S Bethel Road	Raeford	NC

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124	21117-335C
125	21133-3399
126	04073-3503
127	48187-1308
128	48187
129	48187-1316
130	48334-3901
131	48912-1515
132	48910-4507
133	48915-1799
134	48383-2728
135	48197
136	55906
137	55901
138	55904
139	63110-2019
140	59101
141	59101
142	59102
143	28012-9536
144	27215-4919
145	28034-7521
146	27244
147	28303
148	28054-6596
149	28056
150	28052-5299
151	27253-9425
152	27265-3332
153	27262-4798
154	27265-9100
155	28348-1698
156	28540-7423
157	28352-3565
158	28104
159	28112-7540
160	28110-7706
161	28110-7343
162	28120-9801
163	28660-9706
164	28376-3128

67	Lincoln North Star High School	Nancy Becker	5801 N 33rd St	Lincoln	NE	167	68521
68	Papillion-La Vista High School	James Glover	402 E Centennial Rd	Papillion	NE	168	68046-2078
69	Papillion-La Vista South High Sch, Enid Schonewise	Nicholas DeITufo	10799 Hwy 370	Papillion	NE	169	68046
70	East Orange Campus 9	Irene Nichols	129 Renshaw Avenue	East Orange	NJ	170	07017
71	East Orange Campus High School	Joseph Defalco	340 Prospect Street	East Orange	NJ	171	07017-3330
72	Hackensack High School	Richard Nolan	First & Beech Streets	Hackensack	NJ	172	07601-2499
73	Pemberton Township High School	Otis Brown, Jr.	Arney's Mount Road	Pemberton	NJ	173	08068-9701
74	Plainfield High School	Gary Snyder	950 Park Avenue	Plainfield	NJ	174	07060-3002
75	Princeton High School	Ace Trujillo	151 Moore Street	Princeton	NJ	175	08540-3312
76	Highland High School	Jo Ann Coffee	4700 Coal Ave SE	Albuquerque	NM	176	87108-2804
77	Manzano High School	Anthony Griego	12200 Lomas Blvd NE	Albuquerque	NM	177	87112-5804
78	Valley High School	Susan Segal	1505 Candelaria NW	Albuquerque	NM	178	87107-2750
79	Basic High School	Dawn Shupe	400 N. Palo Verde	Henderson	NV	179	89015
80	Bonanza High School	Penny Elliott	6665 West Del Rey Avenue	Las Vegas	NV	180	89146-1008
81	Chaparral High School	Ron Montoya	3850 Annie Oakley	Las Vegas	NV	181	89121-4526
82	Durango High School	Elizabeth Fraser	7100 Dewey Drive	Las Vegas	NV	182	89113-1104
83	Valley High School	Pearl Morgan	2839 South Burnham Street	Las Vegas	NV	183	89109-1793
84	Western High School	Janice Rowland	4601 West Bonanza Road	Las Vegas	NV	184	89107
85	Cimmaron-Memorial High School	Robert Chesto	2301 North Tenaya Way	North Las Vega	NV	185	89128
86	Rancho High School	Rene Cassanova	1900 East Owens Avenue	North Las Vega	NV	186	89030-7045
87	Alfred E. Smith High School	Craig Shapiro	333 E. 151st St	Bronx	NY	187	10451-5103
88	Grace Dodge High School	Crystal Barton	2474 Crotona Ave	Bronx	NY	188	10458-6402
89	William E. Grady Technical High Sivor Neuschotz	Denise Vittor	25 Brighton Fourth Rd	Brooklyn	NY	189	11235-6706
90	William H. Maxwell Career and Te Zipora Steiner	Robert Feeney	145 Pennsylvania Ave	Brooklyn	NY	190	11207-3017
91	McKinley Vocational High School	Catherine Kalina	1500 Elmwood Ave	Buffalo	NY	191	14207-3086
92	Queens Vocational and Technical	Larry Ashley	37-02 47th Ave	Long Island Cit	NY	192	11101-1812
93	William Floyd High School	Timothy Timberlake	240 Mastic Beach Rd	Mastic Beach	NY	193	11951-1028
94	Longwood High School	Brian Nolan	100 Longwood Rd	Middle Island	NY	194	11953-2056
95	Mount Vernon High School	Greg Walker	100 California Rd	Mount Vernon	NY	195	10552-1499
96	Chelsea High School	Jean Phillipps	131 Ave. of the Americas	New York	NY	196	10013-1597
97	High School of Graphic Communic Jerod Resnick	Debra Mastropalo	439 W 49th St	New York	NY	197	10019-7235
98	Corcoran High School	Richard K. Phebus	919 Glenwood Ave	Syracuse	NY	198	13207-1598
99	Fowler High School	Mark Black	227 Magnolia St	Syracuse	NY	199	13204-2796
00	Henninger High School	Kim Redmond	600 Robinson St	Syracuse	NY	200	13206-3598
01	Nottingham High School	Luther Johnson	3100 E Genesee St	Syracuse	NY	201	13224-1694
02	Warwick Valley High School		89 Sanfordville Rd	Warwick	NY	202	10990-0595
03	McKinley High School		2323 17th St NW	Canton	OH	203	44708-2601
04	Timken High School		521 Tuscarawas St W	Canton	OH	204	44702-2019
05	East High School		1349 E 79th St	Cleveland	OH	205	44103-2864

208	West High School	Arnold Holmes	179 South Powell Avenue	Columbus	OH	207	43224-2137
209	Lima Senior High School	Douglas Kent	1 Spartan Way	Lima	OH	208	43204-3032
210	Choctaw High School	Donny Black	14300 NE 10th	Choctaw	OK	209	45804-1168
211	Norman High School	Lynne Chesley	911 W Main St	Norman	OK	210	73020-8050
212	Norman North High School	Jerry Winkle	1809 Stubbeman Ave	Norman	OK	211	73069-6920
213	Yukon High School	Dyton Coleman; Shirley Tuc	1000 Yukon Ave	Yukon	OK	212	73069-8659
214	Beaverton High School	Vicki Van Buren	13000 SW Second St	Beaverton	OR	213	73099-3884
215	Bend High School	Mark Neffendorf	230 NE 6th St	Bend	OR	214	97005-2615
216	Mountain View High School	Bob Jones	2755 NE 27th St	Bend	OR	215	97701-5198
217	Summit High School	Lynn W. Baker	2855 NW Clearwater Dr	Bend	OR	216	97701-9559
218	Oregon City High School	Carol Kemhus	19761 S. Beaver Creek Rd.	Oregon City	OR	217	97701
219	Redmond High School	Dan Purple	675 SW Rimrock Dr	Redmond	OR	218	97045-9557
220	Harrisburg High School	Evangeline Kimber	2451 Market St	Harrisburg	PA	219	97756-1999
221	Haverford High School	Nicholas Rotoli	200 Mill Rd	Havertown	PA	220	17103-2433
222	Greater Johnstown High	Alan Johnson	222 Central Ave	Johnstown	PA	221	19083-3718
223	Edward Bok High School	Larry Melton	1901 S 9th St	Philadelphia	PA	222	15902-2405
224	Frankford High School	Richard Mantell	5000 Oxford Ave	Philadelphia	PA	223	19148-2397
225	Lincoln High School	Frank Siemlckowski	3201 Ryan Ave	Philadelphia	PA	224	19124-2699
226	Northeast High School	Kelly Barton	1601 Cottman Ave	Philadelphia	PA	225	19136-4399
227	Roxborough High School	Rebecca Mitchell	6498 Ridge Ave	Philadelphia	PA	226	19111-3499
228	University City High School	Mary Sandra Dean	3601 Filbert St	Philadelphia	PA	227	19128-2599
229	Washington High School	Alan E. Liebowitz	10175 Bustleton Ave.	Philadelphia	PA	228	19104-2691
230	Coventry High School	Steven C. Knowlton	40 Reservoir Road	Coventry	RI	229	19116-3718
231	Lincoln High School	Robert Martin	135 Old River Road	Lincoln	RI	230	02816
232	Shea High School	Christopher Lord	485 East Avenue	Pawtucket	RI	231	02865
233	Tolman High School	Marcia McGovern	150 Exchange Street	Pawtucket	RI	232	02860
234	West Warwick High School	Cheryl Tutalo	Webster Knight Drive	West Warwick	RI	233	02860
235	West Ashley High School	Robert Olson	4060 West Wildcat Blvd.	Charleston	SC	234	02893
236	Easley High School	Betty Garrison	510 Pendleton St.	Easley	SC	235	29414
237	Stratford High School	James Spencer	951 Crowfield B	Goose Creek	SC	236	29640
238	Berea High School	Bill Roach	515 Berea Dr	Greenville	SC	237	29445-7123
239	JL Mann High School	Susan Hughes	61 Isbell Lane	Greenville	SC	238	29611-2110
240	Wade Hampton High School	Bill Utsey	100 Pine Knoll Drive	Greenville	SC	239	29607-3724
241	Lancaster High School	Joseph Keenan	617 Normandy Road	Lancaster	SC	240	29609-3236
242	Mauldin High School	Ann Miller	701 East Butler Road	Mauldin	SC	241	29720-2041
243	Wando High School	Lucy Beckham	1000 Warrior Way	Mt. Pleasant	SC	242	29662-1616
244	Stall High School	David Basile	7749 Pinehurst St	North Charleston	SC	243	29466
245	Pickens High School	Marlon Lawson	111 Blue Flame Drive	Pickens	SC	244	29420-4298
246	Hillcrest High School	Steve Chamness	3665 S. Industrial Drive	Simpsonville	SC	245	29671-2812
						246	29681-3238

