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Personalization efforts and the relationship to school climate in select Michigan high schools

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PERSONALIZATION EFFORTS AND THE RELATIONSHIP TO
SCHOOL CLIMATE IN SELECT MICHIGAN HIGH SCHOOLS

By

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ABSTRACT

The American high school is on the verge of a reform movement like that seen in American middle schools throughout the early and mid-1990s. In 1996 the National Association of Secondary School Principals (NASSP) released its recommendations for reform in the study *Breaking Ranks: Changing an American Institution*. Among these are recommendations that call for high schools to become smaller, less bureaucratic, and more responsive to student needs, where students feel a sense of belonging. Hoy and Miskel (2001) defined school climate as a "relatively enduring quality of the school's environment that is experienced by participants, affects their behavior, is based on their collective perceptions of behavior in schools" (p. 190).

The purpose of this study was to determine what relationship existed between the implementation of the *Breaking Ranks* recommendations and school climate. Principals of Michigan high schools of similar size and geography were asked to respond to a survey indicating the level of implementation of the *Breaking Ranks* recommendations on Personalization and Relationships in their high schools. To assess perceptions of school climate, staff members from these schools were asked to respond to the Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS). A Spearman correlation between the level of implementation and the climate of the school was analyzed. The results indicated that while all of the *Breaking Ranks* recommendations and most of the strategies have been implemented to varying degrees in high schools, there is only a moderately strong relationship between implementation of the recommendations and strategies and school climate items related to principal qualities, teacher/principal relations, and teacher/student relations.

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CHAPTER I

INTRODUCTION TO THE STUDY

The American high school is on the verge of a reform movement like that seen in American middle schools throughout the early and mid-1990s. In 1996 the National Association of Secondary School Principals (NASSP) chose the metaphor "Breaking Ranks" as the title for its report on a two-year study of American high schools "to represent clearly the need to break from the all-too-familiar and often unproductive patterns of the past*" (Breaking Ranks II,* XIII). The report, with the full title of *Breaking Ranks: Changing an American Institution,* outlined more than 80 recommendations, "providing direction for high school principals around the country in making school more student-centered by personalizing programs, support services and intellectual challenges for all students" (NASSP, 2004, p. XIV). With legislative mandates such as No Child Left Behind (NCLB) that require school districts to document "Adequately Yearly Progress" (AYP) and students to achieve at higher levels on standardized, high-stakes tests, it is imperative that schools take a hard look at their improvement efforts and the research to support such efforts. With NCLB legislation, the federal government "assumed unprecedented authority over our nation's schools" (Change Leadership Group, 2005, p.1).

Barker and Gump (1964) and Goodlad (1984) were among those who called for improvement of the high school structure. Over the past quarter-century, however, criticism of high schools has centered on three elements: (a) a socially differentiating, generally undemanding, and overly broad curriculum; (b) a bureaucratic organizational

structure that is unresponsive to students' needs; and (c) a social environment where students are not well known by adults in the school (Lee, Ready, and Johnson, 2001). According to these authors, "each of these elements could be addressed, at least in part, if high schools were smaller than they are" (p.365).

As schools grow, they usually become more bureaucratic, offer more specialized instructional programs, and exhibit more formalized human relations (Bidwell, 1965). Smaller schools typically "are organized more communally and teachers take more personal responsibility for student learning (Bryk and Driscoll, 1988, Lee and Loeb, 2000). The evidence suggests that, except in the extreme, smaller is better" (Lee and Smith, 1995; 1997). "If high achievement for all students is the goal of reform, then personalization and a rigorous curriculum are two essential ingredients" (NASSP, 2004, p. 67). In creating a more personalized setting, the NASSP (2004) states that "schools should provide students with opportunities to develop a sense of belonging to the school, a sense of ownership over the directions of one's learning, the ability to recognize options and to make choices based on one's own experience and understanding of the options" (p. 67).

Although many actions contribute to students' academic achievement in the classroom, a positive, supportive school environment is perhaps the most basic and fundamental necessity. Principals maintain that providing a school environment conducive to learning is one of their highest priorities, if not the highest. Establishing and maintaining that environment implies not only ensuring that external factors support learning but also providing students with appropriate supportive relationships critical to their intellectual growth. These supportive relationships personalize the educational

experience and help identify early warning signs of student trouble, both academic and personal. Addressing concerns before they become problems for the student or the school contributes to a school environment that is conducive to learning (NASSP, 2002,).

The recommendations made in *Breaking Ranks* are analogous to the works of others: Sizer *(Horace's Compromise,* 1984*)* and Coalition of Essential Schools (1984); the National Commission on Excellence in Education report, *A Nation at Risk* (1983); and the Carnegie Council's report, *Turning Points: Preparing American youth for the 21ˢᵗ century* (1989)*.* The Carnegie Council's report "urges middle schools to create small communities of learning (p. 9). Sergiovanni (1994) counseled that "You need to know students well to teach them well… and you need to be passionate about what you teach if students are to value what is taught" (p. 24).   The report *Breaking Ranks: Changing an American Institution* (NASSP and the Carnegie Foundation for the Advancement of Teaching, 1996) advised that high schools "must break into units of not more than 600 students so that teachers and students can get to know one another" (p. 5). These reports and others "all served to galvanize the debate around the need for reform and establish substantive areas in which to undertake that reform" (p. XIV). In undertaking the reforms recommended in *Breaking Ranks,*

> High school improvement teams will need to form much closer relationships with their elementary and especially middle school counterparts to ensure that high school exceptions and rigorous curriculum are the standard in earlier grades. High school teams may learn from the well-tested middle school personalization practices. (NASSP, 2004, p. XIV)

The preface to the *Breaking Ranks* report included this mandate: "The high school of the 21st century must be much more student-centered and above all much more personalized in programs, support services, and intellectual rigor" (NASSP, 1996, p. VI). The late Ernest Boyer (as cited in Lounsbury, 1996) used the terms *irrelevance* and *anonymity* to describe American high schools (p. 17).

The National Middle School Association (NMSA) has long endorsed practices that promote small learning teams where teachers are responsible for fewer students during the course of a school year. Their most recent position paper stated, "The interdisciplinary team…working with a common group of students is the signature component of high-performing schools, literally the heart of the school from which other desirable programs and experiences evolve" (NMSA, 2003 as cited in Oxley, 2005, p. 45).

The NASSP (1996) called for the creation of "small units in which anonymity is banished" (p. 45). Schools are advised to " increase the quantity and improve the quality of interactions between students, teachers and other school personnel by reducing the number of students for which any adult or group of adults is responsible" (*Breaking Ranks,* NASSP, 2004, p. 6). Other cornerstone strategies complement these recommendations by "establishing the essential learning a student is required to master" and by implementing "schedules flexible enough to accommodate teaching strategies consistent with the ways student learn most effectively" (p. 6). "Taken together, the strategies describe a form of school organization that diverges sharply from the traditional, comprehensive high school" (Oxley, 2005, p. 45). "Reaching all students

depends on reaching each one" (Clarke, 2003, in Rhode Island Department of Education, 2004, p. 45).

<div align="center">Statement of the Problem</div>

There are obstacles to personalizing today's American high school. George (2002) stated that "large student enrollments, collective bargaining and contracts, teachers' views of their own roles and responsibilities, and emphasis on curriculum and standards to the exclusion of the student needs" as several of the obstacles to school personalization (p. 58). Obstacles prevent "opportunities to develop a sense of belonging to the school, a sense of ownership over the direction of one's own learning, the ability to recognize options and to make choices based on one's own experience and understanding the options" (NASSP, 2004, p. 67). In Noguera (2002), researchers pointed out that "the anonymous character of large comprehensive high schools contributes to alienation and a lack of intellectual engagement in students" (p. 2). In these large impersonal systems, "teacher-student relations and the overall quality of the academic experience invariably suffer" (p. 2). The term *personalization* found in the *"Breaking Ranks"* report refers to a learning environment where students are given opportunities to participate in the educative process. With adult guidance, students are encouraged to explore options, engage in teamwork, and make choices that are personally challenging and ultimately fulfilling (Clarke, 2003). "Improving the quality of relationships among and between adults and young people should stand at the center of school improvement and instructional reform" (Breunlin, Mann, Kelly, Cimmarusti, Dunne, and Lieber, p. 24). Despite the research on personalization of high schools, little research has been done on

the extent of personalization efforts using the *Breaking Ranks* research and recommendations.

Purpose of the Study

The purpose of this study was to determine the extent of personalization efforts of high schools using the recommendations outlined in *Breaking Ranks* and follow up research. Principals from midsized schools in a specific region of Michigan were asked to report on the use of the *Breaking Ranks* recommendations pertaining to personalization of the school. Members of the teaching staff were then asked to respond to a questionnaire on school climate. Information gleaned from this study can be used to influence the work of high school principals interested in improving the climate of the schools they serve. Since school climate has been shown to be a factor in increasing staff morale and student achievement, the implications of implementing the *Breaking Ranks* recommendations may be important for school administrators.

Research Questions and Hypothesis

The following research questions were investigated:

1. To what extent have administrators of selected Michigan high schools used the *Breaking Ranks* recommendations and implemented programs, structures, or other initiatives to personalize their schools?

2. If efforts to personalize their schools have been taken, what relationship, if any, was found between those efforts and school climate?

The following null hypothesis was investigated, and any differences were tested for significance ($p < .05$).

1. There is no statistically significant relationship between changes made by high school staff to personalize their school and improvements in school climate as reported by a member of the school staff.

Methodology

The researcher used a non-experimental, correlational design in this quantitative study to examine the relationship between efforts to personalize high schools and the effect on school climate. In addition, the researcher examined the relationship between the independent variable of personalization efforts and the dependent variable of staff perception of school climate.

Cross-sectional data were collected at one point in time. The population of this study consisted of high schools in the Ottawa-Kent (OK) Athletic Conference that are listed as Class B schools by the Michigan High School Athletic Association (MHSAA). Of the 43 schools in the OK Athletic Conference, 23 are identified as Class B, meaning their enrollment is between 507-1054. All of these schools are located in urban, suburban, and/or rural communities in Western Michigan.

The survey instrument, Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS), developed by Hoy, Tarter, and Kottkamp (1991), was sent to the principals of all Class B schools in the OK Athletic Conference. Principals were asked to give this survey to a member of the teaching staff, such as a person on the school improvement or leadership team, to assess his or her perceptions of school climate. Completion of the survey was voluntary. A letter was sent to each principal with an explanation of the study, a request for his or her participation, directions for distribution, and a copy of the survey OCDQ-RS.

In the same mailing, a survey with each of the *Breaking Ranks* recommendations and strategies was sent to the school principal. Principals were asked to voluntarily give their overall perception of implementation of the recommendation and then to answer questions specific to the strategies used to implement this recommendation. Separate return envelopes were provided for return of the surveys, and each survey was coded so that the principal's survey could be paired with the staff member's survey upon return. Only surveys that were returned from both the principal and the staff member were used in the data analysis.

Upon return of the surveys, the responses were coded and analyzed using SPSS, version 13, software. A Spearman rho statistical method of determining correlation was used to examine the relationships between the ordinal data items on the *Breaking Ranks* Survey (BRS) and the School Climate Survey (SCS). Each item on the BRS and the SCS was examined with a cross tab procedure, and a Spearman correlation was calculated for each pairing. In data where the rank of each response is important information, the Spearman rho correlation is the appropriate nonparametric equivalent to the Pearson correlation. The bivariate correlation of both the Pearson and Spearman correlation coefficient measures the direction of the association (+ or -), the significance of the association ($p < .05$), and the strength of the association (how close r is to -1 and +1). According to Norusis, "The Pearson correlation coefficient is calculated using the actual data values. The Spearman rho correlation coefficient, a nonparametric alternative to the Pearson correlation coefficient, replaces the actual data values with ranks" (1999, p. 365).

Strengths and Weaknesses

One of the strengths of this research design was that the data were readily available. In this study, data were gathered from the principals and teaching staff members in a short period of time. Additionally, the survey instrument was validated and proven reliable over a period of time in numerous investigations. An additional strength of the study was that all participating schools are located in similar suburban or rural settings in geographic proximity, which places some control over the population variable. A weakness of a correlational design was that it does not determine cause and effect but only examines relationship (Gay and Airasian, 2000, as cited in Johnson, 2001). Another weakness of the study was that there may be variables other than personalization efforts of the school staff that affect school climate.

Definition of Terms

School Climate School climate is defined as the "relatively enduring quality of the
school environment that is experienced by participants, affects their behavior, and is
based on their collective perceptions of behavior in schools" (Hoy & Miskel, 1991,
p. 221). Freiberg (1998) notes, "School climate can be a positive influence on the
health of the learning environment or a significant barrier to learning" (p. 22).

Closed climate Schools with a closed climate are subjected to restrictive rules and
regulations and close supervision (Hoy et al., 1991). In a closed climate school the
faculty is apathetic, self-involved, and uncaring about students and each other.
Principal and teacher behaviors are guarded (Hoy and Sabo, 1998). A "student's
social development and academic achievement depend on a positive school

climate," according to Howard (as cited in Allen, Thompson, Hoadley, and Engelking, 1997, p. 2).

Open Climate   Schools with an open climate operate with few rules or regulations (Hoy et al., 1991). They tend to be healthy (Hoy & Miskel, 2001), and dimensions of school health have been "strongly related to student achievement" (Hoy, Tarter, & Kottkamp, 1991, p. 137). Hoy and Miskel (2001) have defined an open climate as one with distinct features that foster cooperation and respect among the faculty and administration. Further, research has indicated that open climates are less likely to alienate students (White, 1993; Sweetland & Hoy, 2000; Fraser, 2001; Smith, 2002; Goddard, Sweetland, & Hoy, 2000).

High School   A high school is defined as a facility serving grades 9-12 or 10-12. In some cases a high school may also house grade 7/8.

Personalization   Clark (2003) described the term *personalization* as it was used in the *Breaking Ranks* report: "Learning processes in which schools help students assess their own talents and aspirations, plan a pathway toward their own purposes, work cooperatively with others on challenging tasks, maintain a record of their explorations, and demonstrate their learning against clear standards in a wide variety of media, all with the close support of adult mentors and guides" (p. 15).

     According to Breunlin, Lieber, Simon, and Cimmarusti,

 "Personalizing the high school is all about the positive connections students make with each other and with faculty and staff members. It's about whether students feel a sense of belonging, whether they feel respected as individuals and encouraged to achieve regardless of their academic track. In a personalized high school, students

are less likely to choose the path of invisibility or the path of alienation—common choices for students who feel they don't belong" (2002, p. 3).

Limitations and Delimitations

The findings of this study were limited by the following factors:

1. The study was limited to the honest survey responses of the participating principals and the teachers. They should not have feared possible repercussions from supervisory personnel or limited their responses based on those concerns.

2. This study did not attempt to account for differences in length of time for implementation of the *Breaking Ranks* recommendations.

3. The study used a sample of high schools in western Michigan based on school size. The results may not be generalized to the entire state or to schools of any size.

4. The study used the voluntary responses from principals and staff members from each of the high schools in the sample.

5. The study relied on the principal to distribute the school climate survey to a member of the teaching staff for his or her honest response.

6. Only surveys that were returned as a "pair" from each school (from the principal and from the staff member) were used for data analysis. If only one survey was returned from the school, it was not used.

The following were the delimitations relative to this study.

1. Data were collected only in high schools that were part of the OK (Ottawa-Kent) Athletic Conference.

2. The researcher collected data during the 2006-07 school year.

3.   Data were collected only from high schools that ranged in size from 507-1054

students and classified as Class B schools by the Michigan High School Athletic

Association (MHSAA).

Summary

An introduction to the study was presented in Chapter I, followed by the purpose of the study, research questions and hypotheses, definitions of terms and introduction to the methodology employed. An overview of the *Breaking Ranks* report and other reports that address criticisms of the current American high school offered recommendations for personalizing American high schools and developing positive relationships with students. Little research has been done on the impact of implementing the *Breaking Ranks* recommendations and their effect on school climate. A review of related literature, a discussion of the research design and methodology, findings of the data, and conclusions and implications of the study are presented in subsequent chapters.

CHAPTER II

REVIEW OF LITERATURE

A review of the literature pertinent to the current criticism of American high schools and recommendations for the reformation of high schools is presented in Chapter II, as well as research related to the means for improving the high school experience: personalizing the learning environment, creating smaller learning communities, building relationships, generating a positive school climate, and developing effective school leadership.

After studying the existing practices in high schools across the country for two years, the National Association of Secondary School Principals (NASSP) and the Carnegie Foundation for the Advancement of Teaching released their 1996 report called *Breaking Ranks: Changing an American Institution.*

> The report…calls on American high schools to evolve into smaller learning communities where students and adults know each other well, the curriculum emphasizes depth over breadth, and a flexible, active leaning process replaces the factory-era model of teachers lecturing to rows of students. It also urges that the Carnegie unit, the long-standing gauge of whether students graduate and one of the factors that shape the way the school day is planned, be redesigned or abolished. (p. 1)

Criticism of America's High Schools

 Former U.S. Secretary of Education Richard Riley (1999) urged, "We need to put the spotlight of school reform on high schools. Both the world and America have changed, and we need to go in a new direction" (p. 1). Yet America's high schools are "much the

same as they were 30 years ago"… especially on the measures of "a rich, flexible, interconnected curriculum, formation of community and a high degree of participation by students in all aspects of school life…" (p. 1). In 1983, a report released by the National Commission on Excellence in Education titled *A Nation at Risk: A Report to the Nation* stated that the educational systems of America needed to stem the "rising tide of mediocrity." According to one of the authors, "vast differences in educational opportunities still exist, and the neediest students are often the first to leave the system" (Bracey, 1998, p. 129). In the report *Re-defining the Problem*, it was stated that "America's economic security was threatened by a low-skill labor force that was no longer competitive in global marketplace" (Change Leadership Group, 2005, p. 1). Further, the authors of the report claimed that our efforts to reform or improve are "gradualist strategies to solve the 'slow moving' problem of the 'rising tide' when what is called for is more dramatic and systemic interventions commensurate with the challenge of a tidal wave" (Change Leadership Group, 2005, p. 3). *Breaking Ranks: Changing an American Institution* (NASSP, 1996) focused on reforms needed for public or private high schools of the twenty-first century. Olson (2004) summarized discussions from seven national conferences on the status of American high schools. She said that *Breaking Ranks* brought the issue of reform to the attention of national and state leaders. One of the stated goals in the report is to prepare students for post-secondary education. "An 18-year-old who is not college ready today has effectively been sentenced to a lifetime of marginal employment and second-class citizenship. The realities of today's economy demand not only a new set of skills but also that they be acquired by all students" (Change Leadership Group, 2005 p. 7).

Elmore (2002) warned that "changing structures does not change practice" (p. 1) and used the example that in high schools using block scheduling, studies showed that there is "no relationship between its adoption and outcomes that you can measure on student performance" (p. 1). He went on to state emphatically that

U.S. high schools... are probably either a close third or tied for second as the most pathological social institutions in our society after public health hospitals and prisons. There are problems in high schools that cannot be solved without making dramatic changes in structure, but in the vast number of cases there is no instrumental relationship between any change in structure, any change in practice and any change in student performance. (p. 1)

Change Leadership Group (2005) explained the nature of the American school system of public education, especially at the secondary level.

[The American high school] was deliberately designed to be a sorting machine. The industrial economy of the twentieth century needed only a very small number of college-educated citizens…. Throughout the twentieth century, students who dropped out of high school were able to seek and hold good, stable jobs that paid a middle class wage. (p. 12)

Yet with the changing economic demands and the need for a more educated work force, our system of education has gone relatively unchanged. The system has "never educated all, or even most, students to the standard of 'college-ready.'" The system has not failed; it continues to do what it was designed to do. "But if the results no longer meet our needs, it follows that the system does not either" (Change Leadership Group, 2005, p.13). "Urban high schools are often factories for failure. An estimated 40 percent

of urban students fail multiple classes in 9th grade, and in many cities 50 percent or more leave school without graduating" (Neild, Stoner-Eby and Fursenberg, as cited in Darling-Hammond and Ifill-Lynch, 2006, p. 8).

The Association for Career and Technical Education (ACTE) in their 2006 position paper stated that

Students with access to information technology and wireless communications can, in their out of school life, access information and learning on an anytime, anywhere basis. They can interact with commercial, learning, and gaming resources in ways that are highly individualized and customizable to their particular interests and tastes. Yet our industrial model of education continues to treat students as parts of a mechanistic system, expecting them to fit in to the system, rather that investing in them as uniquely gifted individuals. (p. 10)

According to data from the National Assessment of Educational Progress (NAEP), only 24% of 12th graders performed at or above proficient in writing for their grade level, while reading scores of 12th graders who scored "below basic" increased from 22 to 26 percent (Persky, Daane, and Jin, 2003). "More disturbing still are the data about the percentage of students who graduate from high school, the percentage who graduate 'college-ready,' and the persistent gaps in achievement among different ethnic groups" (Change Leadership Group, 2005, p. 2). Greene and Forster (2003) reported that "only about 70% of all high school students who started ninth grade in public schools actually graduated—a number substantially lower than what has been assumed in the past and well below the graduation rates of half a dozen other industrialized countries. The

graduation rate for White students was 72% 6, for Asian students 79%; but barely 50% of all Black and Latino students left high school with a diploma" (p. 2).

Elmore (2005) found in high performing, high poverty high schools that he studied, that such school were "not just different in degree from other schools, they were different in kind. Teachers in these schools internalized responsibility for student learning; they examined their practices critically, and if they weren't working, abandoned them and tried something else" (p. 1).

As the world market demands higher academic skills than ever before, teachers report an increasing difficulty in teaching today's students. "More than eight out of ten teachers in a recent study cite as a serious problem parents who fail to set limits and create a structure at home for their kids and who refuse to hold their kids accountable for their behavior or academic performance" (Change Leadership Group, 2005, p. 7). In contrast, a 1999 Public Agenda study stated that "75% of all parents reported being more involved in their children's education than were their parents." However, in the same report, less than one in four parents agreed that they "know a lot about how to motivate their own children" (Farkas, Johnson and Duffett, *Playing Their Parts: Parents and Teachers Talk About Parental Involvement in Schools*, as cited in Change Leadership Group, 2005, p. 8). Another study (Csikszentmihalyi and Larson, *Being Adolescent*, 1984, as cited in Change Leadership Group, 2005) gave the startling statistic that teens spend only "about five percent of their free time in the company of their parents—and the majority of that time was spent with their mother." With nearly 90% of all incoming freshmen expressing the desire to attend college (which drops to about 70% by their

senior year) they need a "closer relationship with teachers who can serve as academic coaches and advisors" (Change Leadership Group, 2005, p. 8).

<div align="center">Recommendations to Reform High Schools</div>

Personalize the Learning Environment

The importance of personalization in reform efforts was stated in the NASSP document in 2004. "Personalization is a necessity, if for no other reason than the fact that each individual student takes that state test, meets that required standard, performs in that demanded fashion, sinks that basket, sings that solo, writes that essay, solves that problem—one by one. A good school emerges from the creative weaving of distinctive parts into a whole cloth rather than from a mindless assemblage of discrete programs, each protecting its independence" (NASSP, 2004 p. XI).

A Report from the National High School Alliance (2005), *A Call to Action: Transforming High School for All Youth,* identified nine strategies for personalizing learning environments in high schools:

- Structure school size and schedules so that all students and all teachers are in small learning environments—ideally, 400 or less in a 9-12 high school.

- Develop academically rigorous curricula that meet or exceed standards, are relevant to real-world contexts, and build on student and community assets

- Build capacity of teachers to identify the needs of—and provide appropriate supports and accommodations for—multiple student populations.

- Establish teacher teaming and looping structures.

- Develop a personal leaning plan for each student.

- Work across the school system to address student needs at critical transitions, in particular the transition from the middle grades to high school and from high school to post-secondary education.

- Identify an advocate/advisor for each student and their family.

- Involve students in decision-making about their academic development.

- Build student capacity and provide opportunities for students to exercise leadership and civic engagement. (p. 5)

An NASSP (2004) report entitled *What the Research Shows: Breaking Ranks in Action*, discussed the importance of personalization. "Establishing and maintaining that environment implies not only ensuring that external factors support learning, but also providing students with appropriate supportive relationships critical to their intellectual growth, these supportive relationships personalize the educational experience and help identify early warning signs of student trouble-both academically and personal" (p.3).

Personalization refers to the structures, policies, and practices that promote relationships based on mutual respect, trust, collaboration, and support. Quality relationships form the foundations of a caring community where adults "meet learners where they are in terms of their capabilities, interests, attitudes, and other intrinsic considerations" (Adelman & Taylor, 2001, p. 19). Improving the quality of relationships among and between adults and young people should stand at the center of school improvement and instructional reform (Breunlin, Mann, Kelly Cimmarusti, Dunne, and Lieber, 2005, p. 24).

Hardin (2002) discussed the success of a high school that embraced personalization. In the formation of a new high school, the use of personalization

initiatives "ultimately led to increased academic achievement through peer and staff support. This approach to personalization could be adapted to meet the needs of any high school environment. Its basic premise—recognizing all students through an advisory program—is a concept intrinsic to the *Breaking Ranks* document" (p. 81). Gambone (2005) commented that improved relationships with adults at school result in positive outcomes in many aspects of students' lives, including economic independence, healthy relationships with family and friends, school success, and improved management of time and responsibilities. In their study, Gambone, Klem, and Connell (2002) found that "youth with high-quality supportive relationships early in high school were twice as likely as the average youth to have optimal developmental outcomes at the end of high school" (p. 34).

Research shows that eighth and ninth grade is a crucial time for teenagers. Isakson and Jarvis (as cited in Dedmond, Brown, and LaFauci, 2006) "have noted adjustment problems during this transition period that include decreases in grade point average, attendance, feelings of connectedness and co-curricular participation, and increases in anxiety concerning school procedures and older students, social difficulties and changes in relationships with parents" (p. 2). Research also indicates that "students who participate in transition programs that actively involve students, parents, and staff members are less likely to drop out of high school even when demographic and other information is held constant" (Smith, Hertzog, and Morgan as cited in Dedmond, Brown, and LaFauci, 2006, p. 2). The National Longitudinal Study of 1988 (as cited in Lan and Lanthirer, 2003) identified problems at school and with teachers as the most common reasons for dropping out of high school. Lan and Lanthier also found that dropouts had

lower academic performance, decreased motivation and an increased sense of isolation from the school environment." Feller (2003) declared:

> Although the concept of freshmen transitions has been around for quite some time, programs that incorporate the minimum of a year-long course and an application of skills to students' future careers are scarce. Successful programs are multi-dimensional. They have blended youth development approaches with contextual and authentic learning to include caring relationships, cognitive challenges, a culture of support, community, and connection to learning and career opportunities. (p. 262)

Clarke (2003), in his book *Changing Systems to Personalize Learning,* summarized the effect of personalizing schools. Efforts to make schools more responsive to the developmental needs of students will show the following attributes.

- Recognition: Personalized learning allows each student to earn recognition—largely from peers but also from teachers, parents, and school leaders. Personalized learning depends on earning recognition under expectations designed to allow all to succeed.

- Acceptance: Personalized learning depends on being able to gain acceptance within the whole school community for productive and distinctive achievements.

- Trust: Personalized learning depends on maintaining a wide range of opportunities for students to manage their own leaning and direct their own lives.

- Respect: Personalized learning allows students to earn respect from teachers and peers by asking their own questions and pursuing their own answers, even against the tide of opinions.

- Purpose: Personalized learning provides students with challenges that mirror the tasks and challenges of adult life.

- Confirmation: Personalized learning celebrates the unique achievements of individuals against broad standards shared by the whole community. (p. 12)

Create Smaller Learning Communities

In 2001 the United States Department of Education released a report, *An Overview of Smaller Learning Communities in High Schools,* which included this statement:

While many reform strategies have surfaced in our nation's schools, research to date has validated relatively few of them. One reform that continues to accumulate supporting research is the creation of smaller, more personalized high schools. Research and experience show that smaller learning communities can improve academic achievement for most students by contributing to a safer, more humane environment and a more positive educational experience overall. (p. 2)

The E3: Employers for Education Excellence project (2004), which is part of the Oregon Small Schools initiative, described personalization as a school enrollment of less than 400 students where student interests and passions drive learning opportunities and students from all cultural, racial, ethnic, socioeconomic, linguistic and special needs backgrounds develop meaningful, long term connections with peers and adults (p. 2).

The School Redesign Network report on Personalization (2006) agreed:

A high quality education starts with relationships. One of the major strengths of a small school is that it can personalize education by supporting the development of meaningful, sustained relationships among teachers and students. In study after study of successful small schools, students compare their school with a family rather than a factory and link their academic achievement to their caring relationships with teachers. Successful small schools typically have smaller classes for students and reduced pupil loads for teachers, so that the young people and the adults in the school are well-known to each other. (p. 1)

A report by Klonsky and Klonsky (1999) asserted that "high school students are more successful when they attend small schools, as measured by grades, test scores, attendance rates, graduation rates, drug and alcohol use, and school safety" (p. 38). While smaller schools per se will not increase student achievement and improved behaviors and attitudes toward school, "smaller, more personalized learning structures provide fertile soil for other high school improvement" efforts. "Making schools smaller is the first step toward enhancing school conditions and improving student outcomes" (Wood, as cited in United States Department of Education, 2001, p. 2). Because building physically small schools to replace the large schools common in many urban and suburban areas is cost prohibitive, creating "schools within a school" has become a common effort. Supported by Smaller Learning Community grants from the United States government, "smaller communities within large schools…sets the stage for students achieving to higher standards, as it helps students stay in school and participate more fully in the school community" (United States Department of Education, 2001, p. 3). These efforts strengthen interpersonal relationships between students and staff.

In a small school, every student has the opportunity to develop personal

relationships with small groups of peers and teachers. When appropriate

structures and strategies are in place, even students in large buildings and large

schools can gain the advantages of a small school. (p. 3)

Multiple studies have associated small schools with positive attitudes toward

school, positive connection to peers, and reductions in high-risk behaviors, gang

participation, acts of violence, drug abuse, truancy, and dropping out of high school

(McNeely, Nonnemaker and Blum, 2002, and Cotton, 1996, as cited in U.S. Department

of Education, 2001).

Adelman and Taylor (2001) take the position that "Quality relationships form the

foundation of a caring community where adults meet learners where they are in terms of

their capabilities, interests, attitudes, and other intrinsic motivational considerations (p.

19).

Student "anonymity" has been the most consistent criticism of America's high

schools (NASSP, 2006, p. XI). Adelman (as cited in Rhode Island Department of

Education, 2004, p. 40) stated that "the anonymity some students feel in school settings

can be overcome by personalizing teaching and learning and recognizing students as

involved partners in their own learning. Most importantly, personalization strategies can

overcome barriers to learning. "Personalization strategies assist student in developing

their own skills for directing their leaning and ease the transition between the dependence

of the child and the autonomy of the adult" (Rhode Island Department of Education,

2004, p. 3). A high school in Baltimore, MD, restructured its 2170 student and 110

faculty members into five schools within a school. The restructuring also included other

elements of school personalization such as interdisciplinary teaching teams, block scheduling, after hours academic help, and professional development. Two years after the restructuring, "overall climate had improved dramatically, as had teachers' and students' perceptions of the school. Attendance and promotion rates had also risen" (Legters, as cited in U.S. Department of Education, 2001).

The simple fact that most high schools are not very personal suggests that personalization is not easily achieved. Schools don't intentionally make themselves impersonal—they remain impersonal simply because there are so many obstacles to personalization. Pockets of constraint can be found among students, teachers, and administrators and in the community (p. 12).

Economic constraints can affect class size and teaching loads, however, making it difficult for teachers to know their students. "Overburdened teachers may meet with five or six large classes a day. And poor teaching and learning conditions often convince students that they cannot learn" (Darling-Hammond and Ifill-Lynch, 2006, p. 9). Making the large, comprehensive high school smaller by introducing "houses" or an advisory system requires massive reorganization that teachers and administrators might both resist. Societal values can also make personalization difficult. For students to collaborate with and respect each other, they must learn to reach beyond the preoccupation with self that is so much a part of a competitive, materialistic society (Breunlin et al., p. 7).

Low performing high schools are often plagued by a number of obstacles to improvement, among them the difficulties in creating a personalized environment (Quint, 2006). According to this author, "…personalization and instructional improvement are the twin pillars of high school reform. The research…suggests that transforming schools

into small learning communities and assigning students to faculty advisors can increase

students' feelings of connectedness to their teachers" (p. 2). Students behind

academically when entering high school can make better progress, according to Quint, if

they receive "special support, including caring teachers" (p. 3). She also alleged that

"Changes in structure and functioning can help remedy the impersonality of large high

schools" by creating small learning communities that will help the students feel " that

their teachers know and care about them" (p. 3). Cushman (2004) said that "students

who have developed a strong relationship with teachers and other faculty based on

mutual respect are most likely to perform well academically and act responsibly."

Kuperminc, Leadbetter, Emmons, and Blatt (1997) concurred that a positive school

climate "has been associated with fewer behavioral and emotional problems for students"

(p. 87).

In *Horace's Hope*, Sizer (1984) contended,

There is much more to the whole matter of scale. It is that every school itself has

to be of human scale—a place where everyone can know everyone else…. Human

scale is only the beginning. The culture of the place is also critical, [reflecting]

the dignity deserved by teachers as well as students. (p. 6)

Reducing school size is a worthy effort only when it is one element of

comprehensive school reform along with personalization efforts, "specifically designed to

personalize the learning experiences and take advantage of the flexibility small schools

offer" (U. S. Department of Education, 2001, p. 15).

Sinner (2004) noted, "The success of every school, and arguably, all other human

organizational settings, depends on personal relationships" (p. 37). One strategy

suggested in the *Breaking Ranks II* (NASSP, 2004) report that would address relationship building would be the scheduling of all students and staff to an advisory period that would provide the structure to allow for interaction between these two groups. Stevenson and Ellsworth (1993) and Carley (1994) identify poor relationships with teachers as a causal factor in dropping out. Studies show that students of all ages and backgrounds, even those who seem detached, want a teacher who cares about them (Bernard, 1996). Students with behavioral problems and/or learning difficulties often feel embarrassed and humiliated and eventually make the choice to drop out. "They come to believe that they are unliked, unwelcome, and incapable of succeeding in school" (Jordan, McPartland, & Lara, 1999, p. 1).

The Educational Research Service (ERS) (1997) defines a caring school as "a community that insists on respect for all members. It fosters meaningful student-to-student and student-to-adult relationships and celebrates each individual's abilities" (p. 22). Having an adult advocate system ensures that at least one adult knows each student well.

> Teachers, counselors, community volunteers, and other schools staff can fulfill this 'caring adult' role, helping personalize students' experiences in event the largest schools. By meeting with 15 to 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." (U.S. Department of Education 2001, p. 7)

Wagner (as cited in Darling-Hammond and Ifill-Lynch, 2006) discussed the organization of schools and the impact on relationship building saying, "Schools that

through size, organization, and scheduling, create barriers to the development of relationships between students and adults, promote a culture of elitism in which only a few are considered 'shining stars' and others remain anonymous. Beside block scheduling and double periods to extend learning time, successful schools have added 'advisory periods' during which students work under the watchful eye of the advisors" (p. 12). These advisors, in a variety of settings, such as Saturday sessions, after- and in-school programs and weekday breakfast clubs, provided dedicated time and personalization.

While teacher advisories are not common, Dale (1995) and Wasley, Hample, and Clarke (1997) concurred that students benefit from the personal attention received by working in small groups with a teacher advisor. School leaders have looked at such things as Schools within a School (SWS) and interdisciplinary teaming when implementing initiatives to reduce school size or to establish structures to support a more personalized school. George and McEwin, Kolman, and Spies (as cited in Spies 2001) found that "in high schools across the country interdisciplinary teams are increasingly being implemented as potentially powerful tools of reform" (p. 54). The use of interdisciplinary teams was supported by several of the *Breaking Ranks* (NASSP, 1996) recommendations for high school reform in the twenty-first century and by the U.S. Department of Education's high school reform initiative called *New American High Schools* (http://www.ed.gov/offices/OVAE/nahs/index.html). The United States Department of Education (2001) reported studies on Smaller Learning Communities by George and McEwin and Legters, confirming that academic teams of teachers can personalize the learning environment by sharing an integrated view of a student's

progress. Teams can build a sense of community into the school, enabling students to learn more so they can meet higher standards (p. 8).

Brophy (1979) showed that teachers who believe strongly that their students are capable of learning new skills or subject matter are more likely to be successful in increasing student learning. Sabine's 1977 research (as cited in Alexander, 1992) demonstrated that students "prosper under two teacher characteristics: teachers challenging students and teachers caring for students" (p. 1). Alexander also cited a study by Lunenburg and Schmidt (1998) that defined quality of life in school as "the student's satisfaction with school, commitment to class work, and students' reactions to teachers" (p. 1).

In Lunenburg and Schmidt's (1998) research, the custodial pupil control ideology, defined as disinviting teaching, was related to unfavorable quality of school life. In contrast, humanistic or inviting teaching was correlated to favorable quality of school life. These studies showed a relationship between "humanistic school and classroom robustness, less rejection and hostility, less student alienation and more teacher motivation" (Alexander, 1992, p. 1). In the book *High Schools on a Human Scale*, Torch (2003) described the schools as "small personal educational settings…where the anonymity and incoherence of comprehensive high schools has given way to a powerful sense of community and a strong commitment to academic rigor" (p. 2).

Many of the recommendations made in *Breaking Ranks* (NAASP, 1996), such as smaller schools and closer relationships between students and teachers, are similar to those made more than a decade ago in *Turning Points: Preparing Youth for the 21st Century* by the Carnegie Council on Adolescent Development. The work of Sizer and

the Coalition of Essential Schools (CES; 1984) is also well represented in *Breaking Ranks*. "Since they have direct bearing on intellectual, interpersonal and organizational processes, CES work at all levels should be of a size and scale to allow for personalization" (United States Department of Education, 2001, p. 9). Some have claimed that these works only suggested changes in structures of schools.

A United States Department of Education publication stated:

Smaller learning communities benefit students, teachers and parents by making effective communication easier, offering opportunities for collaboration, and encouraging meaningful relationships between student and adults. Research confirms that smaller schools are more productive and safer because they can address students' needs more personally, reducing feelings of alienation, and connecting students with caring adults. All of these conditions create an environment that contributes to positive student outcomes: higher student achievement, improved attendance and graduation rates, and reduced violence and disruptive behavior. (2001, p. 10)

Build Relationships

Research has also shown that students, particularly those who are disadvantaged, are more positive about school and show higher academic achievement in smaller learning communities (Fowler, 1992; Farber, 1998). "There is general agreement on the importance of positive social relations for adolescents' academic and social development and little dispute that the high school should be a major locus for generating and sustaining supportive relationships" (Lee, Ready, and Johnson, 2001, p. 366). "By viewing time as expandable, many schools move beyond an attitude of 'just getting it

done' and instead, hold all students to high standards of quality in their work" (Darling-Hammond and Ifill-Lynch, 2006, p. 12).

In the discourse surrounding high school reform, much attention is being paid to the "rigor and relevancy" of the new 3 R's. Accountability standards as shown on standardized tests, college readiness assessments, and work-based skills tests are examples of the emphasis on these two components of school reform. Relationships, however, "are one of several 'immeasurables' that policymakers rarely factor into the equation to assess student progress of school improvement. Relationships are often treated as secondary to test scores, policy prescriptions, and budgeting priorities. Yet research suggests a strong association between student-adults relationships and student retention, achievement and aspirations, especially in an urban context" (Stanton-Salazar, 2001, Valenzuela, 1999 in Rodriguez, 2005, p. 78).

The Principal's Handbook (NASSP, 2002) cites a study by Lewis, Shaps and Watson (1996) that found that "warm and supportive relationships make it easier for students to take the risks that are so critical to intellectual growth" (p. 22). Perry (as cited in NASSP, 2002) said, "Supportive relationships also reduced discipline and absenteeism problems, which also affects student learning" (p. 22). Sergiovanni (1999) concurred that "the principal's greatest challenge and primary responsibility is to develop a caring community in the school, a place where strong character emerges from shared purpose that allows and encourages students to be successful learners" (p. 10).

Students' academic achievement in small schools is equal to or higher than their achievement in larger schools. The findings on academic achievement are equally divided; approximately half the studies show that students do equally as well in

small schools as in larger ones; while the other half finds students in small school

do better on measures such as school grades, test scores, honor roll membership,

subject-area achievement, and higher-order thinking skills assessments. (Cotton,

as cited in U. S. Department of Education, 2001, p. 13)

Researchers concur with the view that school size has an indirect effect on student

learning by eliminating some obstacles to developing community (U. S. Department of

Education, 1999). "Conditions that promote student achievement, such as teacher

collegiality, personalized teacher-student relationships, and less differentiation of

instruction by ability, are more often found and sustained in small schools than in larger

ones" (U. S. Department of Education, 2001, p. 14).

As the academic achievement expectations have increased, the school has also

taken on many nontraditional roles. While still focusing on academic achievement,

schools in many cases also provide day care, character education, and community, social,

and medical services. These added functions require school personnel to encourage,

establish, and maintain close relationships with parents and community stakeholders. In

their study *First Things First*, Connell and Broom (2004) claimed that "more long-

standing, respectful, and mutually accountable relationships among students and adults at

school and among students…allowed schools to build a platform upon which their core

work-teaching and learning can be strengthened" (p. 1).

Epstein (1996) stated that "school-family-community connections are now

viewed as one of the components of school organization that may help to promote student

leaning and success in school" (p. 209). Hickman, Greenwood, and Miller (1995) stated

that "there is a strong relationship between parent involvement at the high school level

and success of students" (p. 127). In *What the Research Shows* (NASSP, 2002, p. 74), the concluding implications of this connection show that

> Significant evidence points to the critical role of family involvement in student achievement. Among the benefits are higher grades and test scores, better attendance and homework completion, fewer placements in special education, more positive attitudes and behavior, higher graduation rates, and increased enrollment in postsecondary education. It would be difficult to find more compelling benefits than these. (p.74)

The traditional model for many parents has been more hands-off as students go from elementary to middle school to high school. The research suggests, however, that the participation of parents at the high school level is critical.

Breaking Ranks (NASSP, 2004) offers "Seven cornerstone strategies to improve student performance."

1. Establish the essential learning a student is required to master in order to graduate, and adjust the curriculum and teaching strategies to realize that goal.

2. Increase the quantity and improve the quality of interactions between students, teachers, and other school personnel by reducing the number of students for which any adult or group of adults is responsible.

3. Implement a comprehensive advisory program that ensures that each student has frequent and meaningful opportunities to plan and assess his or her academic and social progress with a faculty member.

4. Ensure that teachers use a variety of instructional strategies and assessments to accommodate individual learning styles.

5. Implement schedules flexible enough to accommodate teaching strategies consistent with the ways students learn most effectively and that allow for effective teacher teaming and lesson planning.

6. Institute structural leadership changes that allow for meaningful involvement in decision making by students, teachers, family members, and the community and that support effective communication with these groups.