248	Travelers Rest High School	Louis E. Lavelly, Jr.	115 Wilhelm Winner South	Travelers Rest	SC	248	29690-2227
249	Palo Duro High School	Mark Leach	1400 N Grant	Amarillo	TX	249	79107-3999
250	Tascoosa High School	Bob Daniel	3921 Westlawn	Amarillo	TX	250	79102-1795
251	Charles Akins High School	Mary Alice Delke	10701 S 1st St	Austin	TX	251	78748
252	Sidney Lanler High School	Edmund Oropoz	1201 Peyton Gln Rd	Austin	TX	252	78758-6699
253	Stephen F. Austin High School	Barbara Spielman	1715 W Cesar Chavez	Austin	TX	253	78703-4699
254	Bastrop High School	Garry Blasig (Interim)	1614 Chambers St	Bastrop	TX	254	78602-3717
255	Cedar Hill High School	Lincoln Butler	270 S Hwy 67	Cedar Hill	TX	255	75104
256	Bryan Adams High School	Karen Ramos	2101 Millmar Dr.	Dallas	TX	256	75228-3399
257	Hillcrest High School	Johnlyn Mitchell	9924 Hillcrest Rd	Dallas	TX	257	75230-5309
258	Jefferson High School	Manuel Ontiveros	4001 Walnut Hill Ln	Dallas	TX	258	75229-6239
259	Moses Molina High School	Francisco Ramirez	2355 Duncanville Rd	Dallas	TX	259	75211-6532
260	North Dallas High School	Enedina Townsend	3120 N Haskell Ave	Dallas	TX	260	75204-1510
261	Samuell High School	Daniel Johnson	8928 Palisade Dr	Dallas	TX	261	75217-2099
262	Spruce High School	Keith Heath	9733 Old Seagoville Rd	Dallas	TX	262	75217-7798
263	Sunset High School	Emilio Castro	2120 W Jefferson Blvd	Dallas	TX	263	75208-5599
264	W. T. White High School	Joy Barnhart	4505 Ridgeside Dr	Dallas	TX	264	75244-7524
265	Wilson High School	Judith Zimny	100 S Glasgow Dr	Dallas	TX	265	75214-4518
266	Clear Brook High School	Michael Kreis	4607 Fm 2351	Friendswood	TX	266	77546-2823
267	Haltom High School	Allen Roberts	5501 N Haltom Rd	Haltom City	TX	267	76137-2897
268	Austin High School	Linda M. Llorente	1700 Dumble	Houston	TX	268	77023-3195
269	Clear Lake High School	Linda Rawlings	2929 Bay Area Blvd	Houston	TX	269	77058-1099
270	Jones High School	Lawrence A. Allen Jr.	7414 St. Lo Road	Houston	TX	270	77033-2797
271	Jordan High School	Rever Givens	5800 Eastex Freeway	Houston	TX	271	77026-1597
272	Madison High School	Gloria Legington	13719 Whiteheather	Houston	TX	272	77045-4498
273	Worthington High School	John H. Guildry	9215 Scott	Houston	TX	273	77051-3303
274	Academy of Irving Independent S	Robbin Wall	4601 N Macarthur Blvd	Irving	TX	274	75038
275	Clear Creek High School	Fred Hayes	2305 E Main St	League City	TX	275	77573-2798
276	Birdwell High School	Susan Fisher	9100 Mid Cities Blvd.	North Richland	TX	276	76180-4800
277	Richland High School	Randy Cobb	5201 E Holiday Ln	North Richland	TX	277	76180-6799
278	Burbank High School	Andrew Rodriguez	1002 Edwards St	San Antonio	TX	278	78204-2698
279	East Central High School	Jake Wyatt	7173 FM 1628	San Antonio	TX	279	78263-9620
280	Fox Technical High School	Nancy York	637 N Main Ave	San Antonio	TX	280	78205-1279
281	Jefferson High School	David Udovich	723 Donaldson Ave	San Antonio	TX	281	78201-4897
282	Lanler High School	Richard Solis	1514 W Durango Blvd	San Antonio	TX	282	78207-3992
283	Sam Houston High School	John Simpson	4635 E Houston St.	San Antonio	TX	283	78220-1792
284	Southwest High School	Lloyd Verstuyft	11914 Dragon Ln	San Antonio	TX	284	78252-2647
285	Midway High School	Sharron Zachry	1205 Foundation Dr	Waco	TX	285	76712-6899
286	Davis High School	Rulon Homer	325 South Main Street	Kaysville	UT	286	84037
287	Copper Hills High School	Tom Worlton	5445 W New Bingham Hwy	West Jordan	UT	287	84088-2718

290								22846
291	Highline High School	Pat Dunn	225 S 152nd St	Burlen	VA	98148-1087		
292	Mt. Rainier High School	Toni Pace	22450 19th Ave S	Des Moines	WA	98198-7699		
293	Mariner High School	Brent Kline	200 120th Street, SW	Everett	WA	98204-5799		
294	Lakes High School	Georgia Dewhurst	10320 Farwest Dr SW	Lakewood	WA	98498-1799		
295	North Kitsap High School	Roy Herrera	1780 NE Hostmark St	Poulsbo	WA	98370-8798		
296	Tyee High School	Max Silverman	4424 S 188th St	Seatac	WA	98188-5097		
297	Evergreen High School	Gail Barnum	830 SW 116th St	Seattle	WA	98146-2298		
298	Evergreen High School	James Hudson	14300 NE 18th St	Vancouver	WA	98684		
299	Heritage High School	Nancy Bush-Lange	7825 NE 130th Ave	Vancouver	WA	98682		
300	Mountain View High School	Mark Ross	1500 SE Blairmont Dr	Vancouver	WA	98683		
301	Beaver Dam High School	Chris Ligocki	500 Gould St	Beaver Dam	WI	53916-1995		
302	Riverside High School	Rosana Benlshek	1615 E Locust St	Milwaukee	WI	53211-3298		
303	Washington High School	Nancy H. Conner	2525 N Sherman Blvd	Milwaukee	WI	53210-2999		

## APPENDIX I

## APPENDIX L

### Structures and Strategies

#### **Smaller Learning Community Structures**

Smaller school structures have a number of categories. Effective downsizing initiatives generally utilize multiple strategies to gain the full benefits of a small learning environment. Examples of smaller school structures include academies, house plans, schools-within-schools, and magnet schools. Small school structures, implemented along with other complementary strategies that enhance student learning, are most likely to yield beneficial impacts.