7. Align the school-wide comprehensive, ongoing professional development program and the individual Personal Learning Plans of staff members with the content knowledge and instructional strategies required to prepare students for graduation. (p. 6)

Generate a Positive School Climate

Breunlin, Mann, Kelly, Cimmarusti, Dunne, and Lieber (2005) contended that What is taught is often not as important as the environment in which teaching and learning take place. The solution that is often proposed is to make high schools more personal. Research indicates that for adolescent learners, personalizing the environment contributes to greater motivation, increased attachment to leaning and improved achievement, especially for those students who are less successful or feel more alienated. (p. 24)

"School environment is the framework upon which education excellence depends. High absentee rates and excessive discipline issues affect those students who are not focused on learning, as well as those who are trying to learn." (NASSP, 2002, p. 23) "Personalized learning environments support all students' achievement in meeting high academic standards and successful quality post-secondary transitions by designing

curriculum, support structures, and a learning climate focused on student needs and development" (Institute of Educational Leadership, National High School Alliance, 2005, p. 4). While a universally accepted definition of "personalized learning" may not exist among high school educators, The National High School Alliance offers a definition:

An academically rigorous curriculum; instruction that is relevant to real-world contexts and that builds upon student and community assets; a network of adults who work together and with students to access the necessary academic and social resources; interaction among and between adults and students defined by trust, respect, open communication, and clear, shared expectations; and a safe and welcoming climate. (p. 4)

Linking school climate to student achievement, Sergiovanni stated that

School effectiveness can be broadly defined as achieving higher levels of pedagogical thoughtfulness, developing relationships characterized by caring and civility, and achieving increases in the quality of student performance. The relationship between school character and this definition of school effectiveness has been well documented. (p. 12)

The National Commission on Excellence in Education issued its prominent report *A Nation at Risk* (1983) and asserted that the United States' preeminence in commerce, industry, science and technological innovation is being overtaken by competitors throughout the world, because the country has lost sight of the basic purposes of schooling" (p. 5). One marked shift in emphasis between the two reports is the "prominence given the advice regarding school climate" (Rotoli, 2003, p. 1).

Cohen, Fisher, and Shapiro (2006) referred to a 2001 study by Learning First Alliance, which indicated that "school climate has a significant effect on [the students] ability to learn and develop in healthy ways" (p. 27). These authors also cited studies by Berkowitz & Bier (2005) and Freiberg (1999) that "connected positive school climate with a range of positive effects for students, from fewer disciplinary incidents to improved academic performance" (p. 27).

Research done by Gay (2002) indicated that "the tone of the educational setting has an astounding effect on student performance. Cold, threatening climates are likely to hinder academic performance… while warm, supportive climates have been found to be a contributing factor in the success of students…" (p. 613).

Specific research on school climate in high-risk, urban environments indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students (Haynes and Comer, 1993). Furthermore, researchers have found that positive school climate perceptions are protective factors… and may supply high-risk student with a supportive learning environment yielding healthy development, as well as preventing antisocial behavior (Haynes, 1998, Kuperminc et al., 1997). School climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behavior (McEvoy and Welker, 2000). A positive and supportive school climate has also been shown to help ease the transition to new school buildings (Freiberg, 1998). Manning and Saddlemire (1996) concluded that aspects of school climate, including trust, mutual respect and obligation, and concern for other's welfare, have benefits for not only

the students but also for the faculty and staff and positively affects "the learner's academic achievement and overall school progress" (p. 41).

Additional research-based interventions include creating a supportive atmosphere in school and classrooms, working to increase an internal locus of control, teaching study skills and time management, improving communication between middle and high school and between parents and teachers, and building a sense of community within schools (Akos and Galassi, 2004; Lan and Lanthier, 2003). The sense of community developed is extremely important because when youth are provided with a nurturing environment and have access to adults outside the immediate family, the effects on the educational process and personal growth are positive (Israel, Beaulieu, and Hartless, 2001). "A supportive environment enhances students' sense of belonging, ownership of learning, recognition of good choices and the ability to make good choices" (NASSP as cited in Dedmond, Brown and LaFauci, 2006, p. 5.)

Hoy and Miskel (2001) defined school climate as a "relatively enduring quality of the school's environment that is experienced by participants, affects their behavior, is based on their collective perceptions of behavior in schools" and is commonly referred to as the personality of the school (p. 190). Schools with an open climate tend to be healthy, and, conversely, healthy schools tend to have an open climate (Hoy and Miskel, 2001). Healthy schools maintain a balance between tasks to complete and relations among those in the school (Imperial, 2004, p. 8). Students in a healthy school have a respect for learning, are motivated to learn, and are less likely to alienate students (White, Sweetland and Hoy, Fraser, Smith, and Goddard as cited in Imperial, 2004, p. 8). Whereas particular facets of school climates have been linked to academic achievement (Sweetland and Hoy,

2000; Smith, 2002; Goodard, Sweetland, and Hoy, 2000), "investigating a school's climate would be a logical starting point for measuring a school's effectiveness…" (Hoy, Tarter, and Kottkamp as cited in Imperial, 2004, p. 10).

Freiberg (1998) noted, "School climate can be a positive influence on the health of the learning environment or a significant barrier to learning" (p. 22). Organizational health dimensions have been "strongly related to student achievement" (Hoy, Tarter, and Kottkamp, 1991, p. 137). "Additionally, [the dimensions] continue to be strongly related to student achievement even after controlling for the socio-economic status (SES)" (Imperial, 2004, p. 9).

Among the indicators of a healthy organization are

- Improved attendance, retention, and graduation rates

- Improved local, state, and national assessment scores

- Improved post-secondary success

- Higher achievement overall by traditionally underserved populations (i.e., non-white, female, special needs, disadvantaged, at-risk, gifted)

- More instances of student achievement being highly valued and publicly celebrated (adapted from Klonsky, 1995, in Rhode Island Department of Education, 2004, p. 15).

Haplin (as cited in Hoy, Tarter, and Kottkamp, 1991) stated, "We cannot rule out the possibility that climate-profiles may actually constitute a better criterion of school effectiveness than many measures that already have entered the field of educational administration and now masquerade as criteria" (p. 46). Sergiovanni (1995) suggested that climate pervades the entire composition of the school. He argued that climate sets

the tone for accomplishing goals, determines the attitudes for professional growth, and is a factor in developing open communication that can promote positive human relations.

Develop Effective School Leadership

Purkey and Smith (1983) suggested, "Bargaining, collaboration, and participatory decision-making on a collegial basis are means by which an effective school climate could develop over time" (p. 447). After reviewing numerous studies, Purkey and Smith summarized their findings by suggesting that effective schools are characterized by high staff morale, a considerable degree of control by the staff over instructional and training decisions, clear leadership from the principal, clear goals for the school, and a sense of order in the school.

If climate is an important component of effective schools, it would be important to identify a school climate tool. Haplin and Croft (as cited in Hoy, Tarter, and, Kottkamp, 1991) developed an instrument to assess the climate of secondary schools (see Appendix B).

In the development of the secondary school climate instrument (OCDQ-RS), Hoy, Tarter, and Kottkamp (1991) identified four factors that determine the openness of secondary school climate. The factors are (a) supportive principal behavior, (b) directive principal behavior, (c) engaged teacher behavior, and (d) frustrated teacher behavior. The supportive principal is characterized by setting a good example through hard work, motivating teachers by constructive criticism, and being helpful and trustworthy. If a principal's behavior is directive, the principal is in close and constant control of all teachers and school activities down to the smallest detail (Hoy & Tarter, 1997; Hoy,

Tarter, & Kottkamp, 1991). Directive principals are seen to inhibit the openness of the school climate.

Engaged teacher behavior reflects high morale among the faculty, trust in each other, and a commitment to the success of all students. Frustrated teacher behaviors leads to a faculty that feels burdened with routine administrative paperwork and responsibilities not related to teaching (Hoy & Tarter, 1997; Hoy, Tarter, & Kottkamp, 1991). Frustrated teacher responses are seen as contributing to a closed school climate.

In general, teachers and principals report an open school climate in schools where they are engaged in authentic, energetic, goal-oriented and supportive behaviors in which satisfaction is gained from task completion. Open principal behavior is reported where there are genuine relationships between the principal and the teaching staff and where the principal creates a supportive environment, encourages teacher participation, and allows for a high degree of control by staff over instructional and teaching issues. Principal behavior that frees teachers from routine busy work so they can concentrate on teaching also helps build a positive and open school climate.

It is important to understand that the principal is *"the principal teacher,* the first among many—part of a team of professionals"* (Sizer, as cited in *Breaking Ranks II*, NASSP Forward, p. XI). Clear leadership by the principal, focused goals for the school and a sense of order orchestrated by the principal are all seen as helping to establish a sense of openness in the school climate (Hoy, Tarter, & Kottkamp, 1991).

 "A positive and supportive school environment is perhaps the most basic and fundamental necessity," reported the NASSP (2002) in their publication, *What the*

Research Shows: Breaking Ranks in Action (p. 21). The original 1996 *Breaking Ranks* report suggested the following guidelines for the staff of a high school:

- Advocate and model a set of essential core values.

- Acknowledge multiple talents and ways of learning.

- Establish a personal adult advocate program to help students personalize their own educational experience.

- Accord meaningful roles in decision-making to students, parents, and staff to promote an atmosphere of participation, responsibility and ownership.

- Ensure that any student who brings a weapon, sells illegal drugs, or behaves violently in the school will forfeit the right to attend that particular school.

- Help warrant that contracts and other agreements consider the best interests of students.

- Ensure clean, attractive, safe, and well-equipped facilities.

Of the major recommendations related to this study, *Breaking Ranks* recommends that the school environment be a climate conducive to teaching and learning. The leaders and staff of the school are urged to "reach out and form alliances on behalf of the students with parents, public officials, community agencies, business representatives, neighboring schools and others on the outside" (Miller, 2001, p. 2).

In using these practices, leaders and teachers will address the six developmental needs of their students.

- Voice—the need to express their personal perspective

- Belonging—the need to create individual and group identities

- Choice—the need to examine options and choose a path

- Freedom—the need to take risks and assess effects

- Imaginations—the need to create a projected view of self

- Success—the need to demonstrate mastery

(Clark and Frazier, as cited in *Breaking Ranks II,* (NASSP, 2004, p. 70)

Considering all of the recommendations of research studies and reports, "it would be difficult to find a school that is not trying at least some part of this reform plan, whether consciously or not. Systematic and comprehensive use of the recommendations is much less common" (Miller, 2001, p. 1).

According to the NASSP (1996) *Breaking Ranks: Changing an American Institution,*

> If one theme could be extracted that is overarching and paramount, it is a message that the high school of the 21st century must be much more student-centered and above all much more personalized in programs, support services, and intellectual rigor. (p. vi)

To these ends, the following recommendations from *Breaking Ranks* have been established to assist school leaders develop a more student-centered and personable school.

- High schools will create small units in which anonymity is banished.

- Each high school teacher involved in the instructional program on a full-time basis will be responsible for contact time with no more than 90 students during a given term so that the teacher can give greater attention to the needs of every student.

- Each student will have a Personal Plan for Progress that will be reviewed often to ensure that the high school takes individual needs into consideration and to allow students, within reasonable parameters, to design their own methods for learning in an effort to meet high standards.

- Every high school student will have a Personal Adult Advocate to help him or her personalize the educational experience.

- Teachers will convey a sense of caring so that students will feel that their teachers share a stake in student learning.

- High schools will develop flexible scheduling and student grouping patterns that allow better use of time in order to meet the individual needs of students and to ensure academic success.

- The high school will engage students' families as partners in the students' education.

- The high school community, which cannot be value-neutral, will advocate and model a set of core values essential in a democratic and civil society.

- High schools, in conjunction with agencies in the community, will help coordinate the delivery of physical and mental health and social services for youth.

<div align="center">Summary</div>

In summary, the literature described the current view of American high schools as plagued by unacceptable drop-out rates and reports of students being unprepared for post-secondary education. Recommendations related to the reformation of high schools were reviewed, including the concepts of personalizing the learning environment, creating

smaller learning communities, building relationships, generating a positive school climate, and developing effective school leadership. Subsequent chapters will include the research design and methodology; a summary of the results, conclusions, implications of the study; and recommendations for further research topics.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Despite the call for reform at the high school level and the abundance of recommendations for school reform, little research has been done to determine whether or not there is a relationship to improved school climate when recommendations to personalize high schools are implemented.   The environment of the school has been, and continues to be, associated with student achievement (Frasier, 2001, White, 1993).

Bulach (2001) states that the "secret for successful change in a school is to identify the existing school culture and reshape it" (p. 8). Patterson (2000) claimed that "for significant change [to take place], the school's culture must be fully and intentionally developed" (p. 3). Further, he declared,

> Substantive change has the potential to increase student achievement over time and engage students in ways that keep them in school and turn them into self-directed and lifelong learners. But even change that meets these criteria is likely to fail because, in most schools, it occurs without first establishing a foundation on which change can be initiated and sustained. (p. 3)

Over the past decade, many studies have focused on "documenting the positive and negative influences of school leaders upon school cultures and performance" (Day, Harris, & Hadfield, 2001, p. 39). Good schools are the product of good administrators. As simple as the connection seems, "empirical demonstrations of direct administrative influences on student achievement has been elusive" (Hoy, Tarter, & Hoy, 2006, p. 425).

According to Hallinger and Heck (1996), although there is a strong belief that principals have an impact on schools, there is little empirical data for verification. In a study by Witziers, Bosker, and Kruger (2003), the researchers noted that the principal's behavior might indirectly affect student achievement through school climate and school organization. This indirect relationship is worthy of further study.

The purpose of this study was to determine what relationship exists between the level of implementation of personalization recommendations from *Breaking Ranks* and school climate. The purpose of this chapter is to present the methodology used to address the research questions presented in Chapter I. Included are sections that address research design, selection of the sample, selection of the instruments, procedures, data analysis, and importance of the findings.

<div align="center">Research Design</div>

Two research questions formed the framework for this study,

1. To what extent have administrators of selected Michigan high schools used the *Breaking Ranks* recommendations and implemented programs, structures, or other initiatives to personalize their schools?

2. If efforts to personalize their school have been taken, what relationship, if any, was found between those efforts and school climate?

The results from the surveys for question 1 are shown as descriptive data in the form of frequency tables in Chapter IV.

The following null hypothesis was investigated, and any differences were tested for significance ($p < .05$).

There is no statistically significant relationship between changes made by high school staff to personalize their school and improvements in school climate as reported by a member of the school staff.

The researcher used a nonexperimental, correlational design in this quantitative study to examine the relationship between efforts to personalize high schools and the effect on school climate. According to Johnson (2001), the purpose of correlational research is to examine relationships and make predictions. In addition, the researcher examined the relationship between the independent variable of personalization efforts and the dependent variable of staff perception of school climate.

Selection of the Sample

Of the 43 high schools in the Ottawa Kent (OK) Athletic Conference in Western Michigan, 23 high schools designated as Class B (student enrollment of 507-1054) were selected as the locations for this study. One principal and one staff member, chosen by the principal, from each of the high schools, were invited to participate in the research. The principal was asked to choose a teaching staff member who was a member of the school improvement team or leadership team or a staff person who was involved in some aspect of reform or leadership at the school.

Instrument Selection

Principals were asked to complete a survey instrument that included each of the recommendations and strategies pertinent to personalization and relationships found in the *Breaking Ranks* report (See Appendix A). A staff member was asked by the principal at each participating school to complete the 34-item Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS) developed by Hoy, Tarter, and Kottkamp (1991) to identify factors that influence the openness of secondary school climate and to assess the perception of school climate (See Appendix B).

Limitations and Delimitations

This study was limited to the honest survey responses of the principals and teachers and did not attempt to account for differences in personal or professional conflicts between the teachers and principals. Additionally, the study was limited to the principal's distribution of the school climate survey (OCDQ-RS) to a member of the teaching staff knowledgeable of the school improvement process. Data were collected during the 2006-07 school year, and only schools that returned both surveys as a "pair" were used in the data analysis.

Procedures

Permission to conduct the study was granted by the Institutional Review Board for Human Subjects Research at Eastern Michigan University (see Appendix E). All data were collected during the 2006-2007 school year. Permission to use the Organizational

Climate Description Questionnaire for Secondary Schools (OCDQ-RS) was received from Dr. Wayne Hoy via email.

A packet of materials, including an explanation of the study, copies of each survey instrument, a consent letter, a letter confirming that the research was properly authorized by Eastern Michigan University, and a cover letter that assured confidentiality, was sent to principals of the participating high schools with a request for their participation.

Principals were asked to respond to the *Breaking Ranks* Survey with their overall perceptions of implementation of the recommendations and specific strategies used to implement recommendations. Further, principals were asked to give the OCDQ-RS survey instrument to a member of the teaching staff, such as a person on the school improvement or leadership team, to assess his or her perceptions of school climate.

Completion of the surveys was voluntary. A self-addressed stamped envelope was provided for each of the surveys so that each could be returned separately to the researcher. Each instrument was coded for ease of identification. Follow-up letters and e-mails were sent to encourage completion of the surveys. Only data from schools that returned both the Breaking Ranks survey and the OCDQ-RS survey were included in the analysis.

Data Analysis

Coded return envelopes facilitated the pairing of principals' and staff members' surveys. The data analysis using SPSS, version 13 software included only the paired responses. A Spearman Rho correlation statistical method was used to examine the relationships between the ordinal data items on the *Breaking Ranks* Survey (BRS) and the School Climate Survey (SCS). Each item on the BRS and the SCS was examined with a

crosstab procedure, and a Spearman correlation was calculated for each pairing. In data where the rank of each response is important information, the Spearman correlation is the appropriate nonparametric equivalent to the Pearson correlation. "The Pearson correlation coefficient is calculated using the actual data values. The Spearman correlation coefficient replaces the actual data values with ranks" (Norusis, 1999. p. 365). The bivariate correlation of both the Pearson and Spearman correlation coefficient measures the direction of the association (+ or -), the significance of the association ($p<$ .05), and the strength of the association (how close r is to -1 and +1).

In the *Breaking Ranks* Survey the data were coded for each recommendation. Each recommendation has a Level of Involvement ranging from zero to three, coded as follows:

0- Not Applicable

1- Planning some strategies

2- Just beginning some strategies

3- Highly successful

Each recommendation also included several strategies for implementation. These strategies were also coded using a four-point scale. The higher the number reported the more likely the strategy was used in their school to implement the recommendation made by *Breaking Ranks*. Responses for each strategy were coded as follows:

0- No response

1- NA- Missing and not needed

2- No- Missing but needed

3- Yes- In place and ongoing

In the School Climate Survey (OCDQ-RS), the data were coded under each survey item, SCS 1-34. Some of the items were reverse coded to make all items positive for later analysis. In addition to the above coding, seven SCS variables were created from the SCS items. Each variable represented one of seven aspects of the School Climate Survey:

1. Teacher Work Load (WL)

2. Teacher to Teacher relationships (T/T)

3. Teacher personal attitude (T)

4. Student qualities perceived (S)

5. Teacher to Student relationships (T/S)

6. Principal to Teacher relationships (P/T)

7. Principal qualities (P)

For the purpose of this study, only the school climate variables pertaining to Teacher to Student relationships (T/S), Principal to Teacher relationships (P/T), and Principal Qualities (P) were used. Although the other four variables may have an impact on the perceived overall climate of the school, as reported by the staff member, the focus of this study was to look at the perceived qualities of the principal and the relationships between the principal and teachers and between teachers and their students.

Validity and Reliability

Validity is generally defined as the trustworthiness of inferences drawn from data (Eisenhart & Howe, as cited in LeCompte, Millroy, and Preissle, 1992). Reliability is

another factor in determining the quality of a study. Reliability refers to the consistency of the study (Guba & Lincoln, 1989).

In this study, as a result of the consistency of the procedures, participant sampling methods, and selection of survey instruments, the results should be valid and reliable. Selected high school principals and teachers, all from the same geographic region, completed the same surveys. As a result, study results may be generalized to schools of similar size and demographics.

In the development of the secondary school climate instrument (OCDQ-RS), Hoy, Tarter, and Kottkamp (1991) identified factors that determine the openness of secondary school climate and tested each of these factors for reliability. Additionally, analysis of several samples of the instrument supported the construct validity of the concept of organizational climate and the predictive validity of the instrument has been supported in many studies (Hoy, Tarter, and Kottkamp).

The *Breaking Ranks* questionnaire, adapted from *Breaking Ranks II: Strategies for Leading High School Reform* (NASSP, 2004), was used to gauge the level of implementation of the *Breaking Ranks* recommendations and accompanying strategies. This instrument was used to gather the information as perceived by the school principals of the implementation levels at their schools.

<div align="center">Importance of Findings</div>

Schools with an open climate tend to be healthy (Hoy & Miskel, 2001); and dimensions of school health have been "strongly related to student achievement" (Hoy, Tarter, & Kottkamp, 1991, p. 137). Cold, threatening climates hinder academic

performance, whereas warm, supportive climates contribute to the success of students (Gay, 2002). Research has concluded that principals have a key role in influencing the climate of the school (Day, Harris & Hadfield, 2001). School climate research indicates that positive interpersonal relationships for students in all demographic environments can increase student achievement and reduce negative or unproductive behaviors (McEvoy & Welker, 2000). Cotton (2001) found that student achievement in smaller, more personal schools was better than or equal to that in larger schools, along with graduation and attendance rates, preparation for college, and fewer incidences of negative behaviors.

High school principals have a complex task and responsibilities ranging from budgets to student achievement and staff and student morale. The findings of this study could lead to increased efforts from school leaders and staff to implement changes, making their schools more personal and developing structures that allow for the building of strong interpersonal relationships between and among students and staff. Ultimately, the result should be an improved learning environment for students and staff and increased student achievement.

<div align="center">Summary</div>

The methodology of the study used to address the research questions was described in this chapter, including discussion of the research design, instrument selection, sample selection, procedures for gathering data, and the importance of the findings. Results of the study will be presented in Chapter IV, followed in Chapter V with the summary, conclusions, implications, and recommendations of the study.