#### **Structure I: Academies**

**Academies** are sub-groups within schools, organized around particular themes. For example, career academies combine key principles of the school-to-career movement - integrating academic and vocational instruction, providing work-based learning opportunities for students, and preparing students for post-secondary education and employment - with the personalized learning environment of a small, focused learning community. Teachers and students integrate academic and occupation-related classes as a way to enhance real-world relevance and maintain high academic standards. Local employer partnerships provide program planning guidance, mentors, and work internships. Career academies share with other restructuring initiatives an emphasis on building relationships between students and adults (teachers as well as work-site supervisors and other employer representatives).

#### **Structure II: Houses Plans**

House plans divide students in a large school into groups of several hundred, either across grade levels or by grade levels. Students take some or all courses with their house members and from their house teachers. House arrangements may be yearlong or multi-year arrangements. House plans personalize the high school experience, but usually have limited effect on curriculum or instruction. Each house usually has its own discipline plan, student government, social activities, and other extracurricular activities, although students may also participate in activities of the larger school. Grouping ninth-graders into a separate house is one way to ease freshman transition to high school.

#### **Structure III: A School-Within-a-School**

**A school-within-a-school** is a small, autonomous program housed within a larger school building. Schools-within-schools are generally responsible to the district rather than to the host school's principal, and are formally authorized by the superintendent and/or board of education. Schools-within-schools have their own culture, program, personnel, students, budget, and school space, (negotiating the use of common space with the host school in the same way office building tenants arrange for use of shared conference facilities). Like academies, the school-within-a-school structure supports constructive relationships between and among students and teachers by grouping students together each year to take core courses with the same group of teachers, thus increasing the supports students receive from peers, teachers, and other adults.

#### **Structure IV: Magnet Schools**

Magnet programs use a specialty core focus (such as math, science, creative arts, or a career theme or cluster) to attract students from the entire school district. Students in a magnet program stay together for their core classes and may take other courses with non-magnet students.

#### **Smaller Learning Community Strategies**

Specific strategies that take advantage of a downsized school can be implemented at the sub-school unit level, within an entire building, or district-wide. Most of these strategies have the advantage of making students feel more connected to each other, to adults, and to their school group. Strategies that are particularly effective in making schools "feel" smaller may be implemented on their own or in conjunction with one of the structural approaches.

#### **Strategy I: Freshman Transition Activities**

**Freshman transition activities** help ease the difficulties students often encounter as they move from middle to high school. Some schools place all first-year students in their own academy or house setting, sometimes in a separate wing or even a separate building, with extra supports from adults. In other cases, freshman transition includes mentoring from older students, or special career exploration classes designed to set the context for high school as a pathway to college and careers.

#### **Strategy II: Multi-year Groups**

**Multi-year groups**, in which several teachers stay with a group of students over a period of two or more years, foster trust and intimacy between students and teachers. This strategy is similar to "looping," a strategy used in



## APPENDIX L

elementary or middle schools when groups of students stay together with a teacher for more than one year. A multi-year group is a strategy for keeping several teachers with a group of students for a set period of time.

### **Strategy III: Alternative Scheduling**

Alternative scheduling allows teachers to develop lessons that are more compatible with learning objectives. Alternative scheduling is also conducive to arranging for work-based learning opportunities and integrating business and community volunteers into the curriculum. The length of the class period, the school day, and the school year can be changed to support academic achievement. This is most easily done in smaller schools. One of the more common alternatives, "block scheduling," provides extended class periods that provide teachers with the time necessary for in-depth lessons and experiential learning. These arrangements permit more time for tutoring and intensive projects, facilitate enrichment, and allow lagging students to catch up and advanced students to delve into topics more deeply. They give schools the ability to set a schedule that best suits their needs.

### **Strategy IV: Adult Advocate Systems**

Adult advocate systems ensure that at least one adult knows each student well. One quarter of students report being concerned that they and their friends lack an adult who talks with them about problems and decisions, (Shell Poll, Summer 1999). Teachers, counselors, community volunteers, and other school staff can fulfill this "caring adult" role, helping personalize students' experiences in even the largest schools. By meeting with 15-20 students, individually or in small groups, on a regular basis over several years, adult advocates can provide rapport, academic and personal guidance, and links to additional resources when needed. Training for adult advocates and administrative support for the advocate system are critical elements for success.

### **Strategy V: Teacher Advisory Systems**

Teacher advisory systems are similar to adult advocate systems; they organize adults to personalize the high school experience and support academic achievement, working with small groups of students. Some schools and districts establish advisory classes that meet weekly; others schedule students for less formal one-on-one or group time with teachers. Advisory activities may include helping students develop personal learning plans, introducing students to career clusters, helping students select courses, and working with students on postsecondary plans and pre-employment skills.

### **Strategy VI: Academic Teaming**

Academic teaming organizes groups of teachers across departments, so that teachers share the same students rather than the same subject. This strategy has much the same effect as a house structure. Teaming links teachers, who teach different subjects, in a team that shares responsibility for the curriculum, instruction, evaluation, and sometimes scheduling and discipline of a group of 100-150 students. Teams share the same planning time, and sometimes share a specific area of the school building. Though more commonly used in middle schools, academic teaming is showing up in restructuring high schools as a way to personalize the learning environment by providing an integrated view of students' progress and creating a group of teachers who can focus together on the whole student. Teams can build a sense of community into the school, enabling students to learn more so they can meet higher standards, (George and McEwin, April 1999; Legters, January 1999).

## APPENDIX M

## SMALLER LEARNING COMMUNITIES

**Summary: List of 89 SLC Strategies in Use by the 2003-A SLC Cohort**View structures implemented by the 2003-A SLC cohort  Go

Click on a column heading to sort the list by that heading.