CHAPTER IV

RESULTS

As school leaders are held more accountable for student achievement, primarily

defined as higher test scores, the challenge of developing relationships and a more

personalized environment may diminish as a high priority for school principals. There is

a link between student achievement and the relationships with adults in a school building

(Bryk & Schneider, 2002). Therefore, relationships cannot be devalued or ignored as a

variable in school effectiveness.

> In an era of accountability when student achievement is paramount, and evidence
>
> of the effects of principal leadership on student achievement continue to
>
> accumulate, it is not enough to just know what is *important*; principals must also
>
> know what is *essential.* (Waters & Grubb, 2004, p. 1)

Correlational research reveals links, not causality. To assume that improving the

climate of the school leads to higher test scores is not the aim and is beyond the focus of

this study. However, good schools are the product of good administration, and a positive

school climate is "especially important in motivation achievement among both teachers

and students" (Hoy, Tarter, & Hoy, 2006, p. 428).

Research has concluded that the positive and negative influences of school

principals play a key role in the development of the school culture and the academic

performance of the students (Day, Harris, & Hadfield, 2001). The environment of the

school has been, and continues to be, associated with student achievement (Fraser, 2001;

White, 1993). Research has also shown that positive school climate can significantly

affect the degree of student success and reduce antisocial behavior in all demographic

environments (Haynes & Comer, 1993; Haynes, 1998; Kuperminc et al. 1997; McEvoy & Welker, 2000). Among the recommendation from *Breaking Ranks: Changing an American Institution,* personalization of the school environment plays a key role in the reinvention of the American high school (NASSP, 1996).

Despite the findings of the research on school climate and the role of the principal in developing the school climate, little research has been done on the level of implementation of the *Breaking Ranks* recommendations and the relationship on school climate resulting from implementation of the recommendations. The purpose of this study was to determine the extent to which *Breaking Ranks* recommendations related to personalization were implemented and the relationships that exist between the level of implementation of these recommendations and the climate of the school. Analysis of data relevant to the following research questions is presented in this chapter:

1. To what extent have administrators of selected Michigan high schools used the *Breaking Ranks* recommendations and implemented programs, structures, or other initiatives to personalize their schools?

2. If efforts to personalize their school have been taken, what relationship, if any, was found between those efforts and school climate?

Selection of the Sample

The sample for this study consisted of principals and staff members of the 23 Class B schools that are part of the Ottawa Kent (OK) Athletic Conference of western Michigan. Only data from schools returning both the *Breaking Ranks* questionnaire given to the school principal and the Organizational Climate Description Questionnaire

for Secondary Schools (OCDQ-RS) given to a member of the teaching staff were

included in the data analysis. Data were gathered during the 2006-2007 school year.

Response rate

Twenty-three high schools in the OK Athletic Conference classified as Class B

schools by the Michigan High School Athletic Association (MSHAA), based on reported

student enrollment, were selected for participation in this study. Seventeen "pairs,"

consisting of a Breaking Ranks questionnaire completed by the school principal and an

Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS)

completed by a school staff member, were returned, for a response rate of 74%. If only

one survey was returned from a given school, the survey was not used in the data

analysis.

Instrumentation

Data were collected through the use of two survey instruments. The Organizational

Climate Description Questionnaire for Secondary Schools (OCDQ-RS), developed by

Hoy, Tarter, and Kottkamp (1991), was used to assess the perception of school climate.

The OCDQ-RS is a 34-item instrument that identifies factors determining the climate of

the school (See Appendix B). For each survey item the respondents were asked to give

their perception of the occurrence of the item as it "rarely occurs," "sometimes occurs,"

"often occurs," or "very often occurs."

To assess the level of implementation of the *Breaking Ranks* recommendation

relating to personalization the school, a survey form was adapted from Breaking *Ranks*

II: Strategies for Leading High School Reform, downloaded from www.principals.org. The *Breaking Ranks* recommendation for improving high schools included 31 items, not all of which addressed personalization. For the purpose of this study, the numbers associated with the original *Breaking Ranks* recommendations will be used to report the results. Thus, only *Breaking Ranks* recommendations 10 through 18 were examined in this study (See Appendix A).

Additional data were collected online from the Michigan High School Athletic Association to determine the size of the school (available at www.mhsaa.net).

Coding and analysis

The data derived from the two surveys employed in this study were coded and analyzed using statistical software, SPSS, ver. 13. In the *Breaking Ranks* Survey, the data were coded for each recommendation using a four-point scale as follows:

0 – NA (Not Applicable)

1 – Planning some strategies

2 – Just beginning some strategies

3 – Highly successful

The higher the number, the more the response indicated the principals' overall involvement with each recommendation.

Each recommendation included a number of strategies to indicate progress on the recommendation, ranging from 1 to 15 strategies. Responses for each strategy were coded using a four-point scale as follows:

0 – No Response

1 – NA = Missing and not needed

2 – No = Missing but needed

3 – Yes = In place and ongoing

The higher the number, the more likely the principal used the strategies under each recommendation.

In addition to the responses, nine variables were created from the strategy responses. For each recommendation construct, the responses were added together to get an overall recommendation score.

In the school climate survey (SCS), the data were coded under each survey item. Some of the items were reverse coded to make all items positive for later analysis. The following four-point coding was used for items that were not reverse coded.

1 – RO = Rarely Occurs

2 – SO = Sometimes Occurs

3 – O = Often Occurs

4 – VFO = Very Often Occurs

Items that were reverse coded used the following coding scheme:

1 – VFO = Very Often Occurs

2 – O = Often Occurs

3 – SO = Sometimes Occurs

4 – RO = Rarely Occurs

In addition to the above coding scheme, seven variables were created from the school climate survey (SCS), items. Each variable represented one of the following aspects:

Teacher Work Load (WL)

Teacher to Teacher relationships (T/T)

Teacher personal attitude (T)

Student qualities perceived (S)

Teacher to Student relationships (T/S)

Principal to Teacher relationships (P/T)

Principal qualities (P)

<div style="text-align:center">Analysis Overview</div>

To examine the relationships between the items on the *Breaking Ranks* Survey (BRS) and the School Climate Survey (SCS), both data sets ordinal in nature, a Spearman correlation was used. Each item on the BRS and the SCS was examined with a Crosstab procedure, and a Spearman correlation was calculated for each pairing. In data where the rank of each response is important, the Spearman correlation is the appropriate nonparametric equivalent to the Pearson correlation. The bivariate correlation of both the Pearson and Spearman correlation coefficient measures the direction of the association (+ or -), the significance of the association ($p < .05$), and the strength of the association (how close r is to -1 and +1). "The Pearson correlation coefficient is calculated using the actual data values. The Spearman correlation coefficient, a nonparametric alternative to the Pearson correlation coefficient, replaces the actual data values with ranks" (Norusis, 1999, p. 365).

In the analysis of the data, 73 Crosstab analysis tables that showed a statistically significant correlation using a Spearman correlation for each pairing were created.

Additionally, 17 tables that showed a statistically significant correlation were created by Crosstab analysis for the level of involvement of the nine personalization recommendations paired with the school climate survey. In this report, only those tables that reflect correlation pertaining to Teacher to Student relations, Principal to Teacher relationships and Principal qualities are shown. All tables discussed in this chapter show statistical significance at the .05 level. In Appendix F of this report, all tables that showed a statistically significant relationship with a school climate survey item are presented.

Results

Level of Implementation

Responses of participating principals regarding implementation of *Breaking Ranks* recommendations, numbers 10 through 18, are shown in the following 18 tables of descriptive data. The tables are paired, with the first indicating the level of implementation, ranging from not applicable to highly successful, for a specific recommendation. These tables show the frequency of each possible response, the percentage that number represents of the total sample, the valid percentage, and the cumulative percentage. The second of the paired tables shows progress in use of specific strategies related to personalization.

Table 1

Reported level of implementation for Recommendation 10

Recommendation 10: *High schools will create small units, in which anonymity is banished.*

Implementation level		Frequency of the response	Percent of total sample	Valid Percent	Cumulative Percent
Valid	Not Applicable	1	5.9	6.7	6.7
	Planning Some Strategies	5	29.4	33.3	40.0
	Just Beginning Some Strategies	8	47.1	53.3	93.3
	Highly Successful	1	5.9	6.7	100.0
	Total	15	88.2	100.0	
Missing	System	2	11.8		
Total		17	100.0		

The data in Table 1 shows that 14 of the 17 responding principals indicated that efforts to banish anonymity are in place; some efforts are just beginning or strategies are in the planning stages of implementation.

Table 2

Progress in use of strategies for Recommendation 10

Strategy	Yes=In place and ongoing	No=Missing but needed	NA=Missing but not needed	No response
Develop advisories	8	7	2	0
Promote opportunities for student voices	11	5	1	0
Involve students in workshops	5	9	3	0
Implement student-led conferences and meetings	7	10	0	0
Freshmen orientation	14	3	0	0
Looping	4	8	5	0
Students remain with the same group of peers	3	10	4	0
Limit enrollment to 600 students	6	7	4	0

Table 2 (Continued) *Progress in use of strategies for Recommendation 10*

Strategy	Yes=In place and ongoing	No=Missing but needed	NA=Missing but not needed	No response
Change schedules to allow longer time with teacher	5	10	2	0
Lengthen the school year or day to allow for staggered schedules	3	12	2	0
Peer mentors	7	10	0	0
Personal adult advocates	5	11	1	0
Freshmen academies	6	10	1	0
Career academies	5	10	2	0
Transition program to adult life	7	9	1	0

Table 2 shows that a majority of the schools are using the various strategies to implement this recommendation, with all principals reporting that freshman orientation, student-led meetings and conferences, and peer mentors are either in place or agreeing that the strategy is needed, if not yet implemented.

Of all the strategies suggested by the *Breaking Ranks* research, "Looping" (teachers keep the same students for all four years) was reported most frequently as "not needed." Two added comments with the returned questionnaires indicated that looping was done in special education classes but not with the general student population. "Peer groups" and "limiting enrollment" were also frequently reported as "not needed." Class B schools in Michigan are already somewhat small, with overall populations ranging from 507-1054. With this total population, grade level sizes are likely already less than the 600-student enrollment recommendation made in *Breaking Ranks*.

Table 3

Reported level of implementation for Recommendation 11

Recommendation 11: *Each high school teacher involved in the instructional program on a full time basis will be responsible for no more than 90 students during any given term so that the teacher can give greater attention to the needs of every student.*

Implementation Level		Frequency of the response	Percent of the total sample	Valid Percent	Cumulative Percent
Valid	Not Applicable	6	35.3	37.5	37.5
	Planning Some Strategies	7	41.2	43.8	81.3
	Just Beginning Some Strategies	2	11.8	12.5	93.8
	Highly Successful	1	5.9	6.3	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

The data in Table 3 show that more than half of the reporting principals are at some stage of planning or implementing this recommendation. However, slightly more than one third indicated that this recommendation is not applicable to their school.

Table 4

Progress in use of strategies for Recommendation 11

Strategy	Yes=In place and ongoing	No=Missing but needed	NA=Missing and not needed	No response
Rotate size of classes across terms	1	11	5	0
Team teach	7	8	2	0

Shown in Table 4, more than 88% of participating principals reported that team teaching, in some form, was in place or was needed at their school. The perceived need for limiting the number of students whom teachers see on a regular basis may not be applicable to the relatively smaller Class B schools participating in this study. Financial uncertainty that exists in many schools across the State of Michigan may impact the priority given this recommendation.

Table 5

Reported level of implementation for Recommendation 12

Recommendation 12: *Each student will have a Personal Plan for Progress that will be reviewed often to ensure that the high school takes individual needs into consideration and to allow students, within reasonable parameters, to design their own methods of learning in an effort to meet high standards.*

Implementation Level		Frequency of the response	Percent of the total sample	Valid Percent	Cumulative Percent
Valid	Not Applicable	2	11.8	12.5	12.5
	Planning Some Strategies	10	58.8	62.5	75.0
	Just Beginning Some Strategies	3	17.6	18.8	93.8
	Highly Successful	1	5.9	6.3	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Table 6

Progress in use of strategies for Recommendation 12

Strategy	Yes=In place and ongoing	No=Missing but needed	NA=Missing and not needed	No response
Students participate in establishing learning goals	7	10	0	0
Progress is reviewed and revisions made if needed	5	12	0	0
Portfolio for post-secondary transition	5	11	1	0

In Tables 5 and 6, again a majority of the reporting principals indicated that personal plans of progress for each student, reviewed periodically and revisions made when needed and plans for post-secondary life, are either in place or are needed. Principals are aware of the need for student voice in establishing learning goals and methods to exhibit learning and of the importance of planning for the student after graduation from high school. Only one principal reported that "portfolio for post-secondary transition" was "not needed."

Table 7

Reported level of implementation for Recommendation 13

Recommendation 13: *Every high school student will have a Personal Adult Advocate to help him or her personalize the educational experience.*

Implementation Level		Frequency of the response	Percent of the total sample	Valid Percent	Cumulative Percent
Valid	Not Applicable	4	23.5	25.0	25.0
	Planning Some Strategies	7	41.2	43.8	68.8
	Just Beginning Some Strategies	4	23.5	25.0	93.8
	Highly Successful	1	5.9	6.3	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		7	100.0		

Shown in Table 7, only one principal reported that personal adult advocates are highly successful in their school, however, data in Table 8 indicates that 13 more principals are either planning some strategies to include personal adult advocates or state

that this is needed in their school. Principals recognize the changing role of the high

school teacher and that professional development around adult advocacy is important.

Table 8

Progress in use of strategies for Recommendation 13

Strategy	Yes=In place and ongoing	No=Missing but needed	NA=Missing and not needed	No response
Advisories	6	6	5	0
Professional development around advocacy	5	10	2	0
Changing the role of the teacher	11	4	2	0
School restructures schedules	8	8	1	0
Advocate helps tailor Personal Plan for Progress	3	11	3	0
Guidance counselors train advocates and coordinate program	8	8	1	0

Table 8 (Continued) *Progress in use of strategies for Recommendation 13*

Strategy	Yes=In place and ongoing	No=Missing but needed	NA=Missing and not needed	No response
Peer group that works 1-4 years together	1	12	4	0
Discussion includes important issues, school work, conflict resolution skills, etc.	6	9	2	0

All of the strategies aligned with Recommendation 13 are supported by a large percentage of the participating principals, as revealed in Table 8, with few indications that these strategies are not needed in their schools.

Table 9

Reported level of implementation for Recommendation 14

Recommendation 14: *Teachers will convey a sense of caring to their students so that their students feel that their teachers share a stake in their learning.*

Implementation Level		Frequency of the Response	Percent of the total sample	Valid Percent	Cumulative Percent
Valid	Planning Some Strategies	4	23.5	25.0	25.0
	Just Beginning Some Strategies	8	47.1	50.0	75.0
	Highly Successful	4	23.5	25.0	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Table 10

Progress in use of strategies for Recommendation 14

Strategy	Yes=In place and ongoing	No=Missing but needed	NA=Missing and not needed	No response
Teaming for collaboration and relationship forming	8	7	2	0
Discipline with dignity	11	5	1	0
Use data to determine programs	14	3	0	0

Data in Tables 9 and 10 clearly show that participating principals support

Recommendation 14. Teachers conveying a sense of caring for their students is a

recommendation that is being planned, in an early stage of planning, or implemented

fully. Further, almost all principals reported that the strategies for disciplining with

dignity and creating a structure for collaboration and relationship building among staff

and students are either in place or needed. Finally, all the principals reported that the use

of data to plan programs needed by the students is overwhelmingly in place and

successful. Those few schools that do not yet have this in place recognize that it is

needed.

Table 11

Reported level of implementation for Recommendation 15

Recommendation 15: *High schools will develop flexible scheduling and student grouping patterns that allow better use of time in order to meet the individual needs of students to ensure academic success.*

Implementation Level		Frequency of the Response	Percent of total sample	Valid Percent	Cumulative Percent
Valid	Not Applicable	3	17.6	20.0	20.0
	Planning Some Strategies	4	23.5	26.7	46.7
	Just Beginning Some Strategies	5	29.4	33.3	80.0
	Highly Successful	3	17.6	20.0	100.0
	Total	15	88.2	100.0	
Missing	System	2	11.8		
Total		17	100.0		

"While the direct correlation between small schools and class size is not concrete from a research standpoint, the anecdotal evidence points to clear benefits" (NASSP, 2002. p. 31). Along with reducing the size of the school and class size, organization of time and the way teachers use the instructional time available are important factors not

only in increasing relationships between teachers and students but also in improving

student achievement. As shown in Tables 11 and 12, principals have some programs in

place or in the planning stages to implement Recommendation 15.

Table 12

Progress in use of strategies for Recommendation 15

Strategy	Yes=In place and ongoing	No=Missing but needed	NA=Missing and not needed	No response
Adjust length of class periods	4	10	3	0
Adjust length of school day	8	7	1	0
Adjust length of school year	11	6	0	0
A.M./P.M structures	0	12	5	0

When looking at the strategies used to organize the school day and year, nearly all

of the schools already have or plan some adjustments to the length of class period or the

school day. All of the reporting principals indicated that adjustments in the length of the

school year are either in place and ongoing or just beginning. The growing popularity of

adjustments to the schedules, such as block scheduling and trimester scheduling, allows

for longer periods of uninterrupted instruction and project-based activities.

Table 13

Reported level of implementation for Recommendation 16

Recommendation 16: *The high school will engage students' families as partners in the students' education.*

Implementation Level		Frequency of the Response	Percent of total sample	Valid Percent	Cumulative Percent
Valid	Not Applicable	2	11.8	12.5	12.5
	Planning Some Strategies	7	41.2	43.8	56.3
	Just Beginning Some Strategies	6	35.3	37.5	93.8
	Highly Successful	1	5.9	6.3	100.0
	Total	6	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Table 14

Progress in use of strategies for Recommendation 16

Strategy	Yes=In place and ongoing	No=Missing but needed	NA=Missing and not needed	No response
Students lead discussion during parent/teacher/student conferences	3	9	5	0
Freshmen orientation	13	4	0	0
Parent coffees	3	10	4	-
Computer/home connections	11	6	0	0
Send information, hold seminars	13	3	1	0
Teach parents to deal with influences outside the classroom and quiet study place	8	8	1	0
Parent tutors and lecturers	5	11	1	0
Involve families the their student's Personal Plan of Progress	7	10	0	0

Table 14 (Continued) *Progress in use of strategies for Recommendation 16*

Strategy	Yes=In place and ongoing	No=Missing but needed	NA=Missing and not needed	No response
Involve families in site council and planning teams	6	10	1	0
Involve transfer and incoming freshmen families	7	9	1	0
Schedule convenient meeting times and vary locations	3	5	9	0

The authors of *Breaking Ranks II: Strategies for Leading High School Reform* articulated multiple benefits of engaging families as partners in the educational process of their student: education is reinforced in the home, parents become more confident, and there is more community involvement in the school. Principals' support of parents as partners is shown in Tables 13 and 14, where the more common strategies employed include Freshmen Orientation sessions, information sent to parents, seminars for parents, and efforts to make technology available and train parents to use home computers to connect with the school and to keep updated about their student. Many schools now have parental access to attendance, academic progress (teacher grade books), and school calendars via Internet connections.

Data also indicate that even though some strategies are just beginning or are being planned, not many principals reported high use of parent coffees, student-led conferences,

or scheduling meetings at more convenient times or locations. The *Breaking Ranks II* research acknowledged that getting parents to respond and being able to schedule meetings at more convenient times and locations are challenges to implementing the recommendation for parent-school partnerships.

Table 15

Reported level of implementation for Recommendation 17

Recommendation 17: *The high school community, which cannot be value-neutral, will advocate and model a set of core values essential in the democratic and civil society.*

Implementation Level		Frequency of the Response	Percent of total sample	Valid Percent	Cumulative Percent
Valid	Planning Some Strategies	4	23.5	26.7	26.7
	Just Beginning Some Strategies	4	23.5	26.7	53.3
	Highly Successful	7	41.2	46.7	100.0
	Total	15	88.2	100.0	
Missing	System	2	11.8		
Total		17	100.0		

Table 16

Progress in use of strategies for Recommendation 17

Strategy	Yes=In place and ongoing	No=Missing but needed	NA=Missing and not needed	No response
Student activities programs, honor societies, student council, and so on.	17	0	0	0
Lessons infuse core values	16	1	0	0
Teachers provide both specific values classes plus values embedded in curriculum	7	10	0	0
Conduct modeled by high school staff and community	14	2	1	0
Honors court	1	9	7	0

In practice, all reporting principals state that activities that help students understand

the responsibilities that accompany democratic values, provide opportunities for students

to have some control by providing a voice through a student council, and provide additional means for parental involvement are in place at their schools. Additionally, all principals reported that specific lessons with embedded values are either in place or needed. The responses affirmed that high school staff members and the community at large also model the conduct necessary in a democratic society, assisting the school in the reinforcement of school values in the homes of the students. Only the use of an *honors court* is the only strategy not widely used, and a number of schools reported that it does not seem to be a necessary function.

Table 17

Reported level of implementation for Recommendation 18

Recommendation 18: *High schools, in conjunction with agencies in the community, will help coordinate the delivery of physical and mental health and social services for students.*

Implementation Level		Frequency of the Response	Percent of total sample	Valid Percent	Cumulative Percent
Valid	Planning Some Strategies	2	11.8	13.3	13.3
	Just Beginning Some Strategies	4	23.5	26.7	40.0
	Highly Successful	9	52.9	60.0	100.0
	Total	15	88.2	100.0	
Missing	System	2	11.8		
Total		17	100.0		

Table 18

Progress in use of strategies for Recommendation 18

Strategy	Yes=In place and ongoing	No=Missing but needed	NA=Missing and not needed	No response
Cultivate close ties with agencies and allow agencies to deliver some services at the school	14	3	0	0

The data in Tables 17 and 18 indicate that school principals recognize the importance of collaboration with agencies. Reports from all 17 schools state conclusively that close ties with community agencies exist or are needed and that Recommendation 18 is in place or that efforts are being planned to implement the strategies in the schools.