	<b>Strategy</b>	<b># of Schools Implementing this S</b>
1	Academic Teaming	148
2	Teacher Advisory Systems	136
3	Individual / Personalized Academic Plans	120
4	Alternative Scheduling	115
5	Freshman Transition Activities	111
6	Dual Enrollment	93
7	Adult Advocate Systems	85
8	Tutoring	80
9	Parent / Family Involvement	75
10	Advanced Placement Courses	72
11	Acceleration Programs	71
12	Remediation Program	59
13	Mentoring	55
14	Extended-Day Programs	50
15	Advancement Via Individual Determination (AVID)	47
16	Double Dose of Core Subjects	42
17	Multi-Year Groups	36
18	Senior / Culminating Project	36
19	Literacy Program	35
20	Attendance Improvement Program	33
21	Job Shadowing	33
22	Service-learning Program	33
23	Career Counseling / Guidance	32
24	Community Service Projects	32
25	Credit Recovery Program	32
26	Internships / Apprenticeships	32
27	Portfolios	32

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28	Partnerships with Businesses	29
29	Differentiated Instruction	25
30	Technology Integration	25
31	Partnerships with Post-secondary Institutions	23
32	Work-based Learning	23
33	Mentoring by Peers	22
34	Counseling Services	21
35	Community Involvement / Partnerships	20
36	Math / Literacy Emphasis	20
37	Award / Incentive Program	18
38	Tutoring by Peers	18
39	Behavior Intervention Program	17
40	Project-based Learning	16
41	Reading Intervention	16
42	College Preparatory Program	15
43	Career Pathways	14
44	College / Career Planning Resources	14
45	Seven Habits of Highly Effective Teens	12
46	Looping	11
47	Community-based Learning Experiences	10
48	Pyramid of Interventions	9
49	Alternative Discipline Model	8
50	Curriculum Mapping	8
51	Math Skills Program	7
52	Portfolios (Career)	6
53	Problem-based Learning	6
54	Multi-Cultural Support Program	5
55	International Baccalaureate Program	2
56	Portfolios (Performance)	2
57	Twilight School Program	2
58	Vertically / Horizontally Aligned Curriculum	2
59	Collaborative Planning for Teachers	1
60	Evening / Night Classes	1
61	Facility Construction / Renovation	1
62	Leadership Program	1
63	Mentoring by College, Business, or Community Partners	1
64	Outreach Program	1
65	Portfolios (Senior)	1
66	Reading and Writing Skills Program	1



APPENDIX M

**SMALLER LEARNING COMMUNITIES**

**Summary: List of 89 SLC Strategies in Use by the 2003-B SLC Cohort**

View structures implemented by the 2003-B SLC cohort

Click on a column heading to sort the list by that heading.

	<b>Strategy</b>	<b># of Schools Implementing this Str</b>
1	Freshman Transition Activities	65
2	Academic Teaming	59
3	Teacher Advisory Systems	57
4	Alternative Scheduling	55
5	Individual / Personalized Academic Plans	33
6	Tutoring	28
7	Dual Enrollment	26
8	Parent / Family Involvement	23
9	Remediation Program	23
10	Acceleration Programs	19
11	Advanced Placement Courses	19
12	Adult Advocate Systems	18
13	Intervention Program for At-Risk Students	18
14	Advancement Via Individual Determination (AVID)	16
15	Counseling Services	16
16	Mentoring	16
17	Job Shadowing	15
18	Senior / Culminating Project	15
19	Career Counseling / Guidance	14
20	College Preparatory Program	14
21	Mentoring by Peers	14
22	Reading Intervention	14
23	Attendance Improvement Program	12
24	Community Involvement / Partnerships	12
25	Internships / Apprenticeships	12
26	Math / Literacy Emphasis	12
27	Multi-Year Groups	12

	<b>APPENDIX M</b>	
28	Extended-Day Programs	11
29	Math Skills Program	9
30	School-to-Career Program	9
31	Double Dose of Core Subjects	8
32	Partnerships with Businesses	8
33	Portfolios	8
34	College / Career Planning Resources	7
35	Credit Recovery Program	6
36	GEAR UP	6
37	Pyramid of Interventions	6
38	Reading and Writing Skills Program	6
39	Service-learning Program	6
40	Collaborative Planning for Teachers	5
41	Technology Integration	5
42	Alternative Discipline Model	4
43	Award / Incentive Program	4
44	College Credit Courses	4
45	Community-based Learning Experiences	4
46	Leadership Program	4
47	Literacy Program	4
48	Work-based Learning	4
49	Community Service Projects	3
50	Curriculum Mapping	3
51	International Baccalaureate Program	3
52	Looping	3
53	Partnerships with Post-secondary Institutions	3
54	Career Pathways	2
55	Differentiated Instruction	2
56	Independent Study	2
57	Project-based Learning	2
58	Seven Habits of Highly Effective Teens	2
59	Vertically / Horizontally Aligned Curriculum	2
60	Behavior Intervention Program	1
61	Diversity Training	1
62	Integrated Curriculum	1
63	Problem-based Learning	1
64	Tutoring by Peers	1
65	Twilight School Program	1



**SMALLER LEARNING COMMUNITIES**

**Summary: List of 36 SLC Structures in Use by the 2003-B SLC Cohort**

View structures implemented by the 2003-B SLC cohort  Go

Click on a column heading to sort the list by that heading.

	<b>Structure</b>	<b># of Schools Implementing this Structure</b>
1	Career Academy / Academies	46
2	Freshman Academy	32
3	House Plans	18
4	Freshman Clusters / Teams	11
5	Freshman Academies	10
6	School-Within-A-School	8
7	Theme-Based Academies	8
8	Freshman Community / Communities	7
9	Other school-defined structures	6
10	Career-based Communities	5
11	Magnet Schools	5
12	Sophomore Academy / Academies	4
13	Sophomore Community / Communities	4
14	Theme-Based Communities	3
15	Upper-grade Communities	3
16	Interest-based Academies / Communities	2
17	Sophomore Clusters / Teams	2
18	Achievement Academy	1
19	Advisory-based Communities	1
20	Freshman & Sophomore Academy	1
21	Grade-level Academies	1
22	Grade-level Communities	1
23	Limited English Proficient Academy	1



## SMALLER LEARNING COMMUNITIES

### Summary: List of 36 SLC Structures in Use by the 2003-A SLC Cohort

View structures implemented by the 2003-A SLC cohort  Go

Click on a column heading to sort the list by that heading.

	Structure	# of Schools Implementing this Structure
1	Career Academy / Academies	90
2	Freshman Academy	70
3	House Plans	39
4	School-Within-A-School	36
5	Theme-Based Academies	32
6	Freshman Community / Communities	22
7	Freshman Clusters / Teams	17
8	Upper-grade Academies	15
9	Freshman Academies	14
10	Sophomore Community / Communities	13
11	Sophomore Clusters / Teams	9
12	Career-based Communities	7
13	Magnet Schools	5
14	Vertical Smaller Learning Communities	5
15	Sophomore Academy / Academies	4
16	Theme-Based Communities	4
17	Freshman & Sophomore Academy	3
18	Grade-level Communities	3
19	Upper-grade Communities	3
20	Autonomous Academies / Schools	2
21	Grade-level Academies	2
22	Other school-defined structures	2
23	Senior Academy	2
24	Academic Communities	1
25	Alternative Education Academy	1
26	College / Career / Tech Academies	1

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SMALLER LEARNING COMMUNITIES

Summary: SLC Districts and Schools by Locale for SLC Cohort 2003-A











View locale summary for the 2003-A SLC cohort Go

State	Total # records in database	Large Central City	Mid-size Central City	Urban Fringe of Large City	Urban Fringe of Mid-Size City	Large Town	Small Town	Rural, outside MSA
Alabama	2 districts					1		
	1 school							
Alaska	1 district		1					
	0 schools							
Arizona	1 district			1				
	0 schools							
Arkansas	2 districts		2					
	2 schools		2					
California	2 districts		1	1				
	31 schools	16	9	3	2			
Colorado	2 districts	2						
	2 schools	1	1					
Connecticut	2 districts		1		1			
	1 school				1			
Delaware	1 district			1				
	3 schools			3				
District of Columbia	2 districts	2						