Relationship Between Personalization Effort and School Climate

Breaking Ranks' recommendations that showed a positive correlation with a school climate item associated with the qualities of the principal (P), relationships between the students and the teachers (T/S), and relationships between the principal and the teachers (P/T) are shown in the next section of tables. Four of the nine recommendations made by *Breaking Ranks* relating to personalization showed a statistically significant relationship with an aspect of school climate associated with the

stated qualities (p=≤ .05). While other correlations exist with other school climate items, the focus of this study was the relationship of implementing the recommendations with principal qualities, teacher/principal relationships, and student/teacher relationships.

Although there is no widely accepted criteria for defining strength of correlation (Portney & Watkins, 1993), M. Osborne (personal communication, September 10, 2007) suggested the following guidelines: Correlations ranging from 0.00 to 0.19 indicate a very weak relationship; those from 0.20 to 0.49 suggest a moderately weak relationship; values of 0.50 to 0.79 are moderately strong; and values 0.80 to 1.00 are considered very strong.

Table 19

Cross tab analysis for Recommendation 12 by school climate items with significant Spearman correlations

Recommendation 12: *Each student will have a Personal Plan for Progress that will be reviewed often to ensure that the high school takes individual needs into consideration and to allow students, within reasonable parameters, to design their own methods of learning in an effort to meet high standards.*

School Climate Item	Spearman correlation value
Teachers are friendly with students	.521

$p \leq 0.05$

In Table 19, a positive relationship exists at the moderately strong level between implementing personal plans for progress and the school climate item of teachers being friendly with their students. The strategies that accompany this recommendation allow students to become more actively involved in their educational plan, have input on adjustments to their goals, and begin the post-secondary transition. When these strategies are in place, the data indicated that teachers are friendlier with their students.

Table 20

Crosstab analysis for Recommendation 14 by school climate items with significant Spearman correlations

Recommendation 14: *Teachers will convey a sense of caring to their students so that their students feel that their teachers share a stake in their learning.*

School Climate Item	Spearman correlation value
The principal is not "iron fisted"	.539
The principal is not autocratic	.516

$p \leq 0.05$

In Table 20, the data reported a moderately strong, positive relationship between the school climate items of principals' style of rule and the implementation of recommendation 14. When this recommendation is implemented, students are aware that teachers care for them, are partners in their learning, and do not just deliver information.

When using the strategies of teaming for collaboration and relationship forming, disciplining with dignity, and the use of data to determine programs, the data again shows that principals are seen to rule less with an "iron fist" and are not seen as autocratic. "Principals in successful …schools are inclusive and flexible…this type of shared decision making is…related to student achievement and success" (Cotton, as cited in Employers for Educational Excellence (E3), 2005, p. 1).

Table 21

 Crosstab analysis for Recommendation 15 by school climate items with significant

Spearman correlations

Recommendation 15: *High schools will develop flexible scheduling and student grouping*

patterns that allow better use of time in order to meet the individual needs of students to

ensure academic success.

School Climate Item	Spearman correlation value
The principal compliments teachers	.541
Teachers are friendly with students	.656
The principal is available after school to help teachers when assistance is needed	.611
The principal looks out for the welfare of the faculty	.595

$p \leq 0.05$

Table 21 illustrates that Recommendation 15 has a higher number of significant

relationships with school climate items relating to principal qualities, principal/teacher

relations, and teacher/student relations than any of the other recommendations. The

correlations between implementation of this recommendation and these school climate items are all positive relations at the moderately strong level. When strategies are used to implement flexible scheduling and grouping patterns for the purpose of meeting student needs, the data show a relationship with principals being seen as more complimentary toward the teachers, being more available for help after school, and reported to be more protective of the welfare of the faculty. Additionally, the data report that teachers are friendlier with their students.

Table 22

Crosstab analysis for Recommendation 18 by school climate items with significant Spearman correlations

Recommendation 18: *High schools, in conjunction with agencies in the community, will help coordinate the delivery of physical and mental health and social services for youth.*	
School Climate Item	Spearman correlation value
The principal is not "iron fisted"	.664

$p \leq 0.05$

In Table 22, the recommendation to coordinate community services, such as physical, mental, and social services for students, showed a moderately strong, positive relationship with the school climate item "the principal was not 'iron fisted.'" Efforts to establish connections with community agencies to help address students' physical or mental health problems or social issues are reported by the data to increase the principal's

flexibility and understanding of students and empathy for the difficulties these problems may be causing on the students' achievement.

Summary

Only four of the nine *Breaking Ranks* recommendations pertaining to personalization of high schools showed moderately strong, positive correlations with the school climate items relating to principal qualities, principal/teacher relations, and teacher/student relations. These four and the other recommendations for personalization have positive correlations with other school climate items, such as teacher work load, qualities of the teachers, and qualities of students. This study focused on only the three identified school climate items. Tables showing these correlations are included in Appendix E.

Results of the data analysis were presented in this chapter. The data were analyzed through the use of frequency tables and the use of Spearman correlational analysis. The results indicate a high frequency of principals who have implemented, are just beginning to implement, or are planning some strategies to implement the *Breaking Ranks* recommendations. The results also indicate a "moderately strong" relationship between implementation of the recommendations that relate to personalization and several factors of school climate pertaining to the qualities of the principal, the relationship between the principal and the teachers, and the relationships between teachers and students. Recommendation 15, which encourages the development of flexible scheduling and student grouping patters to allow for better use of time to meet student needs, had the highest number of positive correlations with school climate.

The results indicate that in the participating Class B schools, implementation of the *Breaking Ranks* recommendations are generally in place or are recognized as being necessary. Implementation does not result in a strong relationship with the perceptions of school climate by members of the teaching staff.

A review of the study, including research questions and null hypothesis, a summary of findings, conclusions, implications for practice, and recommendations for further research are discussed in Chapter V.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS, AND
RECOMMENDATIONS

Although many factors contribute to the academic success of students in the

classroom, "a positive supportive school environment is perhaps the most basic and

fundamental necessity" (NASSP, 2002, p. 21). Bryk and Schneider (2002) stated that a

link exists between student achievement and the relationships among adults in a school

building. School environment is the framework upon which "education excellence

depends" (NASSP, 2002, p. 23). Cohen, Fisher, and Shapiro (2006) use the research by

Learning First Alliance to underscore that "students' subjective experience in school,

commonly referred to as *school climate*, has a significant effect on their ability to learn

and develop in healthy ways" (p. 27). Witzers, Bosker, and Kruger (2003) declared that

the behavior of the principal might indirectly affect school achievement through school

climate.

Student anonymity has been the most consistent criticism of America's high

schools. *Breaking Ranks: Changing an American Institution* and follow-up reports by

the National Association of Secondary School Principals (NASSP) make strong

recommendations for high schools to become more student-centered by personalizing

programs and putting more focus on involvement of students, parents, and the

community. Among the more than 80 recommendations made in the original *Breaking

Ranks* report, nine of those relate to personalization of the school environment. In

Breaking Ranks II: Strategies for Leading High School Reform, specific strategies can be

found for implementing these nine reforms. When implemented, the recommendations

will assist the students by providing them "opportunities to develop a sense of ownership over the direction of one's learning, the ability to recognize options and to make choices based on one's own experience and understanding of the options" (NASSP, 2004, p. 67).

Research by Fiore (1999) showed that the principal is the means of access to creating and sustaining positive school cultures. "In the principal's hands lie the key to change and public opinion and improve the cultures of American learning institutions" (p. 11). If student achievement is impacted by school climate and principals can affect the climate of the school, then it is extremely important to identify the steps that principals are taking to make these changes and the affect these changes are having on the climate of the school.

Purpose of the Study, Research Questions, Methodology, and Null Hypothesis

The purpose of this study was to determine the extent of personalization efforts of high schools using the recommendations set out in *Breaking Ranks* and follow-up research and the affect these efforts had on the climate of the school. The following research questions formed the framework for this investigation:

1. To what extent have administrators of selected Michigan high schools used the *Breaking Ranks* recommendations and implemented programs, structures, or other initiatives to personalize their schools?

2. If efforts to personalize their school have been taken, what relationship, if any, was found between those efforts and school climate?

In this quantitative study the researcher used a nonexperimental, correlational design. Data were used to determine the level of implementation of the *Breaking Ranks*

recommendations by the school principal and the perceived climate of the school by a member of the school teaching staff. Data were collected through the use of two survey instruments: The Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS) developed by Hoy, Tarter, and Kottkamp (1991), and the forms from *Breaking Ranks* II recommendations and strategies for personalization (Recommendations 10 through 18). The sample for this study consisted of the principal and teachers from the 23 Class B schools (student enrollment of 507-1054) in the Ottawa-Kent (OK) Athletic Conference in western Michigan. Data on school size were collected from the Michigan High School Athletic Association (MHSAA) website. Only schools that returned questionnaires from both the principal and a principal-selected teacher on the staff were used in the data analysis. Of the 23 Class B schools in the OK Conference that were sent questionnaires, 17 (74%) returned the questionnaires as a pair.

The null hypothesis was tested: *There is no statistically significant relationship between changes made by high school staff to personalize their school and in school climate as reported by a member of the teaching staff.*

A Crosstab procedure was employed to examine the data, and a Spearman correlation was calculated for each pairing of data from the *Breaking Ranks* Survey and the School Climate Survey. Any differences were tested for statistical significance at the $p < .05$ level. The null hypothesis was rejected based on this data.

Summary of Findings

When examining the descriptive data on implementation of the recommendations and their related strategies, all of the recommendations were reported by the principals as

either in place, just beginning, or in the planning stage. Many of the strategies highly

reported as "in place and ongoing" are strategies that have long been part of high school

programs or expectations set for teachers. For example, freshmen orientation was

reported as in place and ongoing in 14 of the 17 reporting schools. All 17 reporting

principals noted that student activities, such as student councils and honor societies,

already exist in their schools. On the other hand, relatively few principals indicated that

personal adult advocates, peer groups that stay together for multiple years, A.M./P.M.

schedules that allow for community-based learning, and varying meeting times and

places to accommodate parent schedules are in place. These types of strategies are

farther removed from the traditional structures of high school and embraced by the staff

at a much lower level than changes that are less challenging to traditional high school

practice. Reluctance to implement less traditional strategies might be due in part to

resistance from staff, including administration, or resistance from the community. As

noted in the *Breaking Ranks* reports, while only 26% of people surveyed in a Gallup Poll

graded the nation's schools as "A" or "B," 68% would grade their child's school with

these same high marks (Source: the 35th Annual Phi Delta Kappa/Gallup Poll of the

Public's Attitudes Toward the Public Schools, as cited in NASSP, 2004, p. 27). Thus,

many people may not see the need for changes in their local school. Further, teachers

resist change for a number of reasons, including "basic insecurity, if it ain't broke, don't

fix it," "administration mandated the change," and "I don't have time" (NASSP, 2004 p.

32).

The results from the present study showed that implementation of the *Breaking*

Ranks recommendations for personalization had only moderately strong relationships

with school climate items related to principal qualities, principal/teacher relations, and teacher/student relations. These relationships were shown in four of the nine recommendations. None of the nine recommendations showed a "very strong" correlation (0.80-1.00) with the school climate items that were the focus of this investigation.

Recommendation 12, which suggests a Personal Plan of Progress for each student, showed a moderately strong relationship with the teacher/student relationship item that indicated that teachers are friendly with students. Recommendation 14, which advocates teachers conveying a sense of caring toward their students, had a moderately strong correlation with two principal qualities, whereas Recommendation 15, which supports flexible scheduling and grouping patterns, showed the most correlations, again at the moderately strong level: three items dealing with principal qualities and one with teacher/student relations. The final Recommendation, 18, had a moderately strong relationship with the principal quality of not ruling with an "iron fist."

These results show only a moderately strong relationship where, in an environment where recommendations from the *Breaking Ranks* research are implemented, teachers report an improvement in the school climate as it relates most often to principal qualities and then to relationships with the principal and the teachers and with teachers and their students.

Conclusions

Concerns are being voiced throughout the county regarding high schools and the call for major reform of this "American institution." Personalization efforts have been shown to impact school climate, and school climate has a positive affect on student achievement. Given these conclusions, school leaders must be provided research on the effects of personalization efforts and strategies for their implementation. The data from this study have provided the basis for the following conclusions.

Because they are relatively small, Class B schools in western Michigan may already be affected by the benefits of personalization recommendations that relate to school size. Enrollment in Class B schools is between 507 and 1054 students, which means that grade levels in a 9-12 building comprise between 126 and 238 students per grade. Smaller schools support academic achievement (Cotton, 1996), and "smaller size establishes the groundwork for deeper school reforms by improving and streamlining the relationship between faculty administrators…" (Gladden, 1998, p. 123).

The data show that implementing the personalization recommendations from the *Breaking Ranks* report increases the perception of several school climate items pertaining to relationships between the principal and teacher, teachers and students, and qualities of the principal, but only at the moderately strong level.

While it has been difficult to measure the impact of the principal's behavior on student achievement, Cotton (2001) stated that "smaller schools can narrow the achievement gap between white/middle class/affluent students and ethnic minority and poor students" (p. 1). According to Hallinger and Heck (1996), the difficulty is the result of the complexity of the role of the principal. The increasingly complex demands and

challenges confronting principals have created what a recent Ed Week article labeled an "impossible job" (Archer, 2004).

Principals do, however, exercise a key role in influencing school culture and climate (Day, Harris, and Hadfield, 2001). Research on school effectiveness and school improvement continues to show the significance of school climate in educational reform (Fullan and Hargraves, 1992). Schools with an open climate tend to be healthy (Hoy and Miskel, 2001), and school health has been "strongly related to student achievement" (Hoy, Tarter, and Kottkamp, 1991, p. 137). If the complexity of the school principal's responsibilities inhibits his or her ability to focus on all reform recommendations, linking personalization to student achievement will allow principals to focus their energies on more human aspects. Improvements in the school climate can provide the setting necessary for increased student and teacher learning. A meta-anlaysis of research done by McREL resulted in findings that "support the claim that school-level leadership matters in terms of student achievement" (Waters & Grubb, 2004, p. 2). The study also found that "the average effect size, expressed as a correlation, is .25. This means that a one standard deviation improvement in principal leadership is associated with a 10 percentile difference in student achievement on a norm-referenced standardized test" (Waters & Grubb, 2004, p. 2).

Although implementation of the *Breaking Ranks* recommendations is reported as high by participating principals, strong relationships with school climate in Class B schools have not been shown. This could be due in part to the already small classes enjoyed by Class B schools, the extent of efforts to implement the *Breaking Ranks* recommendations, or to other variables.

Because of budgetary restraints and eroding financial support for schools at the state level, administration and staff are restricted in their ability to act on some of the recommendations, especially those affecting class sizes, limiting the number of students for which teachers are responsible, and other structural changes that require additional funding to implement. Although lowering the number of students teachers see in a given day was reported most often as "missing but needed," funding issues in the state inhibit the hiring of additional staff to reduce class size. Contractual agreements, too, often impede the allocation of available funds that could reduce class sizes.

Implications for Practice

This study investigated high schools of similar size in western Michigan to determine what relationship existed between efforts to implement the recommendations of the report *Breaking Ranks*: *Changing an American Institution* and school climate. The implications of the findings of this study for educational leadership practice, although supported in the literature, have not been conclusive in this study. The primary focus of this study was the importance of personalization efforts in high schools and the relationship of these efforts on the climate of the school. The literature supports the positive relationship that school climate has on student achievement (Cotton, 1996; Raywid, 1996). If the recommendations from *Breaking Ranks* are implemented on the basis of the literature, the school experience for student, teaching staff, and administration could be greatly enhanced, resulting in higher achievement for the students and greater job satisfaction for the school employees. The most frequently affected school climate items were those pertaining to perceptions of the qualities of the

principal, with some impact on principal/teacher relations and on teacher/student relations.

Improved student achievement, improved perception of the school climate, and students feeling less "anonymous" can also lead to an increase in the positive perception of the public toward their schools. The legislature, the public, and the students are demanding improvements in the performance of public high schools. Making high schools more student-centered and building a sense of community and ownership among students, faculty, and the community help promote student learning and success in school (Epstein, 1996; Hickman, Greenwood and Miller, 1995). The implications of the findings from this study could result in more effective schools, an increase in morale and job satisfaction among the school staff, and improved perception of school quality in the community.

School leaders, at the building level and at the district level, should familiarize themselves with the research and recommendations from *Breaking Ranks: Changing an American Institution* and other reform research, such as the National High School Alliance, Learning First Alliance, and the U.S. Department of Education report on Smaller Learning Communities in High Schools. Building principals should engage staff, students, district level administration, and the community in the research on school size, school climate, and the recommendations for reforming high schools. Having staff, students, administrative colleagues, and the community aware of the research, the recommendations, and the goals of reform will help to gather support, answer questions, and quell the fears often associated with change.

School leaders need to be cognizant of the long-embedded isolationist practices, content emphasis, and resistance to reform that may exist at their high school, and they should develop plans and secure assistance to address this, both inside and outside of the school building.

School leaders should communicate clearly with the students, staff, and the community the goals and expected outcomes of personalization efforts.

School leaders should consider administering the assessment (OCDQ-RS) on school climate to the entire secondary staff as a basis for identifying perceptions of the school climate among all staff at the school. School leaders should also give the *Breaking Ranks* questionnaire to all staff members, not only to familiarize the staff with the recommendations but also to gauge the perception of the staff on the importance of implementing recommendations and suggested strategies.

Teacher professional development plans need to be developed that communicate the impact of relationships at the high school level along with the other recommendations that pertain to rigor and relevancy. With the importance currently given to performance on standardized tests, the benefits of relationships are too easily overlooked or diminished.

Close collaboration between staffs of high schools, middle schools, and elementary schools needs to be fostered and nourished. High school staffs can derive benefit from the experiences of the middle school staff if those teachers have undergone the reform recommendations from *Turning Points* and other middle level reform research.

Given the current criticism of high schools and the calls for reform, undergraduate education programs aimed at training secondary teachers need to give greater importance to recommendations relevant to the areas of personalization and relationship-building, both in and out of the school. These efforts can be expanded to the graduate level where building and district leadership programs help to develop future leaders of the nation's schools.

Recommendations for Further Research

The findings of this study offer implications for future researchers who are interested in studying personalization reform efforts at the high school level with regard to school climate, school size, and student achievement.

Future research can examine the effectiveness of reform implementation of personalization recommendations on various-sized schools in various socio-economic areas. Are personalization efforts perceived as being needed more in larger or smaller schools? Do schools dealing with challenges associated with the socio-economic status of their community have needs that are different from communities with different socio-economic needs?

Additional research is also needed to investigate the perception of school climate as reported by staff, principals, district level administrators, and the community in various geographic locations and various-sized schools. If differences are reported, what is the cause of this difference in perception? It will be useful to have various perspectives of school climate for deciding on which reform efforts to focus attention.

Researchers can conduct additional studies on the implementation of personalization efforts at the high school level. Examine the length of time that the

reform efforts have been in place and the perception of the school climate prior to the implementation. If personalization is to be seriously considered in the reform of high schools to address student achievement, then the length of time efforts have been in place may have an affect on any changes in school climate.

Additional research can investigate the relationship between other school climate attributes and the implementation of personalization recommendations. For example, do teacher workload issues, teacher-to-teacher relationships, or qualities of the teachers or students factor into perceptions of school climate differently than those school climate attributes reported in this study?

Other investigations can examine the relationship between current levels of student achievement, reported school climate and the personalization recommendations. Do schools that already achieve at a high level as measured by standardized tests, college acceptance, graduation rate, or other measures report the need for personalization efforts differently? Is the reported need different for different groups of stakeholders in the school community?

The results of this study should be used as a basis for additional research in the areas of school reform, personalization of the high school, and school climate as it relates to student achievement. Personalization efforts have been shown to impact the quality of the school climate, and school climate is associated with student achievement. Further research in the areas of personalization of the high school may result in improvements in the achievement of our students, help to promote a better experience for our students and the staff, and increase the public perception of our nation's high schools.

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APPENDICES

Appendix A
Breaking Ranks II: Strategies for leading high school reform.
Survey on Progress of Recommendations and Strategies

Breaking Ranks Core Recommendations Related to Personalizing Your High School
*adapted from National Association of Secondary School Principals, 2004
for Principals to complete

Instructions: Check the word that best describes your school's current status for each recommendation. Then for each strategy rate the progress using the following ratings.

Yes = In place and ongoing   No = Missing but needed   NA = Missing and not needed

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Recommendation 10: High Schools will create small units in which anonymity is banished.

___ **Highly successful ___Just beginning some strategies ___ Planning some strategies   ___ NA**

Strategies

Develop Advisories	___Yes	___No	___NA
Promote Opportunities for student voices	___Yes	___No	___NA
Involve students in workshops	___Yes	___No	___NA
Implement conferences and meetings in which students take the lead	___Yes	___No	___NA
Freshmen Orientation	___Yes	___No	___NA
Looping (Students keep teachers rather than changing teachers each year	___Yes	___No	___NA
Students remain with the same group of peers, rather than an entirely new set of classmates for each course	___Yes	___No	___NA
Limit enrollment to self-operating units of no more than 600 students. (House plans or clusters can accomplish this without the expense of constructing new buildings; i.e., school within a school).	___Yes	___No	___NA
Change schedules to allow students to spend a longer time with the same students and the same teacher	___Yes	___No	___NA
Lengthen school year or day to allow for staggered schedules so that the school accommodates fewer number of students at any one time.	___Yes	___No	___NA
Peer mentors	___Yes	___No	___NA

(Recommendation 10 continued)

Personal Adult Advocates	___Yes	___No	___NA
Freshmen academies	___Yes	___No	___NA
Career academies	___Yes	___No	___NA
Transition program to adult life	___Yes	___No	___NA

Recommendation #11: Each high school teacher involved in the instructional program on a full time basis will be responsible for no more than 90 students during a given term so that the teacher can give greater attention to the needs of every student.

___Highly successful   ___Just beginning some strategies   ___Planning some strategies   ___NA

Strategies

During a given term a teacher might meet daily with two large classes of 45 students each; in the next term, the teacher might meet with five smaller classes of 18 each, using instructional strategies appropriate to the varying sizes of their classes.	___Yes	___No	___NA
Team teaching	___Yes	___No	___NA

Recommendation #12: Each student will have a Personal Plan for Progress that will be reviewed often to ensure that the high school takes individual needs into consideration and to allow students, within reasonable parameters, to design their own methods of learning in an effort to meet high standards.

___Highly successful   ___Just beginnings some strategies   ___Planning some strategies   ___NA

Strategies

Students participate in establishing learning goals	___Yes	___No	___NA
"Progress is reviewed every 6-8 weeks; past activity and assignments are used to revisit and, if appropriate, revise learning plans." (Promising Futures, p.22)	___Yes	___No	___NA
"Parents and staff use the plan as a planning device for the transition from secondary school to a future appropriate for each student; plans and assessments constitute a portfolio that exhibits, for future purposes, the student's talent, challenges, and future potential." (Promising Futures, p.22)	___Yes	___No	___NA

Recommendation #13: Every high school student will have a Personal Adult Advocate to help him or her personalize the educational experience.

___Highly successful   ___Just beginning some strategies ___Planning some strategies   ___NA

Strategies

Advisories	___Yes	___No	___NA
Professional development around advocacy	___Yes	___No	___NA
Changing the role of the teacher	___Yes	___No	___NA
Schools restructure schedules	___Yes	___No	___NA
Advocate helps tailor Personal Plan for Progress	___Yes	___No	___NA
Advocate facilitates student's dealings with others in the school-identifying problems that should be taken up with a teacher or student with whom the students is having difficulty, and perhaps, visiting the student's home.	___Yes	___No	___NA
Guidance counselors can help train the advocates and coordinate the program	___Yes	___No	___NA
Multi-grade or single-grade peer group that works 1-4 years together	___Yes	___No	___NA
Discussion might include important issues; school work; conflict resolution skills; college plan; planning their work for the week (service learning, internships, and course work)	___Yes	___No	___NA

Recommendation #14: Teachers will convey a sense of caring to their students so that their students feel that their teachers share a stake in their learning.

___Highly successful   ___Just beginning some strategies ___Planning some strategies   ___NA

Strategies

Teaming provides an opportunity for teachers to collaborate to address student issues and to establish new relationships with students	___Yes	___No	___NA
Discipline with dignity	___Yes	___No	___NA

(Recommendation 14 continued)

Use data to determine what programs students need.	___Yes	___No	___NA

Recommendation #15: High schools will develop flexible scheduling and student grouping patterns that allow better use of time in order to meet the individual needs of students to ensure academic success.

___**Highly successful** ___**Just beginning some strategies** ___**Planning some strategies** ___**NA**

Strategies

Adjust length of class periods: AB Block schedule, etc.; Copernican Plan permits the day to include either one four-hour class each day for 30 days or two two-hour that meet for 60 days	___Yes	___No	___NA
Adjust length of school day	___Yes	___No	___NA
Adjust length of school year; trimesters or year-round school	___Yes	___No	___NA
A.M. /P.M. structures: mornings for class instruction, afternoons for work-and community-based learning, student activities, professional development and integrated team planning	___Yes	___No	___NA

Recommendation # 16: The high school will engage students' families as partners in the student's education.

___**Highly successful** ___**Just beginning some strategies** ___**Planning some strategies** ___**NA**

Strategies

Students leading the discussion during parent/teacher/student conferences and other conferences	___Yes	___No	___NA
Freshmen Orientation which includes families	___Yes	___No	___NA
Teams can have parent coffees	___Yes	___No	___NA
Computer/home connections-train parents to use computers at school/from home	___Yes	___No	___NA
Send information, hold seminars, involve families in activities	___Yes	___No	___NA

(Recommendation 16 continued)

Teach parents how to deal with influences outside the classroom as well as how to help with homework assignments, and teaching the importance of private, quiet places to study	___Yes	___No	___NA
Invite parents to serve as tutors and lecturers	___Yes	___No	___NA
Involve families in their students Personal Plan for Progress	___Yes	___No	___NA
Involve families in the site council and action planning teams	___Yes	___No	___NA
Involve transfer student and incoming freshmen families	___Yes	___No	___NA
Schedule convenient meeting times and vary locations if you cover a wide geographic area	___Yes	___No	___NA

Recommendation #17: The high school community, which cannot be value-neutral, will advocate and model a set of core values essential in the democratic and civil society.

___**Highly successful** ___**Just beginning some strategies** ___**Planning some strategies** ___**NA**

Strategies

Student activities programs, honor societies, student council, etc.	___Yes	___No	___NA
Make certain that when appropriate, high schools infuse their studies with lessons that prod students to examine, weigh, and practice the core values of a democratic and civil society.	___Yes	___No	___NA
Teachers devote specific lesson to the teaching of values, but values are also embedded in the regular curriculum	___Yes	___No	___NA
Modeled in the conduct of members of the high school community and accentuated by policies and practices under which that community functions.	___Yes	___No	___NA
Honors courts	___Yes	___No	___NA

Recommendation #18: High schools, in conjunction with agencies in the community, will help coordinate the delivery of physical and mental health and social services for youth.

___Highly successful ___Just beginning some strategies ___Planning some strategies ___NA
Strategies

Cultivate close working ties with agencies to
which to refer students and allow the agencies
to deliver some of those services at the school.   ___Yes   ___No   ___NA

If you wish you may add any comments on any of the "Breaking Ranks" recommendations. Please indicate the number of the recommendation and add your comments below or on another sheet of paper.

Appendix B

<u>School Climate Survey</u>

Directions: The following are statements about your school. Please indicate the extent to which each statement characterizes your school by **circling** the appropriate response.

RO=Rarely Occurs, SO=Sometimes Occurs, O=Often Occurs, VFO=Very Frequently Occurs

1.   The mannerisms of teachers at this school are annoying   RO   SO

                                                                                  O   VFO

2.   Teachers have too many committee requirements   RO   SO

                                                                                  O   VFO

3.   Teachers spend time after school with students who have
      individual problems   RO   SO

                                                                                  O   VFO

4.   Teachers are proud of their school   RO   SO

                                                                              O   VFO

5.   The principal sets an example by working hard himself/herself   RO   SO

                                                                                  O   VFO

6.   The principal compliments teachers   RO   SO

                                                                                  O   VFO

7.   Teacher-principal conferences are dominated by the principal   RO   SO

                                                                                  O   VFO

8.   Routine duties interfere with the job of teaching   RO   SO

                                                                                  O   VFO

9. Teachers interrupt other faculty members who are talking in
    faculty meetings   RO   SO

                                    O   VFO

10. Student government has an influence on school policy   RO   SO

                                    O   VFO

11. Teachers are friendly with students   RO   SO

                             O   VFO

12. The principal rules with an iron fist   RO   SO

                                 O   VFO

13. The principal monitors everything teachers do   RO   SO

                                 O   VFO

14. Teachers' closest friends are other faculty members at his school   RO   SO

                                    O   VFO

15. Administrative paper work is burdensome at this school   RO   SO

                               O   VFO

16. Teachers help and support each other   RO   SO

                             O   VFO

17. Pupils solve their problems through logical reasoning   RO   SO

                                  O   VFO

18. The principal closely checks teacher activities   RO   SO

                                 O   VFO

19. The principal is autocratic   RO   SO

                             O   VFO

20.   The morale of teachers is high   RO   SO

                                                    O   VFO

21.   Teachers know the family background of other faculty members   RO   SO

                                                    O   VFO

22.   Assigned non-teaching duties are excessive   RO   SO

                                                    O   VFO

23.   The principal goes out of his/her way to help teachers   RO   SO

                                                    O   VFO

24.   The principal explains his/her reason for criticism of teachers RO   SO

                                                    O   VFO

25.   The principal is available after school to help teachers when
        assistance is needed   RO   SO
                                            O   VFO

26.   Teachers invite other faculty members to visit them at home   RO   SO

                                                    O   VFO

27.   Teachers socialize with each other on a regular basis   RO   SO

                                                    O   VFO

28.   Teachers really enjoy working here   RO   SO

                                                    O   VFO

29.   The principal uses constructive criticism   RO   SO

                                            O   VFO

30.   The principal looks out for the personal welfare of the faculty RO   SO

                                                    O   VFO

31.	The principal supervises teachers closely RO SO

O   VFO

32.	The principal talks more than listens RO SO

O   VFO

33.	Pupils are trusted to work together without supervision RO SO

O   VFO

34.	Teachers respect the personal competence of their colleagues RO SO

O   VFO

Appendix C

Principal Informed Consent Letter

March, 2007

Dear Colleague,

As a high school principal you are likely aware of the attention being given to and the research being done on high schools throughout the country. In 1996, the National Association of Secondary School Principals (NASSP) released its report called *"Breaking Ranks: Changing an American Institution"*. This report outlined over 80 recommendations that high schools across America should embrace. Among them were recommendations emphasizing the importance of relationship building in high schools between and among students, staff and parents.

As part of my work toward a doctoral degree in Educational Leadership from Eastern Michigan University, I am conducting a study to see what relationship may exist between implementation of these recommendations and school climate. In this study I will be looking at like-sized schools (Class B) in a similar geographic location (West Michigan) as members of the OK (Ottawa-Kent) Athletic Conference.

I am respectfully seeking your voluntary participation in completing two surveys. The first asks which of the recommendations your school has implemented and the second will take a look at the perception of the climate of your school. I am asking you to have members of your staff, perhaps a staff person on your school improvement or leadership team complete the climate survey. Separate return envelopes are provided; one for each survey. Your responses, if you choose to participate will be kept confidential. I will be the only person to see your responses and all reporting of information will be as a group and will not single out individual schools or administrators. All data will be kept in my personal possession in files or on my personal, at-home computer.

It should take you about 30-45 minutes to complete the surveys and a stamped envelop is being sent along with the surveys for you to return them to me. If you would like a summary of my research at the conclusion of the study please contact me in one of the ways stated below and I will send it to you upon completion. It is anticipated that this study will have the potential to assist schools in understanding the impact of relationship building on school climate.

Results from this study will be presented not only in my dissertation but may be published in academic journals and presented at conferences. In all reporting, confidentiality will be maintained by using pseudo names in place of any identifying names such as schools, counties or athletic conferences. Your participation is voluntary and you may withdraw from the study at any time without penalty.

Please complete these surveys and send back to me in the postage paid envelopes as soon as possible. I would love to get the raw data to begin working on prior to April 1, 2007. If you have any questions you can contact me by e-mail at karl.pilar@csredhawks.org, by phone (616) 696-1200 x 1401 or you can contact me at:

Cedar Springs High School
204 E. Muskegon St.
Cedar Springs, MI 49319

This research protocol has been reviewed and approved by the Eastern Michigan University Human Subjects Review Committee. If you have questions about the approval process, please contact Dr.

Deb de Laski-Smith (734.487.0042, Interim Dean of the Graduate School and Administrative Co-chair of UHSCR, human.subjects@emich.edu).

Thank you in advance for considering participation in this study and I look forward to hearing from you soon.

Sincerely,

Karl A. Pilar

Appendix D: Eastern Michigan University
Human Subjects Institutional Review Board Approval

Appendix E

Crosstab Analysis tables for all *Breaking Ranks* recommendations
by School Climate Survey items with significant Spearman correlations

Crosstabs Analysis: Recommendation 10 Items by School Climate Survey Items with significant Spearman Correlations

Table 1

		Implement Meetings in Which Students Take the Lead		
		No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers have too many committee requirements.	Very Frequently	0	1	1
	Often	1	1	2
	Sometimes	2	4	6
	Rarely	7	1	8
Total		10	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.497	.177	-2.220	.042(c)
Ordinal by Ordinal	Spearman Correlation	-.528	.197	-2.410	.029(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 2

| | | Students Remain in Cohorts for All Courses | | | | |
		No Response	NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal rules with an iron fist.	Very Frequently Occurs	0	0	1	0	1
	Often Occurs	0	1	0	0	1
	Sometimes Occurs	1	1	2	0	4
	Rarely Occurs	0	1	7	3	11
Total		1	3	10	3	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.434	.154	-1.867	.082(c)
Ordinal by Ordinal	Spearman Correlation	-.493	.148	-2.195	.044(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 3

| | | Students Remain in Cohorts for All Courses | | | | |
		No Response	NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal rules with an iron fist.	Very Frequently Occurs	0	0	1	0	1
	Often Occurs	0	1	0	0	1
	Sometimes Occurs	1	1	2	0	4
	Rarely Occurs	0	1	7	3	11
Total		1	3	10	3	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.361	.160	1.497	.155(c)
Ordinal by Ordinal	Spearman Correlation	.495	.157	2.208	.043(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 4

| | | Limit Enrollment to 600 Students | | | |
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal monitors everything teachers do.	Very Frequently Occurs	0	1	1	2
	Often Occurs	0	0	1	1
	Sometimes Occurs	2	4	4	10
	Rarely Occurs	2	2	0	4
Total		4	7	6	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.434	.154	-1.867	.082(c)
Ordinal by Ordinal	Spearman Correlation	-.493	.148	-2.195	.044(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 5

| | | Promote Opportunities for Student Voices | | | |
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers help and support each other.	Sometimes Occurs	0	1	4	5
	Often Occurs	0	1	6	7
	Very Frequently Occurs	1	3	1	5
Total		1	5	11	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.511	.178	-2.305	.036(c)
Ordinal by Ordinal	Spearman Correlation	-.503	.215	-2.255	.040(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 6

| | | Implement Meetings in Which Students Take the Lead | | |
		No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers help and support each other.	Sometimes Occurs	1	4	5
	Often Occurs	4	3	7
	Very Frequently Occurs	5	0	5
Total		10	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.623	.145	-3.088	.008(c)
Ordinal by Ordinal	Spearman Correlation	-.623	.146	-3.088	.008(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 7

| | | Implement Meetings in Which Students Take the Lead | | |
		No - Missing but Needed	Yes - In Place and Ongoing	Total
Pupils solve their problems through logical reasoning.	Rarely Occurs	0	1	1
	Sometimes Occurs	4	5	9
	Often Occurs	3	1	4
	Very Frequently Occurs	3	0	3
Total		10	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.522	.143	-2.371	.032(c)
Ordinal by Ordinal	Spearman Correlation	-.520	.162	-2.360	.032(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 8

| | | Implement Meetings in Which Students Take the Lead | | |
		No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal is available after school to help teachers when assistance is needed.	Sometimes Occurs	1	3	4
	Often Occurs	1	2	3
	Very Frequently Occurs	8	2	10
Total		10	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.496	.209	-2.213	.043(c)
Ordinal by Ordinal	Spearman Correlation	-.511	.209	-2.301	.036(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 9

| | | Implement Meetings in Which Students Take the Lead | | |
		No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal supervises teachers closely.	Very Frequently Occurs	4	0	4
	Often Occurs	5	4	9
	Sometimes Occurs	1	3	4
Total		10	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.523	.161	2.375	.031(c)
Ordinal by Ordinal	Spearman Correlation	.523	.162	2.375	.031(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 10

| | | Looping (Students Keep Same Teachers each Year) | | | | |
		No Response	NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal talks more than listens.	Very Frequently Occurs	0	1	0	0	1
	Often Occurs	1	1	2	0	4
	Sometimes Occurs	0	2	1	1	4
	Rarely Occurs	0	0	7	0	7
Total		1	4	10	1	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.504	.132	2.183	.047(c)
Ordinal by Ordinal	Spearman Correlation	.520	.171	2.276	.039(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 11

| | | Students Remain in Cohorts for All Courses | | | | |
		No Response	NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal talks more than listens.	Very Frequently Occurs	0	1	0	0	1
	Often Occurs	1	1	1	1	4
	Sometimes Occurs	0	1	3	0	4
	Rarely Occurs	0	0	5	2	7
Total		1	3	9	3	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.508	.187	2.204	.045(c)
Ordinal by Ordinal	Spearman Correlation	.502	.227	2.173	.047(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 12

| | | Implement Meetings in Which Students Take the Lead | | |
		No - Missing but Needed	Yes - In Place and Ongoing	Total
Pupils are trusted to work together without supervision.	Rarely Occurs	1	3	4
	Sometimes Occurs	2	4	6
	Often Occurs	5	0	5
	Very Frequently Occurs	2	0	2
Total		10	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.633	.141	-3.164	.006(c)
Ordinal by Ordinal	Spearman Correlation	-.649	.147	-3.303	.005(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Crosstabs Analysis: Recommendation 11 Items by School Climate Survey Items with significant Spearman Correlations

Table 13

| | | Rotate the Size of Classes Across Different Terms Using Appropriate Instructional Strategies | | | |
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers spend time after school with studentswho have individual problems.	Rarely Occurs	0	1	0	1
	Sometimes Occurs	0	3	1	4
	Often Occurs	2	4	0	6
	Very Frequently Occurs	3	3	0	6
Total		5	11	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.475	.136	-2.092	.054(c)
Ordinal by Ordinal	Spearman Correlation	-.482	.159	-2.132	.050(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 14

		Team Teach				Total
		No Response	NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	
Teachers respect the personal competence of their colleagues.	Sometimes Occurs	0	0	2	4	6
	Often Occurs	0	1	4	1	6
	Very Frequently Occurs	1	1	2	1	5
Total		1	2	8	6	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.518	.179	-2.348	.033(c)
Ordinal by Ordinal	Spearman Correlation	-.506	.202	-2.275	.038(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Crosstabs Analysis: Recommendation 12 Items by School Climate Survey Items with significant Spearman Correlations

Table 15

		Students Participate in Established Learning Goals		
		No - Missing but Needed	Yes - In Place and Ongoing	Total
Teacher-principal conferences are dominated by the principal.	Very Frequently Occurs	1	0	1
	Often Occurs	3	0	3
	Sometimes Occurs	5	4	9
	Rarely Occurs	1	3	4
Total		10	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.508	.145	2.286	.037(c)
Ordinal by Ordinal	Spearman Correlation	.520	.160	2.360	.032(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Crosstabs Analysis: Recommendation 13 Items by School Climate Survey Items with significant Spearman Correlations

Table 16

| | | School Restructure Schedules | | | |
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The mannerisms of teachers at this school are annoying.	Often Occurs	0	1	1	2
	Sometimes Occurs	0	2	6	8
	Rarely Occurs	1	5	1	7
Total		1	8	8	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.451	.191	-1.955	.069(c)
Ordinal by Ordinal	Spearman Correlation	-.491	.207	-2.185	.045(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 17

| | | Peer Group that Works 1 - 4 Years Together | | | |
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The mannerisms of teachers at this school are annoying.	Often Occurs	0	1	1	2
	Sometimes Occurs	1	7	0	8
	Rarely Occurs	3	4	0	7
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.537	.185	-2.468	.026(c)
Ordinal by Ordinal	Spearman Correlation	-.502	.194	-2.249	.040(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 18

		Peer Group that Works 1 - 4 Years Together			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers spend time after school with students who have individual problems.	Rarely Occurs	0	0	1	1
	Sometimes Occurs	0	4	0	4
	Often Occurs	1	5	0	6
	Very Frequently Occurs	3	3	0	6
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.632	.156	-3.159	.006(c)
Ordinal by Ordinal	Spearman Correlation	-.582	.164	-2.771	.014(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 19

		Peer Group that Works 1 - 4 Years Together			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal sets an example by working hard himself/herself.	Sometimes Occurs	0	1	1	2
	Often Occurs	0	6	0	6
	Very Frequently Occurs	4	5	0	9
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.625	.137	-3.100	.007(c)
Ordinal by Ordinal	Spearman Correlation	-.603	.129	-2.931	.010(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 20

| | | Peer Group that Works 1 - 4 Years Together | | | |
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal compliments teachers.	Sometimes Occurs	0	1	1	2
	Often Occurs	1	7	0	8
	Very Frequently Occurs	3	4	0	7
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.537	.185	-2.468	.026(c)
Ordinal by Ordinal	Spearman Correlation	-.502	.194	-2.249	.040(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 21

| | | Peer Group that Works 1 - 4 Years Together | | | |
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers interrupt other faculty members who are talking in faculty meetings.	Often Occurs	0	0	1	1
	Sometimes Occurs	0	5	0	5
	Rarely Occurs	4	7	0	11
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.619	.150	-3.050	.008(c)
Ordinal by Ordinal	Spearman Correlation	-.541	.145	-2.490	.025(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 22

		Peer Group that Works 1 - 4 Years Together			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Administrative paper work is burdensome at this school.	Often Occurs	0	5	1	6
	Sometimes Occurs	2	6	0	8
	Rarely Occurs	2	1	0	3
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.574	.139	-2.712	.016(c)
Ordinal by Ordinal	Spearman Correlation	-.572	.135	-2.702	.016(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 23

		Changing the Role of the Teacher			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers help and support each other.	Sometimes Occurs	0	1	4	5
	Often Occurs	0	1	6	7
	Very Frequently Occurs	2	2	1	5
Total		2	4	11	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.551	.164	-2.557	.022(c)
Ordinal by Ordinal	Spearman Correlation	-.527	.208	-2.401	.030(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 24