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	4 schools	4						
Florida	2 districts ▸			1	1			
	17 schools ▸	1	5	5	5			
Georgia	2 districts		1	1				
	5 schools ▸		3					1
Hawaii	1 district			1				
	0 schools ▸							
Idaho	1 district		1					
	0 schools ▸							
Illinois	2 districts			2				
	7 schools ·	2	1	4				
Indiana	1 district		1					
	0 schools ▸							
Iowa	2 districts ▸		1		1			
	3 schools ▸		2		1			
Kansas	2 districts	2						
	5 schools ▸	1	2	1				
Kentucky	2 districts		2					
	2 schools		1	1				
Louisiana	1 district ▸							
	0 schools ▸							
Maine	1 district			1				
	0 schools ▸							
Maryland	2 districts			2				
	10 schools			10				
Massachusetts								

	2 districts		1	1				
	3 schools		1	2				
<i>Michigan</i>	1 district	1						
	0 schools 							
<i>Minnesota</i>	1 district	1						
	0 schools 							
<i>Missouri</i>	1 district	1						
	0 schools 							
<i>Montana</i>	2 districts		1					
	3 schools 		2					
<i>Nebraska</i>	2 districts	1		1				
	2 schools 			1				
<i>Nevada</i>	2 districts		1	1				
	5 schools	2	1	2				
<i>New Hampshire</i>	1 district		1					
	0 schools 							
<i>New Jersey</i>	2 districts		1	1				
	4 schools 			3	1			
<i>New Mexico</i>	2 districts	2						
	3 schools	3						
<i>New York</i>	2 districts	1	1					
	12 schools 	7	4					
<i>North Carolina</i>	2 districts 		1		1			
	15 schools 		3	3	1	1	2	
<i>Ohio</i>	2 districts	1	1					

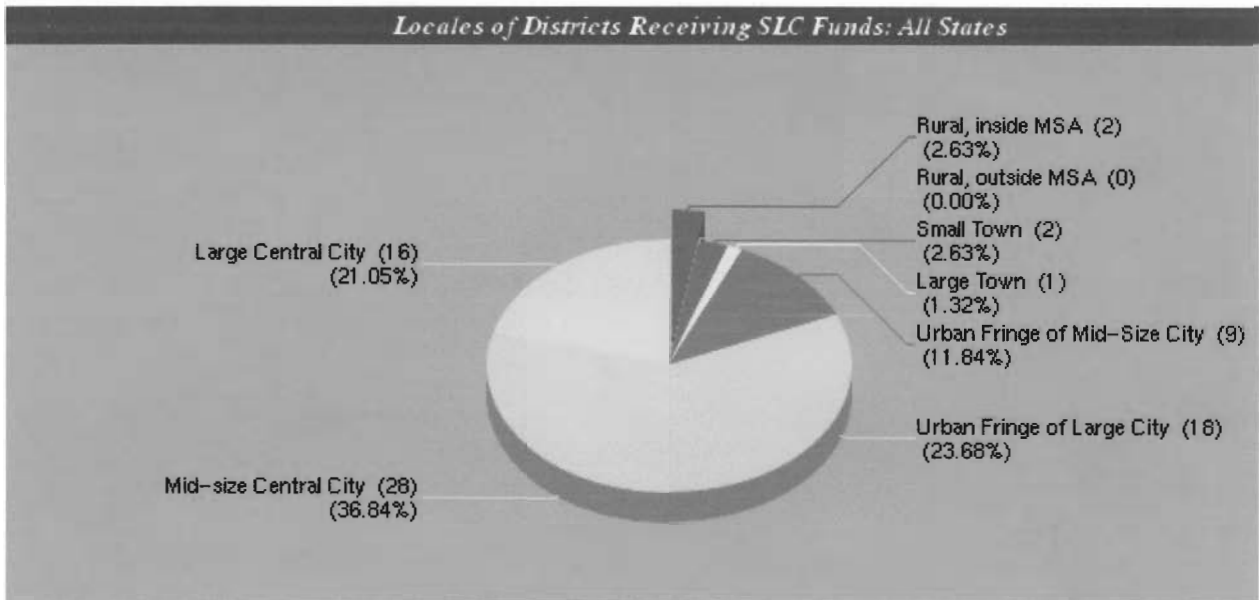
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	7 schools	3	3	1				
<i>Oklahoma</i>	2 districts	1		1				
	2 schools			2				
<i>Oregon</i>	2 districts		1	1				
	6 schools ▶		4	1	1			
<i>Pennsylvania</i>	2 districts		2					
	2 schools		1	1				
<i>Rhode Island</i>	2 districts		1					
	5 schools ◐		2		3			
<i>South Carolina</i>	2 districts ◐		1		1			
	8 schools ●		1		6			
<i>South Dakota</i>	1 district		1					
	0 schools ◐							
<i>Tennessee</i>	1 district ●				1			
	0 schools ◐							
<i>Texas</i>	2 districts ◐		1					
	22 schools ▶	18		1				
<i>Utah</i>	1 district ●				1			
	0 schools ◐							
<i>Vermont</i>	1 district		1					
	0 schools ◐							
<i>Virginia</i>	2 districts ◐	1			1			
	3 schools ●				2			
<i>Washington</i>	2 districts ◐			1	1			
	6 schools			6				
<i>Wisconsin</i>								

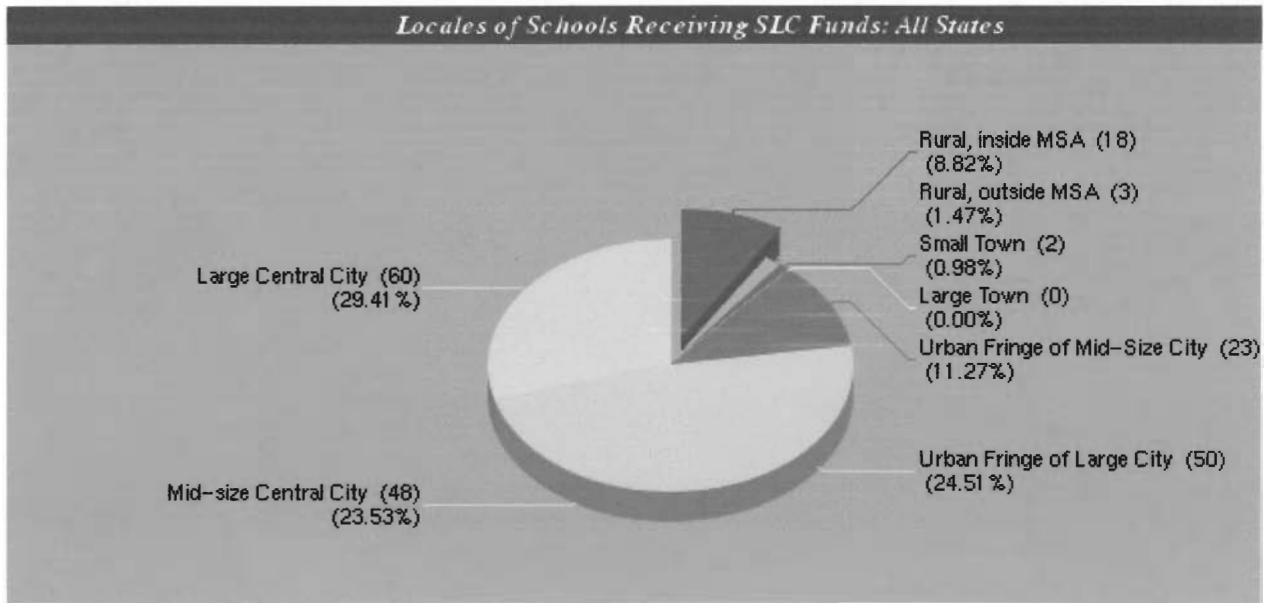
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	2 districts 		1				1	
	3 schools 	2					1	
West Virginia	1 district 						1	
	0 schools 							
State	Total # records in database	Large Central City	Mid-size Central City	Urban Fringe of Large City	Urban Fringe of Mid-Size City	Large Town	Small Town	Rural, outside MSA
Total	79 districts 	16	28	18	9	1	2	0
	204 schools 	60	48	50	23	0	2	3