		Advocate Facilitates Student's Dealings with School-identified Problems			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers help and support each other.	Sometimes Occurs	0	3	2	5
	Often Occurs	0	7	0	7
	Very Frequently Occurs	3	1	1	5
Total		3	11	3	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.516	.245	-2.335	.034(c)
Ordinal by Ordinal	Spearman Correlation	-.516	.255	-2.335	.034(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 25

		Peer Group that Works 1 - 4 Years Together			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers help and support each other.	Sometimes Occurs	0	4	1	5
	Often Occurs	1	6	0	7
	Very Frequently Occurs	3	2	0	5
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.598	.137	-2.891	.011(c)
Ordinal by Ordinal	Spearman Correlation	-.598	.142	-2.891	.011(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 26

		Peer Group that Works 1 - 4 Years Together			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The morale of teachers is high.	Sometimes Occurs	0	4	1	5
	Often Occurs	1	5	0	6
	Very Frequently Occurs	3	3	0	6
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.547	.142	-2.529	.023(c)
Ordinal by Ordinal	Spearman Correlation	-.544	.149	-2.508	.024(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 27

		Peer Group that Works 1 - 4 Years Together			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers know the family background of other faculty members.	Rarely Occurs	0	0	1	1
	Sometimes Occurs	0	4	0	4
	Often Occurs	2	6	0	8
	Very Frequently Occurs	2	2	0	4
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.600	.172	-2.906	.011(c)
Ordinal by Ordinal	Spearman Correlation	-.539	.177	-2.479	.026(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 28

		Peer Group that Works 1 - 4 Years Together			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Assigned non-teaching duties are excessive.	Often Occurs	0	0	1	1
	Sometimes Occurs	0	4	0	4
	Rarely Occurs	4	8	0	12
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.596	.159	-2.878	.011(c)
Ordinal by Ordinal	Spearman Correlation	-.508	.153	-2.282	.037(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 29

		Peer Group that Works 1 - 4 Years Together			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal is available after school to help teachers when assistance is needed.	Sometimes Occurs	0	3	1	4
	Often Occurs	0	3	0	3
	Very Frequently Occurs	4	6	0	10
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.541	.124	-2.490	.025(c)
Ordinal by Ordinal	Spearman Correlation	-.536	.120	-2.459	.027(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 30

		School Restructure Schedules			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers invite other faculty members to visit them at home.	Rarely Occurs	0	1	0	1
	Sometimes Occurs	0	0	6	6
	Often Occurs	0	4	1	5
	Very Frequently Occurs	1	3	1	5
Total		1	8	8	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.506	.210	-2.275	.038(c)
Ordinal by Ordinal	Spearman Correlation	-.540	.215	-2.483	.025(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 31

		Peer Group that Works 1 - 4 Years Together			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers enjoy working here.	Sometimes Occurs	0	3	1	4
	Often Occurs	1	6	0	7
	Very Frequently Occurs	3	3	0	6
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.552	.151	-2.564	.022(c)
Ordinal by Ordinal	Spearman Correlation	-.545	.159	-2.519	.024(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 32

		Discussions Include Important Issues, School Work, Conflict Resolution Skills, etc.			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers enjoy working here.	Sometimes Occurs	0	1	3	4
	Often Occurs	0	5	2	7
	Very Frequently Occurs	2	3	1	6
Total		2	9	6	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.538	.180	-2.475	.026(c)
Ordinal by Ordinal	Spearman Correlation	-.526	.195	-2.392	.030(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 33

		Peer Group that Works 1 - 4 Years Together			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal uses constructive criticism.	Sometimes Occurs	0	2	1	3
	Often Occurs	1	6	0	7
	Very Frequently Occurs	3	4	0	7
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.518	.168	-2.343	.033(c)
Ordinal by Ordinal	Spearman Correlation	-.496	.179	-2.210	.043(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 34

		Peer Group that Works 1 - 4 Years Together			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal looks out for the personal welfare of the faculty.	Sometimes Occurs	0	2	1	3
	Often Occurs	1	6	0	7
	Very Frequently Occurs	3	4	0	7
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.518	.168	-2.343	.033(c)
Ordinal by Ordinal	Spearman Correlation	-.496	.179	-2.210	.043(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 35

		Peer Group that Works 1 - 4 Years Together			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal supervises teachers closely.	Very Frequently Occurs	2	2	0	4
	Often Occurs	2	7	0	9
	Sometimes Occurs	0	3	1	4
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.502	.167	2.246	.040(c)
Ordinal by Ordinal	Spearman Correlation	.493	.172	2.197	.044(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 36

		Advocate Facilitates Student's Dealings with School-identified Problems			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal talks more than listens.	Very Frequently Occurs	1	0	0	1
	Often Occurs	0	4	0	4
	Sometimes Occurs	2	2	0	4
	Rarely Occurs	0	4	3	7
Total		3	10	3	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.528	.141	2.327	.035(c)
Ordinal by Ordinal	Spearman Correlation	.540	.147	2.403	.031(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 37

		Peer Group that Works 1 - 4 Years Together			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Pupils are trusted to work together without supervision.	Rarely Occurs	0	3	1	4
	Sometimes Occurs	1	5	0	6
	Often Occurs	2	3	0	5
	Very Frequently Occurs	1	1	0	2
Total		4	12	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.494	.168	-2.202	.044(c)
Ordinal by Ordinal	Spearman Correlation	-.494	.171	-2.200	.044(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 38

		School Restructure Schedules			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers respect the personal competence of their colleagues.	Sometimes Occurs	0	1	5	6
	Often Occurs	0	4	2	6
	Very Frequently Occurs	1	3	1	5
Total		1	8	8	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.561	.175	-2.623	.019(c)
Ordinal by Ordinal	Spearman Correlation	-.557	.187	-2.597	.020(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Crosstabs Analysis: Recommendation 14 Items by School Climate Survey Items with significant Spearman Correlations

Table 39

		Use Data to Determine What Problem Students Need		
		No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal rules with an iron fist.	Very Frequently Occurs	0	1	1
	Often Occurs	1	0	1
	Sometimes Occurs	2	2	4
	Rarely Occurs	0	11	11
Total		3	14	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.439	.231	1.891	.078(c)
Ordinal by Ordinal	Spearman Correlation	.595	.178	2.865	.012(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 40

| | | Use Data to Determine What Problem Students Need | | |
		No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal monitors everything teachers do.	Very Frequently Occurs	1	1	2
	Often Occurs	1	0	1
	Sometimes Occurs	1	9	10
	Rarely Occurs	0	4	4
Total		3	14	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.499	.218	2.232	.041(c)
Ordinal by Ordinal	Spearman Correlation	.498	.177	2.224	.042(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 41

| | | Use Data to Determine What Problem Students Need | | |
		No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal is autocratic.	Often Occurs	1	2	3
	Sometimes Occurs	1	1	2
	Rarely Occurs	0	11	11
Total		2	14	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.478	.213	2.037	.061(c)
Ordinal by Ordinal	Spearman Correlation	.526	.193	2.316	.036(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Crosstabs Analysis: Recommendation 15 Items by School Climate Survey Items with significant Spearman Correlations

Table 42

		Adjust Length of School Day			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers know the family background of other faculty members.	Rarely Occurs	0	1	0	1
	Sometimes Occurs	1	3	0	4
	Often Occurs	1	2	5	8
	Very Frequently Occurs	0	1	3	4
Total		2	7	8	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.489	.133	2.169	.047(c)
Ordinal by Ordinal	Spearman Correlation	.541	.148	2.491	.025(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 43

		A.M./P.M. Structures		
		NA - Missing and Not Needed	No - Missing but Needed	Total
The principal talks more than listens.	Very Frequently Occurs	1	0	1
	Often Occurs	2	2	4
	Sometimes Occurs	2	2	4
	Rarely Occurs	0	7	7
Total		5	11	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.602	.156	2.820	.014(c)
Ordinal by Ordinal	Spearman Correlation	.605	.160	2.845	.013(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Crosstabs Analysis: Recommendation 16 Items by School Climate Survey Items with significant Spearman Correlations

Table 44

		Teach Parents to Deal with Influences Outside the Classroom & Quite Study Place			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers spend time after school with students who have individual problems.	Rarely Occurs	0	0	1	1
	Sometimes Occurs	0	1	3	4
	Often Occurs	0	4	2	6
	Very Frequently Occurs	1	4	1	6
Total		1	9	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.551	.158	-2.557	.022(c)
Ordinal by Ordinal	Spearman Correlation	-.546	.182	-2.527	.023(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 45

		Schedule Convenient Meeting Times and Vary Locations			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers spend time after school with students who have individual problems.	Rarely Occurs	0	0	1	1
	Sometimes Occurs	0	3	1	4
	Often Occurs	4	1	1	6
	Very Frequently Occurs	5	1	0	6
Total		9	5	3	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.680	.123	-3.593	.003(c)
Ordinal by Ordinal	Spearman Correlation	-.667	.135	-3.466	.003(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 46

		Involve Transfer and Incoming Freshmen Families			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers are proud of their school.	Sometimes Occurs	0	3	0	3
	Often Occurs	1	5	3	9
	Very Frequently Occurs	0	1	4	5
Total		1	9	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.487	.138	2.162	.047(c)
Ordinal by Ordinal	Spearman Correlation	.528	.150	2.405	.030(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 47

		Invite Parents to Serve as Tutors and Lecturers			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal compliments teachers.	Sometimes Occurs	0	1	1	2
	Often Occurs	0	5	3	8
	Very Frequently Occurs	2	5	0	7
Total		2	11	4	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.545	.131	-2.515	.024(c)
Ordinal by Ordinal	Spearman Correlation	-.565	.124	-2.652	.018(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 48

| | | Freshmen Orientation Includes Student's Family | | |
		No - Missing but Needed	Yes - In Place and Ongoing	Total
Teacher-principal conferences are dominated by the principal.	Very Frequently Occurs	1	0	1
	Often Occurs	3	0	3
	Sometimes Occurs	0	9	9
	Rarely Occurs	0	4	4
Total		4	13	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.824	.047	5.624	.000(c)
Ordinal by Ordinal	Spearman Correlation	.805	.099	5.256	.000(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 49

| | | Involve Families in Their Student's Personal Plan for Progress | | |
		No - Missing but Needed	Yes - In Place and Ongoing	Total
Teacher-principal conferences are dominated by the principal.	Very Frequently Occurs	1	0	1
	Often Occurs	3	0	3
	Sometimes Occurs	5	4	9
	Rarely Occurs	1	3	4
Total		10	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.508	.145	2.286	.037(c)
Ordinal by Ordinal	Spearman Correlation	.520	.160	2.360	.032(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 50

		Schedule Convenient Meeting Times and Vary Locations			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers interrupt other faculty members who are talking in faculty meetings.	Often Occurs	0	0	1	1
	Sometimes Occurs	1	2	2	5
	Rarely Occurs	8	3	0	11
Total		9	5	3	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.704	.126	-3.835	.002(c)
Ordinal by Ordinal	Spearman Correlation	-.659	.169	-3.393	.004(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 51

		Involve Families in Their Student's Personal Plan for Progress		
		No - Missing but Needed	Yes - In Place and Ongoing	Total
Student government has an influence on school policy.	Rarely Occurs	5	1	6
	Sometimes Occurs	5	3	8
	Very Frequently Occurs	0	3	3
Total		10	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.581	.152	2.763	.014(c)
Ordinal by Ordinal	Spearman Correlation	.529	.185	2.417	.029(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 52

		Invite Parents to Serve as Tutors and Lecturers			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers are friendly with students.	Sometimes Occurs	0	0	2	2
	Often Occurs	0	4	1	5
	Very Frequently Occurs	2	7	1	10
Total		2	11	4	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.572	.162	-2.701	.016(c)
Ordinal by Ordinal	Spearman Correlation	-.533	.187	-2.439	.028(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 53

		Freshmen Orientation Includes Student's Family		
		No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal rules with an iron fist.	Very Frequently Occurs	1	0	1
	Often Occurs	1	0	1
	Sometimes Occurs	1	3	4
	Rarely Occurs	1	10	11
Total		4	13	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.635	.184	3.180	.006(c)
Ordinal by Ordinal	Spearman Correlation	.551	.224	2.558	.022(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 54

		Involve Families in Activities, Hold Seminars, Send Information			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Administrative paper work is burdensome at this school.	Often Occurs	0	0	6	6
	Sometimes Occurs	0	2	6	8
	Rarely Occurs	1	1	1	3
Total		1	3	13	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.567	.154	-2.668	.018(c)
Ordinal by Ordinal	Spearman Correlation	-.538	.157	-2.475	.026(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 55

		Schedule Convenient Meeting Times and Vary Locations			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Administrative paper work is burdensome at this school.	Often Occurs	1	4	1	6
	Sometimes Occurs	5	1	2	8
	Rarely Occurs	3	0	0	3
Total		9	5	3	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.444	.159	-1.917	.074(c)
Ordinal by Ordinal	Spearman Correlation	-.501	.176	-2.243	.040(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 56

| | | Freshmen Orientation Includes Student's Family | | |
		No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal is autocratic.	Often Occurs	2	1	3
	Sometimes Occurs	1	1	2
	Rarely Occurs	1	10	11
Total		4	12	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.548	.232	2.449	.028(c)
Ordinal by Ordinal	Spearman Correlation	.555	.229	2.497	.026(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 57

| | | Freshmen Orientation Includes Student's Family | | |
		No - Missing but Needed	Yes - In Place and Ongoing	Total
Assigned non-teaching duties are excessive.	Often Occurs	1	0	1
	Sometimes Occurs	2	2	4
	Rarely Occurs	1	11	12
Total		4	13	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.610	.193	2.983	.009(c)
Ordinal by Ordinal	Spearman Correlation	.585	.219	2.794	.014(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 58

| | | Teach Parents to Deal with Influences Outside the Classroom & Quite Study Place | | | |
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal is available after school to help teachers when assistance is needed.	Sometimes Occurs	0	1	3	4
	Often Occurs	0	1	2	3
	Very Frequently Occurs	1	7	2	10
Total		1	9	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.493	.177	-2.192	.045(c)
Ordinal by Ordinal	Spearman Correlation	-.518	.191	-2.348	.033(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 59

| | | Teach Parents to Deal with Influences Outside the Classroom & Quite Study Place | | | |
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers enjoy working here.	Sometimes Occurs	0	1	3	4
	Often Occurs	0	4	3	7
	Very Frequently Occurs	1	4	1	6
Total		1	9	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.489	.180	-2.171	.046(c)
Ordinal by Ordinal	Spearman Correlation	-.483	.193	-2.139	.049(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 60

| | | Invite Parents to Serve as Tutors and Lecturers | | | |
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal looks out for the personal welfare of the faculty.	Sometimes Occurs	0	2	1	3
	Often Occurs	0	4	3	7
	Very Frequently Occurs	2	5	0	7
Total		2	11	4	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.480	.138	-2.121	.051(c)
Ordinal by Ordinal	Spearman Correlation	-.508	.141	-2.283	.037(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 61

| | | Students Lead Discussion During Parent/Teacher/Student Conferences | | | |
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal talks more than listens.	Very Frequently Occurs	1	0	0	1
	Often Occurs	2	2	0	4
	Sometimes Occurs	2	2	0	4
	Rarely Occurs	0	4	3	7
Total		5	8	3	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.662	.099	3.307	.005(c)
Ordinal by Ordinal	Spearman Correlation	.684	.110	3.508	.003(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 62

| | | Team Have Parent Coffees | | | | |
		No Response	NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal talks more than listens.	Very Frequently Occurs	0	1	0	0	1
	Often Occurs	1	1	1	1	4
	Sometimes Occurs	0	2	2	0	4
	Rarely Occurs	0	0	5	2	7
Total		1	4	8	3	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.496	.188	2.135	.051(c)
Ordinal by Ordinal	Spearman Correlation	.511	.220	2.225	.043(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 63

| | | Teach Parents to Deal with Influences Outside the Classroom & Quite Study Place | | | |
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal talks more than listens.	Very Frequently Occurs	1	0	0	1
	Often Occurs	0	3	1	4
	Sometimes Occurs	0	3	1	4
	Rarely Occurs	0	2	5	7
Total		1	8	7	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.607	.200	2.858	.013(c)
Ordinal by Ordinal	Spearman Correlation	.552	.209	2.474	.027(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 64

		Involve Families in Activities, Hold Seminars, Send Information			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Pupils are trusted to work together without supervision.	Rarely Occurs	0	0	4	4
	Sometimes Occurs	0	0	6	6
	Often Occurs	0	3	2	5
	Very Frequently Occurs	1	0	1	2
Total		1	3	13	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.597	.165	-2.880	.011(c)
Ordinal by Ordinal	Spearman Correlation	-.590	.152	-2.830	.013(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 65

		Teach Parents to Deal with Influences Outside the Classroom & Quite Study Place			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Pupils are trusted to work together without supervision.	Rarely Occurs	0	1	3	4
	Sometimes Occurs	0	3	3	6
	Often Occurs	0	5	0	5
	Very Frequently Occurs	1	0	1	2
Total		1	9	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.499	.245	-2.227	.042(c)
Ordinal by Ordinal	Spearman Correlation	-.489	.231	-2.173	.046(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Crosstabs Analysis: Recommendation 17 Items by School Climate Survey Items with significant Spearman Correlations

Table 66

		Honors Court			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers spend time after school with students who have individual problems.	Rarely Occurs	0	1	0	1
	Sometimes Occurs	0	4	0	4
	Often Occurs	3	2	1	6
	Very Frequently Occurs	4	2	0	6
Total		7	9	1	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.441	.143	-1.902	.077(c)
Ordinal by Ordinal	Spearman Correlation	-.485	.158	-2.149	.048(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 67

		Teachers Provide both Specific Values Classes Plus Values Embedded in Curriculum		
		No - Missing but Needed	Yes - In Place and Ongoing	Total
Teachers interrupt other faculty members who are talking in faculty meetings.	Often Occurs	0	1	1
	Sometimes Occurs	1	4	5
	Rarely Occurs	9	2	11
Total		10	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.621	.158	-3.070	.008(c)
Ordinal by Ordinal	Spearman Correlation	-.639	.180	-3.216	.006(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 68

		Teachers Provide both Specific Values Classes Plus Values Embedded in Curriculum		
		No - Missing but Needed	Yes - In Place and Ongoing	Total
Pupils are trusted to work together without supervision.	Rarely Occurs	1	3	4
	Sometimes Occurs	2	4	6
	Often Occurs	5	0	5
	Very Frequently Occurs	2	0	2
Total		10	7	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.633	.141	-3.164	.006(c)
Ordinal by Ordinal	Spearman Correlation	-.649	.147	-3.303	.005(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 69

		Policy and Practice of the High School Community Model the Core Values			
		NA - Missing and Not Needed	No - Missing but Needed	Yes - In Place and Ongoing	Total
Pupils are trusted to work together without supervision.	Rarely Occurs	0	0	4	4
	Sometimes Occurs	0	0	6	6
	Often Occurs	0	2	3	5
	Very Frequently Occurs	1	0	1	2
Total		1	2	14	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	-.544	.168	-2.512	.024(c)
Ordinal by Ordinal	Spearman Correlation	-.521	.154	-2.361	.032(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Crosstabs Analysis: Recommendation 18 Items by School Climate Survey Items with significant Spearman Correlations

Table 70

		Cultivate Close Ties with Agencies and Allow Agencies to Deliver Some Services at the School		
		No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal rules with an iron fist.	Very Frequently Occurs	1	0	1
	Often Occurs	0	1	1
	Sometimes Occurs	2	2	4
	Rarely Occurs	0	11	11
Total		3	14	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.621	.175	3.065	.008(c)
Ordinal by Ordinal	Spearman Correlation	.632	.167	3.157	.007(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 71

		Cultivate Close Ties with Agencies and Allow Agencies to Deliver Some Services at the School		
		No - Missing but Needed	Yes - In Place and Ongoing	Total
The principal monitors everything teachers do.	Very Frequently Occurs	1	1	2
	Often Occurs	1	0	1
	Sometimes Occurs	1	9	10
	Rarely Occurs	0	4	4
Total		3	14	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.499	.218	2.232	.041(c)
Ordinal by Ordinal	Spearman Correlation	.498	.177	2.224	.042(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 72

| | | Cultivate Close Ties with Agencies and Allow Agencies to Deliver Some Services at the School | | |
		No - Missing but Needed	Yes - In Place and Ongoing	Total
Teacher's closest friends are other faculty members at his school.	Rarely Occurs	1	0	1
	Sometimes Occurs	2	7	9
	Often Occurs	0	5	5
	Very Frequently Occurs	0	2	2
Total		3	14	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.480	.142	2.117	.051(c)
Ordinal by Ordinal	Spearman Correlation	.485	.141	2.147	.049(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 73

| | | Cultivate Close Ties with Agencies and Allow Agencies to Deliver Some Services at the School | | |
		No - Missing but Needed	Yes - In Place and Ongoing	Total
Pupils solve their problems through logical reasoning.	Rarely Occurs	1	0	1
	Sometimes Occurs	2	7	9
	Often Occurs	0	4	4
	Very Frequently Occurs	0	3	3
Total		3	14	17

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.471	.139	2.067	.056(c)
Ordinal by Ordinal	Spearman Correlation	.482	.140	2.133	.050(c)
N of Valid Cases		17			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Crosstabs: Level of Involvement for Each Recommendation by School Climate Survey

Table 1

| | | Level of Involvement for Recommendation 15:Develop Flexible Scheduling and Student Grouping Patterns to Meet Students Needs to Ensure Academic Success | | | | |
		Not Applicable	Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
Teachers are proud of their school.	Sometimes Occurs	1	2	0	0	3
	Often Occurs	2	2	1	2	7
	Very Frequently Occurs	0	0	4	1	5
Total		3	4	5	3	15