Note: No data has yet been entered for the following states: BIA, MS, ND, PR, WY



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If you have a question about the SLC database, please send an e-mail to Lacy Wood at [lwood@sedl.org](mailto:lwood@sedl.org)

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SMALLER LEARNING COMMUNITIES Awards Database

Search for SLC Schools and Districts | Advanced Search | SLC Summary Charts | SLC Structures and

Summary: SLC Districts and Schools by Locale for SLC Cohort 2003-B








View locale summary for the 2003-B SLC cohort Go

State	Total # records in database	Large Central City	Mid-size Central City	Urban Fringe of Large City	Urban Fringe of Mid-Size City	Large Town	Small Town	Rural, outside MSA
Alabama	1 district					1		
	0 schools							
Alaska	1 district		1					
	0 schools							
Arizona	2 districts			2				
	1 school			1				
Arkansas	2 districts		1		1			
	2 schools				2			
California	2 districts		1	1				
	10 schools	4	2	3	1			
Colorado	2 districts	1		1				
	1 school			1				
Connecticut	1 district		1					
	0 schools							
Delaware	1 district			1				
	0 schools							
District of Columbia	2 districts	2						

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	1 school	<u>1</u>					
Florida	2 districts ◐			1	1		
	2 schools ◐		<u>1</u>		<u>1</u>		
Georgia	2 districts		1	1			
	2 schools ◐		<u>1</u>				
Hawaii	2 districts			2			
	2 schools ◐	<u>1</u>					<u>1</u>
Idaho	2 districts ◐		1		1		
	5 schools		<u>2</u>			<u>3</u>	
Illinois	1 district			1			
	0 schools ◐						
Indiana	2 districts		2				
	2 schools		<u>2</u>				
Iowa	1 district		1				
	0 schools ◐						
Kansas	1 district	1					
	0 schools ◐						
Kentucky	1 district		1				
	0 schools ◐						
Louisiana	1 district ◐						
	0 schools ◐						
Maine	2 districts ◐			1			1
	1 school ●						1
Maryland	1 district			1			
	0 schools ◐						
Massachusetts							

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	1 district			1			
	0 schools 						
<i>Michigan</i>	2 districts	1		1			
	9 schools 	<u>1</u>	<u>3</u>	4	<u>1</u>		
<i>Minnesota</i>	2 districts	1	1				
	3 schools		<u>3</u>				
<i>Missouri</i>	2 districts	2					
	1 school	<u>1</u>					
<i>Montana</i>	1 district		1				
	0 schools 						
<i>Nebraska</i>	2 districts	1	1				
	1 school		<u>1</u>				
<i>Nevada</i>	2 districts		1	1			
	3 schools	2		<u>1</u>			
<i>New Hampshire</i>	1 district		1				
	0 schools 						
<i>New Jersey</i>	2 districts		1	1			
	2 schools			2			
<i>New Mexico</i>	1 district	1					
	0 schools 						
<i>New York</i>	2 districts	1		1			
	4 schools	<u>1</u>		3			
<i>North Carolina</i>	2 districts 				1		
	9 schools 		5		<u>1</u>		<u>1</u>
<i>Ohio</i>	1 district	1					



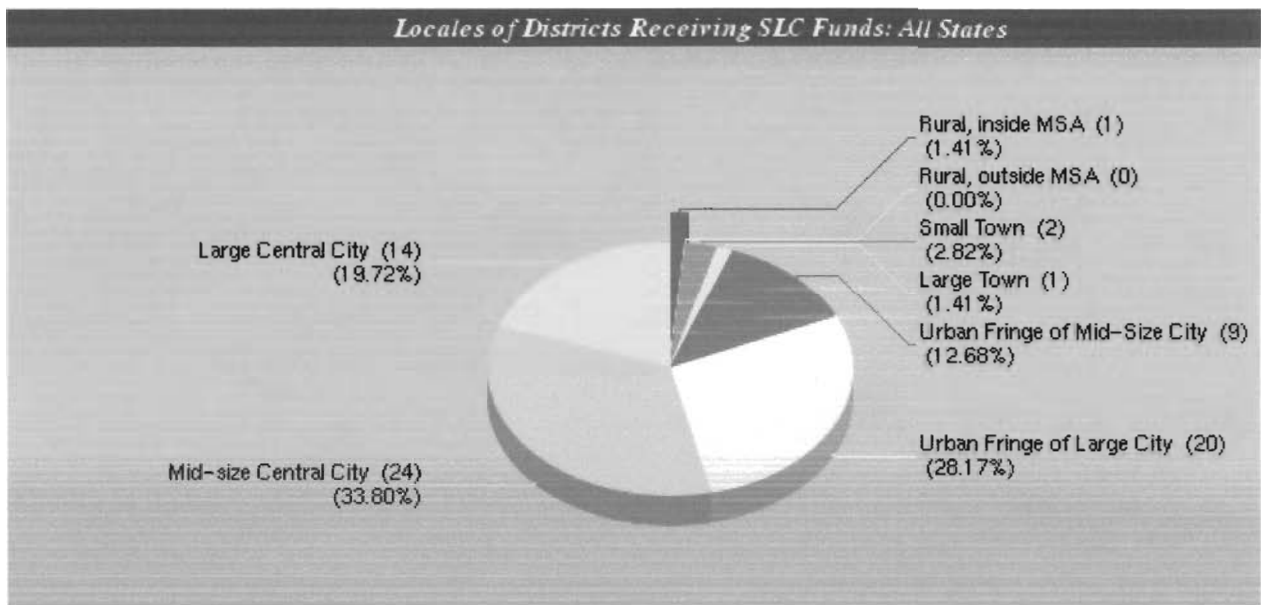
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	0 schools 						
<i>Oklahoma</i>	2 districts	1		1			
	2 schools			2			
<i>Oregon</i>	1 district			1			
	0 schools 						
<i>Pennsylvania</i>	2 districts		2				
	8 schools	7	1				
<i>Rhode Island</i>	1 district		1				
	0 schools 						
<i>South Carolina</i>	2 districts		1				
	6 schools 		1		4	1	
<i>South Dakota</i>	1 district		1				
	0 schools 						
<i>Tennessee</i>	1 district 				1		
	0 schools 						
<i>Texas</i>	2 districts		1	1			
	15 schools	6	3	5			
<i>Utah</i>	2 districts 				2		
	2 schools 				2		
<i>Vermont</i>	1 district		1				
	0 schools 						
<i>Virginia</i>	1 district	1					
	0 schools 						
<i>Washington</i>	2 districts 				2		
	4 schools 		2	1	1		
<i>Wisconsin</i>							

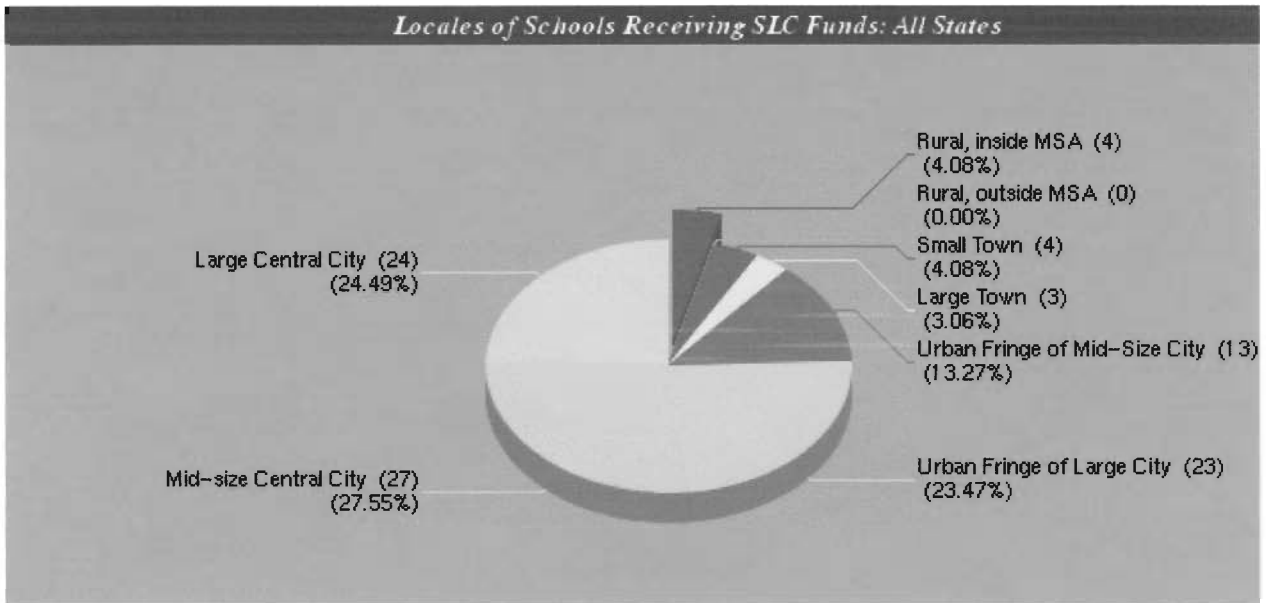
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	1 district 			1				
	0 schools 							
West Virginia	1 district 						1	
	0 schools 							
State	Total # records in database	Large Central City	Mid-size Central City	Urban Fringe of Large City	Urban Fringe of Mid-Size City	Large Town	Small Town	Rural, outside MSA
Total	73 districts 	14	24	20	9	1	2	0
	98 schools 	24	27	23	13	3	4	0

Note: No data has yet been entered for the following states: BIA, MS, ND, PR, WY



APPENDIX O



If you have a question about the SLC database, please send an e-mail to Lacy Wood at [lwood@sedl.org](mailto:lwood@sedl.org)

HC 36 Box 170,  
Buckhannon, West Virginia  
26201

Phone (304) 473-0305  
E-Mail: [sarastankus@aol.com](mailto:sarastankus@aol.com)

# Sara Lewis-Stankus- VITA

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## Education

**West Virginia University:** Completed all course work for **Doctorate in Advanced Educational Leadership**. GPA: 3.9 Overall.

**West Virginia Graduate College,** Master of Arts, GPA: 3.9 Overall. Graduation Date: 12/94. Major: **School Counseling PreK-12**, Areas of Emphasis: Community Agency, Correctional and Career Development Counseling; Included Substance Abuse Education/Marriage & Family Counseling.

**West Virginia Wesleyan College,** Bachelor of Arts, GPA: 3.4 Overall. Graduation Date: 12/89. Double Major: **Elementary Education & Specific Learning Disabilities K-12. Reading Specialization.**

## Licensure, Certification and Specialization

Licensed Professional Counselor (L.P.C.) License # 1315, Nationally Certified School Counselor, Nationally Certified Counselor, State Certified School Counselor K-12, Certified Principal, Certified General Supervisor, Certified Superintendent, Certified Elementary Education Teacher K-8, Certified Specific Learning Disabilities Teacher K-12 and Reading Specialization K-12. Certified Life Skills Trainer, Certified NOT (Not On Tobacco) Trainer/Facilitator, Certified Ruby Payne "Understanding the Structure of Poverty" Trainer.

## Experience

**Upshur County Board of Education, Buckhannon Upshur High School, Buckhannon, WV 472-3720,** Principal: Don Swisher. Sept. 2001 to present. Job Title: **School Counselor.** Work with secondary students in preparation for post secondary experience. College going, financial aid, scheduling, Individual/Group Counseling, Teen Institute, Raze, and TATU Advisor, Leo Advisor (2004), Collaboration with & referral to outside agencies, teacher consultation, Parent Contacts, Supervisor WVWC Bonner Scholars, Tutoring Program. Work closely with community agency/business to support strong partnerships for scholarship participation. Supervised four new counselor interns from both Marshall and WVU.

**Marshall University,** Huntington, WV, /Supervisor: Dr. Robert Rubenstein, Job Title: **Faculty/ Supervisor Counseling Interns.** Supervised Masters level students who were completing their counseling internships/practicum's in agency and school settings.

**Upshur County Board of Education, Union/Hodgesville Elementary,** Buckhannon, WV 472-5480, Supervisor: Allen Beer, Principals: Roy Pettit, Ann Mickel. Date: October 2000 to 2001. Job Title: **Elementary School Counselor.** Implementation of "Climbing The Mountains of Intolerance" Grant. Serve in two elementary schools. Responsible for developmental guidance, Get Real About Violence Program Maintenance, Individual/Group Counseling, Peer Mediation Training/Program, Collaboration with & referral to outside agencies, teacher consultation, Parent Contacts, Supervision of WVWC Counseling Interns.

**Elkins Middle School**, Elkins, WV 636-9176, Principal: David Roth, Date: 9/97 to 10/00. Job Title: **School Counselor** Grades 6-8. Responsibilities: Individual/Group Therapy, Career Counseling/advising, Test Interpretation/administration, develop/implement transition plans/activities for 6<sup>th</sup> & 8<sup>th</sup> grade students, Coordinate Day on Campus, Plan Career Shadowing through business school, Training staff at EMS in specialized areas (i.e. Domestic Violence, reporting child neglect/abuse, tolerance) Responsible for school-wide drug ed./prevention programs. Implementing and designing the Respect & Protect.

**National Health Promotion Associates**, Hartsdale, NY. **National Trainer** for the Life Skills Program. Trained in Orlando, Florida. This is a drug prevention/intervention program delivered in the classroom setting.

**West Virginia State Department of Education**, Charleston, WV. **Life Skills Trainer** 98/99 to present. Assisted in training over 800 teachers during the summer /school year of 99/2000. Currently training teachers throughout the state. Contracted by State Dept. to develop training agendas for trainers.

**Aha! Process Inc.**, January 2000 to present, Trained in Las Vegas, Nevada as a Certified Trainer using Ruby Payne's Model "A Framework For Understanding Poverty" Worked through WVU to present a class to Upshur County Teachers Sept. 2002- Jan. 2003. Presented County Staff Development to all service personnel.

**Robert Bland Middle School**, Weston, WV. Principal: Marcella Linger, Date: 9/92 to 6/97, Job Title: **Teacher** Subject Areas: 6<sup>th</sup> grade SLD English, Reading, Math, & Study Skills. Provided academic support & intervention to students with single or multiple disabilities. IEP writing/implementation. LRE designed inclusion plans/modifications in collaboration with regular ed. Teachers.

**East Main Elementary School**, Main Street, Buckhannon, WV. Principal: Libby Lee, Date: 9/90 to 6/92. Position: Adapted **Second Grade Teacher**.

**Upshur County Board of Education**, Buckhannon, WV. **Substitute Teacher**; 12/89 to 6-90.

**Sara Stankus- VITA**

**Listed below is specific expertise in various leadership areas and related professional activities.**

**Curriculum development and assessment at the school, county, and/or state levels.**

*During my experience at BUHS, I have worked hand-in-hand with principals in charge of curriculum. In addition to my formal training at RESA, Mr. Don Dolan trained me to analyze data to determine master schedules. During this process we recognized the importance of teacher involvement in development of a master schedule. I also worked with Mrs. Sherry McDaniels, associate principal in charge of curriculum to enter master schedule, student schedules and course design. During this process, curricular offerings that assure both academic rigor and remediation for students at all levels were offered.*

*I served on the school curriculum team at Buckhannon Upshur High School from 2001 to 2004. When working in a large secondary school with nearly 1200 students it is inevitable that as counselor I become involved in curriculum development. The administrative team continually considers possible new electives, acceleration for students who desire academic challenge and remediation for those students that need more academic assistance. Vocational education as well as other specialized programs at the high school level continues to challenge the curriculum design at BUHS. I worked closely with Mike Cutright, director Fred Eberle Technical Center and Linda Cronin our regional Tech Prep representative to assure increase and success of vocational programs at BUHS.*

*Throughout my career I have maintained a strong interest in curriculum and curriculum development. When working as a counselor in the elementary schools, it was necessary to choose quality developmental guidance curriculum. We worked as a team of counselors and maintained researched based programs throughout Upshur County. When I taught second grade at Main Street Elementary, in an "Adaptive Second Grade" classroom, in which the students had completed a year of second grade and came to this classroom for remediation. I designed the curriculum that best suited the student's need. When working as special educator, again the IEP was designed to assist in choosing curriculum, modify curriculum and provide academic support that would allow the student to succeed in the given setting.*

**WVDE Cadre:**

*I have worked with WVDE, Office of Healthy Schools and a specialized Cadre of trainers, training Middle School Teachers throughout the state in the Life Skills Program. In addition, we trained the teachers in Philadelphia School Districts using the same model. I was also contracted to develop and create an annotated trainers agenda and training modules that would condense the training for multi-leveled teachers.*

**Classroom Management:**

*My training in classroom management is extensive. I have taught at the elementary and middle school level. In addition my experience as an elementary, middle*

*and high school counselor have given me experience at all levels in the classroom. My graduate work in counseling is a basis of understanding human behavior and a foundation for effectively working with students/adults in the classroom or any other setting.*

*My undergraduate training is in special education. This program of study has provided specific training with behavioral disordered students, learning disabled, ADD/ADHD, etc.*

**Technology:**

*At Buckhannon Upshur High I have worked with the administrative team in development of the master schedule. This involves extensive use and training in WVEIS. Following the conclusion of each midterm and semester report, I supply principal Swisher with data regarding academic progress by grade, curricular areas and individual teacher. This data is used to remediate or identify weak areas.*

*I worked with the Healthy Schools Master CADRE to develop CSHP (Coordinated School Health Program) modules to present to various community, civic and school groups and am very comfortable using Word, power point, emailing, and other aspects of basic technology. I have served on various school teams to develop technology plans to increase available technology in school settings.*

**Organization and Management**

*My work in the educational leadership doctoral program has provided the groundwork for a strong organization and management training. My area of concentration is in educational administration. The necessary course work and experiences such as the Evaluation Leadership Institute have provided a strong base of organization and management. In addition to knowledge, my experience as a counselor certainly requires both organization and management expertise. Currently, I am working in a school with nearly 1200 students and approximately 150 staff. I am one of three counselors; this requires both organization and management!*

**Scientifically Based Research**

*The training as a trainer in the Life Skills Program (a scientifically based research program) has increased my understanding of the importance of such programs. During this training we used and advocated information and programs endorsed by the CDC. Programs that are based on scientifically based research are proven effective~ an ESSENTIAL ELEMENT in prevention!*

*I served as the coordinator for the research conducted at Elkins Middle School; we were selected as the site for the baseline data for the Life Skills Program.*

**WVDE Staff Development Presenter**

*I have conducted staff development for Upshur County Schools and Randolph County Schools. I am trained and certified as a National Trainer for the Ruby Payne*

*Model “A Framework For Understanding Poverty.” I have also trained staff members in the Life Skills Training and Asset Building Models.*

### **Presentation Skills**

*My training, knowledge, experience and skill level provide the basis for positive presentation skills. My desire and love for working with those persons who are interested in working with children is the greatest asset that I hold. I truly enjoy presenting to adults~ especially educator! Working with a team of trainers over the past 5 years has enhanced my presentation skill level. The team approach is one that allows each member to receive honest feedback from other professionals.*

### **Instructional Strategies:**

*My skill and instructional strategies were increased during my work as an elementary and middle school teacher. However, as a counselor, I am frequently going into the classroom to present information/programs or offer developmental guidance programs. These are experiences that continually strengthen my instructional strategies. My training as a trainer has also encouraged my instructional strategies and expertise when presenting to adult audiences.*

### **Leadership:**

*Leadership is not just for administrators. Leadership is a competency in which you can learn to expand your perspectives, set a goal, understand human behavior and then take the initiative to get where you want to be. My work in the educational leadership doctoral program provides the knowledge base for good leadership decisions. My experience in the work place maintains my status as a person who is consulted in decision-making at the administrative level.*

## **A) TEACHER WORKSHOPS I HAVE CONDUCTED IN THE PAST THREE YEARS.**

- **A Framework for Understanding Poverty** – Trained service personnel in the county in the Ruby Payne Model for understanding poverty – staff development. 10/18/02.
- **Life Skills Training** – Training for Berkley County Schools- Donna Kuhn Coordinator.
- **Life Skills Training-** Philadelphia School District teachers in the Life Skills Program.
- **WV University** – Worked with a team of presenters. Taught a class using Ruby Payne’s Model for Understanding Poverty. Class participants were Upshur County School Teachers. College Credit.
- **Raising Your Young Child in A Violent World-** Hosted by the Family Involvement Team & Stockert Youth- Presented to Parents of preschool children- Upshur County.
- **WV Health Cadre-** Presentation of Coordinated School Health Programs. Presented to various civic and school organizations.



- **Tolerance Training**-Staff development. Elkins Middle School. Worked with Judy Kramer, trained through the Dept O Justice.
- **Responding to Domestic Violence**-How to respond to children who are living with domestic violence, interventions, etc. Elkins Middle School Staff. Randolph County Staff Development.
- **Reporting Child Abuse/Neglect**- The basics of reporting and intervention planning for children of abuse/neglect. Randolph Co./EMS Staff Development
- **TATU Training** – Teens Against Tobacco Use – Trained over 50 teens in the TATU model. Worked with ALA and Greg Knight our Tobacco Specialist.
- **Peer Mediation**- Trained nearly 100 Upshur County Elementary Students in the Peer Mediation Model. WVWC. Worked with teachers/counselors to implement.
- **Asset Development Training**- Worked as a community specialist for the Stockert Youth Foundation in Buckhannon.
- **Family Support Groups**-Worked through a grant and the Stockert Youth Foundation in Buckhannon. Offered weekly parent trainings – various weekly topics. March 29-May 17,2000.
- **Family Wellness Program** ~ facilitate Family Wellness Sessions. Sponsored through FRN and Family Wellness Grant monies. 6 sessions over 3 months. March29-May 17, 2001.
- **Life Skills Training** – WVDE trained teachers state wide in the Life Skills Program.
- **ACT STUDY/PRACTICE NIGHTS**- Students from BUHS prepare for ACT.
- **SAT Training- Student Assistance Team Leader Training**- Prepare agenda, train SAT Leaders from each elementary, middle and High school in our County. Trained with Renee Warner BUHS.