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.538	.124	2.301	.039(c)
Ordinal by Ordinal	Spearman Correlation	.555	.140	2.408	.032(c)
N of Valid Cases		15			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 2

| | | Level of Involvement for Recommendation 15:Develop Flexible Scheduling and Student Grouping Patterns to Meet Students Needs to Ensure Academic Success | | | | |
		Not Applicable	Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
The principal compliments teachers.	Sometimes Occurs	0	2	0	0	2
	Often Occurs	3	1	1	1	6
	Very Frequently Occurs	0	1	4	2	7
Total		3	4	5	3	15

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.497	.120	2.062	.060(c)
Ordinal by Ordinal	Spearman Correlation	.541	.147	2.321	.037(c)
N of Valid Cases		15			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 3

		Level of Involvement for Recommendation 12: Personal Plan of Progress for Each Student				
		Not Applicable	Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
Teachers are friendly with students.	Sometimes Occurs	0	2	0	0	2
	Often Occurs	2	2	0	0	4
	Very Frequently Occurs	0	6	3	1	10
Total		2	10	3	1	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.426	.089	1.762	.100(c)
Ordinal by Ordinal	Spearman Correlation	.521	.100	2.282	.039(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 4

		Level of Involvement for Recommendation 15:Develop Flexible Scheduling and Student Grouping Patterns to Meet Students Needs to Ensure Academic Success				
		Not Applicable	Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
Teachers are friendly with students.	Sometimes Occurs	1	1	0	0	2
	Often Occurs	1	2	0	0	3
	Very Frequently Occurs	1	1	5	3	10
Total		3	4	5	3	15

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.610	.151	2.779	.016(c)
Ordinal by Ordinal	Spearman Correlation	.656	.147	3.134	.008(c)
N of Valid Cases		15			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 5

| | | Level of Involvement for Recommendation 14:Teachers Care and Take a Stake in Student Learning | | | |
		Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
The principal rules with an iron fist.	Very Frequently Occurs	0	1	0	1
	Often Occurs	1	0	0	1
	Sometimes Occurs	2	1	0	3
	Rarely Occurs	1	6	4	11
Total		4	8	4	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.408	.169	1.673	.116(c)
Ordinal by Ordinal	Spearman Correlation	.539	.157	2.391	.031(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 6

| | | Level of Involvement for Recommendation 18: High Schools, with Community Agencies, Help Deliver Physical, Mental Health, and Social Services to Youth | | | |
		Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
The principal rules with an iron fist.	Often Occurs	0	1	0	1
	Sometimes Occurs	1	2	0	3
	Rarely Occurs	1	1	9	11
Total		2	4	9	15

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.519	.176	2.189	.047(c)
Ordinal by Ordinal	Spearman Correlation	.664	.181	3.200	.007(c)
N of Valid Cases		15			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 7

		Level of Involvement for Recommendation 15:Develop Flexible Scheduling and Student Grouping Patterns to Meet Students Needs to Ensure Academic Success				
		Not Applicable	Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
Teacher's closest friends are other faculty members at his school.	Rarely Occurs	0	1	0	0	1
	Sometimes Occurs	3	3	0	1	7
	Often Occurs	0	0	5	0	5
	Very Frequently Occurs	0	0	0	2	2
Total		3	4	5	3	15

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.706	.142	3.592	.003(c)
Ordinal by Ordinal	Spearman Correlation	.733	.161	3.884	.002(c)
N of Valid Cases		15			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 8

		Level of Involvement for Recommendation 15:Develop Flexible Scheduling and Student Grouping Patterns to Meet Students Needs to Ensure Academic Success				
		Not Applicable	Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
Administrative paper work is burdensome at this school.	Often Occurs	2	2	2	0	6
	Sometimes Occurs	1	2	2	1	6
	Rarely Occurs	0	0	1	2	3
Total		3	4	5	3	15

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.574	.157	2.528	.025(c)
Ordinal by Ordinal	Spearman Correlation	.560	.177	2.436	.030(c)
N of Valid Cases		15			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 9

		Level of Involvement for Recommendation 14:Teachers Care and Take a Stake in Student Learning			
		Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
The principal is autocratic.	Often Occurs	1	2	0	3
	Sometimes Occurs	2	0	0	2
	Rarely Occurs	1	6	4	11
Total		4	8	4	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.447	.156	1.871	.082(c)
Ordinal by Ordinal	Spearman Correlation	.516	.156	2.252	.041(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 10

		Level of Involvement for Recommendation 12: Personal Plan of Progress for Each Student				
		Not Applicable	Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
The morale of teachers is high.	Sometimes Occurs	1	4	0	0	5
	Often Occurs	1	3	1	0	5
	Very Frequently Occurs	0	3	2	1	6
Total		2	10	3	1	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.501	.132	2.166	.048(c)
Ordinal by Ordinal	Spearman Correlation	.505	.145	2.189	.046(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 11

| | | Level of Involvement for Recommendation 15:Develop Flexible Scheduling and Student Grouping Patterns to Meet Students Needs to Ensure Academic Success | | | | |
		Not Applicable	Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
The morale of teachers is high.	Sometimes Occurs	2	3	0	0	5
	Often Occurs	1	0	2	1	4
	Very Frequently Occurs	0	1	3	2	6
Total		3	4	5	3	15

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.646	.124	3.048	.009(c)
Ordinal by Ordinal	Spearman Correlation	.650	.132	3.085	.009(c)
N of Valid Cases		15			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 12

| | | Level of Involvement for Recommendation 15:Develop Flexible Scheduling and Student Grouping Patterns to Meet Students Needs to Ensure Academic Success | | | | |
		Not Applicable	Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
Teachers know the family background of other faculty members.	Rarely Occurs	0	1	0	0	1
	Sometimes Occurs	2	1	1	0	4
	Often Occurs	1	2	2	1	6
	Very Frequently Occurs	0	0	2	2	4
Total		3	4	5	3	15

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.594	.123	2.660	.020(c)
Ordinal by Ordinal	Spearman Correlation	.628	.127	2.911	.012(c)
N of Valid Cases		15			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 13

		Level of Involvement for Recommendation 14:Teachers Care and Take a Stake in Student Learning			
		Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
Assigned non-teaching duties are excessive.	Often Occurs	0	1	0	1
	Sometimes Occurs	3	1	0	4
	Rarely Occurs	1	6	4	11
Total		4	8	4	16

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.442	.167	1.845	.086(c)
Ordinal by Ordinal	Spearman Correlation	.530	.159	2.341	.035(c)
N of Valid Cases		16			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 14

		Level of Involvement for Recommendation 15:Develop Flexible Scheduling and Student Grouping Patterns to Meet Students Needs to Ensure Academic Success				
		Not Applicable	Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
The principal is available after school to help teachers when assistance is needed.	Sometimes Occurs	2	2	0	0	4
	Often Occurs	1	0	0	1	2
	Very Frequently Occurs	0	2	5	2	9
Total		3	4	5	3	15

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.624	.136	2.880	.013(c)
Ordinal by Ordinal	Spearman Correlation	.611	.173	2.781	.016(c)
N of Valid Cases		15			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 15

| | | Level of Involvement for Recommendation 15:Develop Flexible Scheduling and Student Grouping Patterns to Meet Students Needs to Ensure Academic Success | | | | |
		Not Applicable	Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
Teachers enjoy working here.	Sometimes Occurs	2	2	0	0	4
	Often Occurs	1	1	2	1	5
	Very Frequently Occurs	0	1	3	2	6
Total		3	4	5	3	15

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.641	.130	3.012	.010(c)
Ordinal by Ordinal	Spearman Correlation	.636	.141	2.975	.011(c)
N of Valid Cases		15			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 16

| | | Level of Involvement for Recommendation 15:Develop Flexible Scheduling and Student Grouping Patterns to Meet Students Needs to Ensure Academic Success | | | | |
		Not Applicable	Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
The principal looks out for the personal welfare of the faculty.	Sometimes Occurs	1	2	0	0	3
	Often Occurs	2	1	1	1	5
	Very Frequently Occurs	0	1	4	2	7
Total		3	4	5	3	15

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.579	.128	2.562	.024(c)
Ordinal by Ordinal	Spearman Correlation	.595	.143	2.672	.019(c)
N of Valid Cases		15			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Table 17
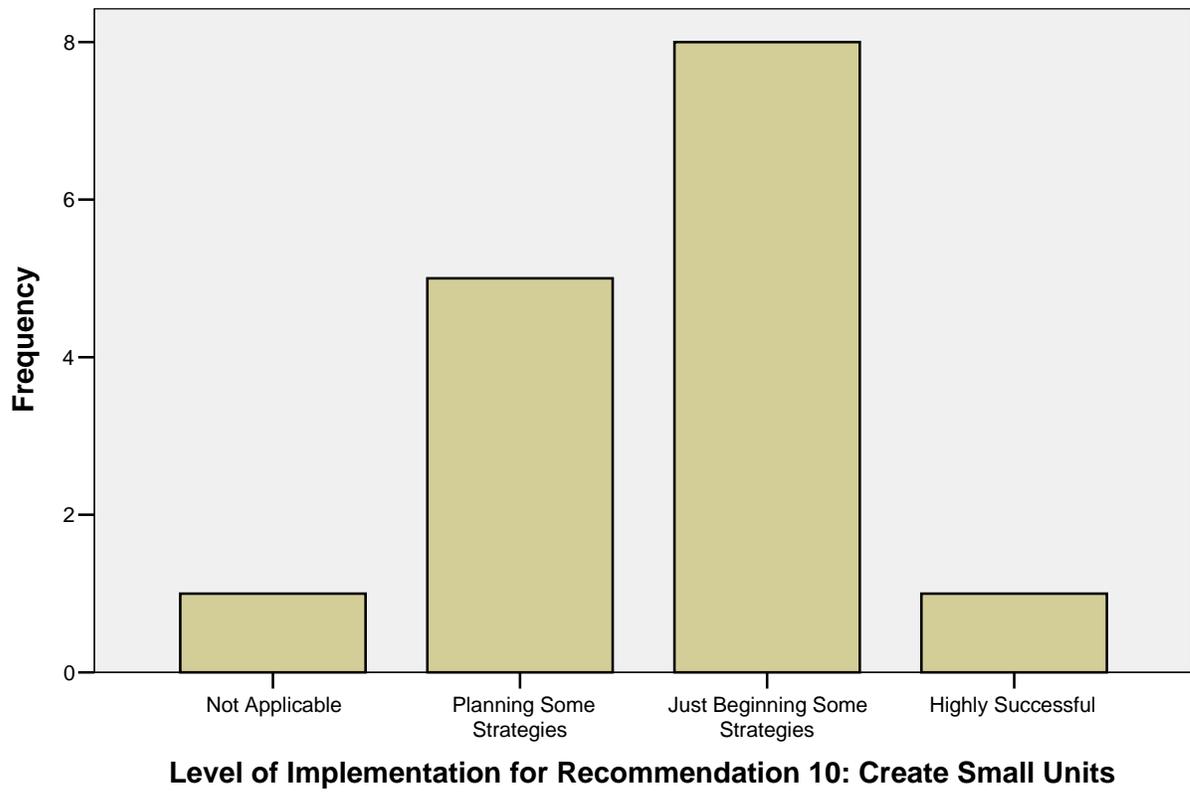
| | | Level of Involvement for Recommendation 15:Develop Flexible Scheduling and Student Grouping Patterns to Meet Students Needs to Ensure Academic Success | | | | |
		Not Applicable	Planning Some Strategies	Just Beginning Some Strategies	Highly Successful	Total
Teachers respect the personal competence of their colleagues.	Sometimes Occurs	2	3	1	0	6
	Often Occurs	1	1	1	1	4
	Very Frequently Occurs	0	0	3	2	5
Total		3	4	5	3	15

Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.651	.121	3.089	.009(c)
Ordinal by Ordinal	Spearman Correlation	.663	.120	3.193	.007(c)
N of Valid Cases		15			

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Correlations

		Recomm endation 17 Score	School Climate Survey Score for Teacher/ Teacher Interaction	School Climate Survey Score for Student	School Climate Survey Score for Teacher/ Student Interaction
Recommendation 17 Score	Pearson Correlation	1	-.503*	-.498*	-.483*
	Sig. (2-tailed)		.039	.042	.050
	N	17	17	17	17
School Climate Survey Score for Teacher/Teacher Interaction	Pearson Correlation	-.503*	1	.737**	.726**
	Sig. (2-tailed)	.039		.001	.001
	N	17	17	17	17
School Climate Survey Score for Student	Pearson Correlation	-.498*	.737**	1	.635**
	Sig. (2-tailed)	.042	.001		.006
	N	17	17	17	17
School Climate Survey Score for Teacher/Student Interaction	Pearson Correlation	-.483*	.726**	.635**	1
	Sig. (2-tailed)	.050	.001	.006	
	N	17	17	17	17

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

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

Appendix F

Level of Implementation of Breaking Ranks recommendations with bar graphs

Level of Implementation for Recommendation 10: Create Small Units

Level of Implementation for Recommendation 10: Create Small Units

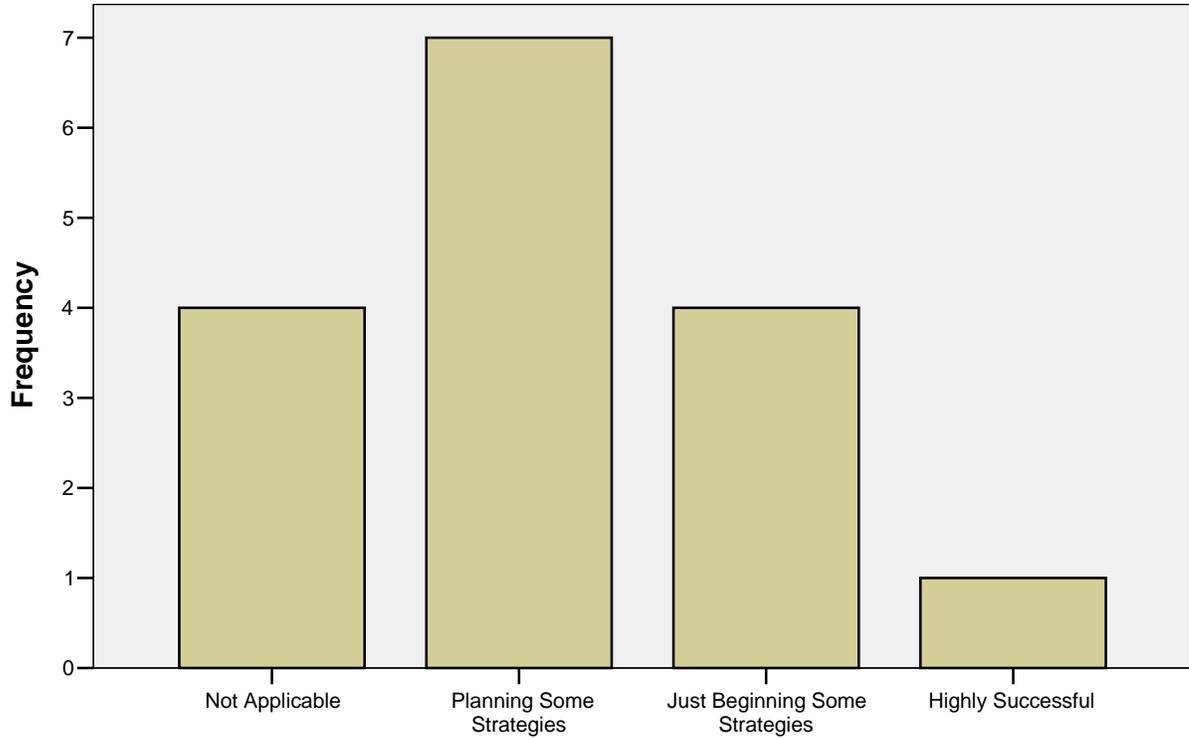**Level of Implementation for Recommendation 11: Maintain Teacher/Student Ratio at or below 1/90**

Level of Implementation for Recommendation 11: Maintain Teacher/Student Ratio at or below 1/90
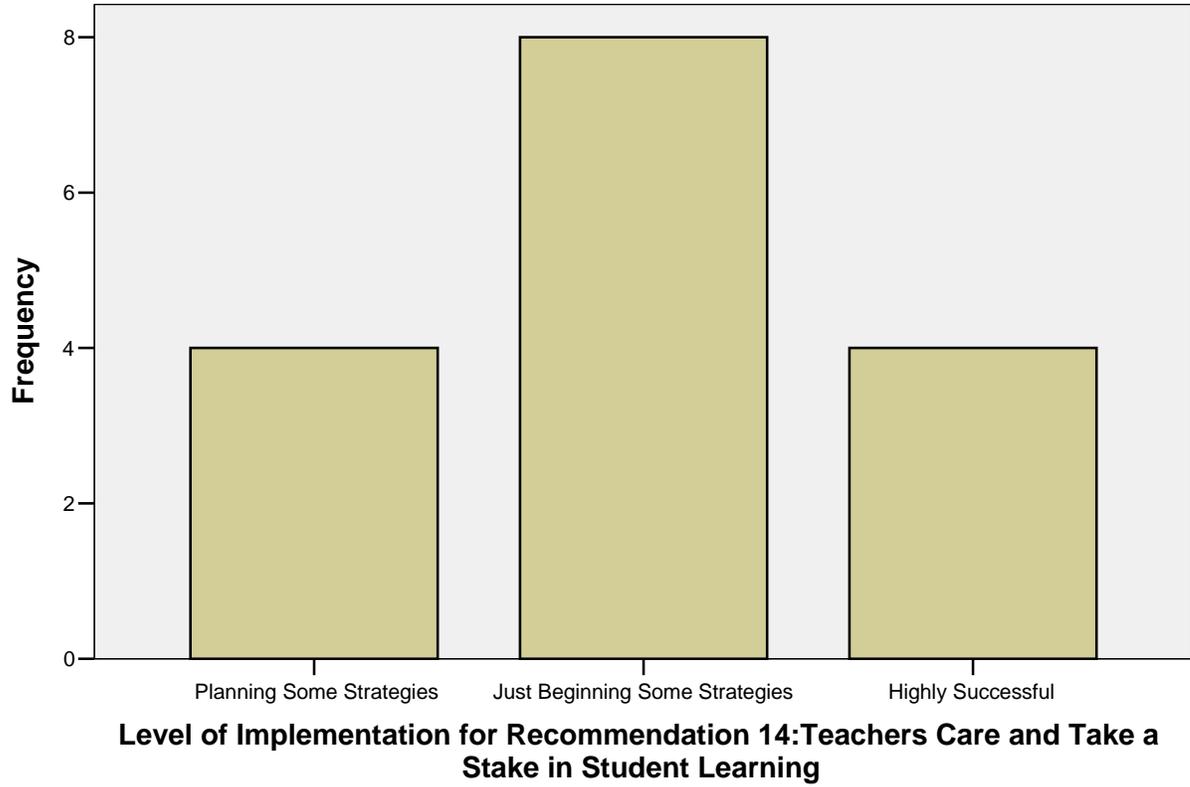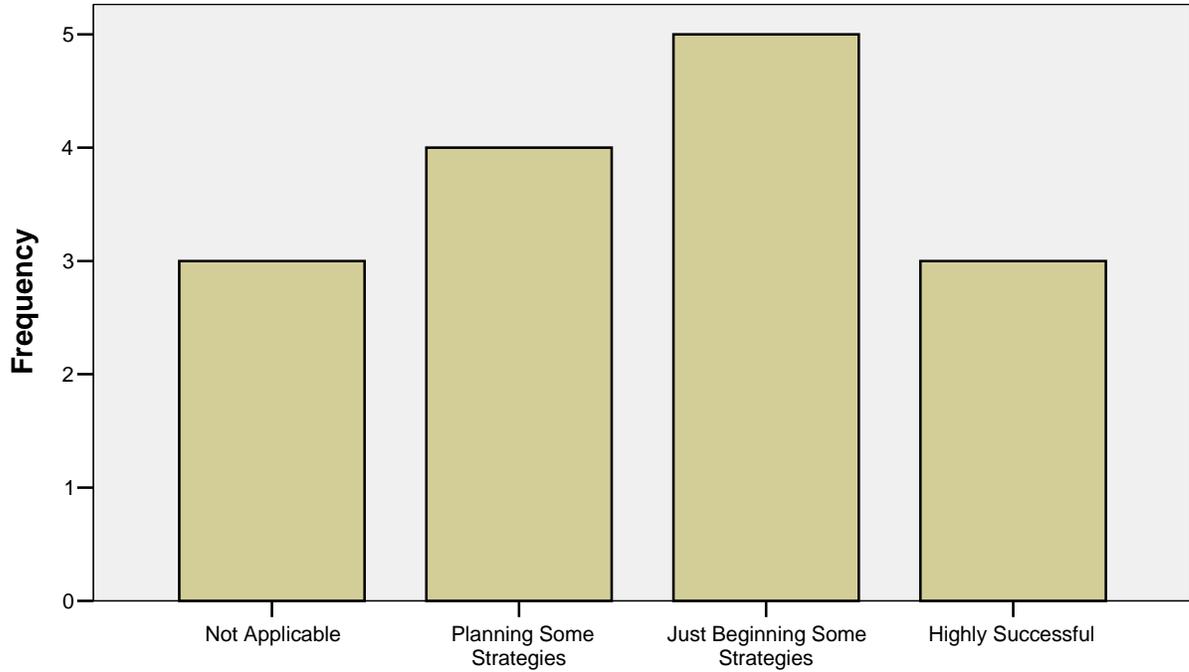
Level of Implementation for Recommendation 12: Personal Plan of Progress for Each Student

Level of Implementation for Recommendation 12: Personal Plan of Progress for Each Student

Level of Implementation for Recommendation 13: Personal Adult Advocate

Level of Implementation for Recommendation 13: Personal Adult Advocate

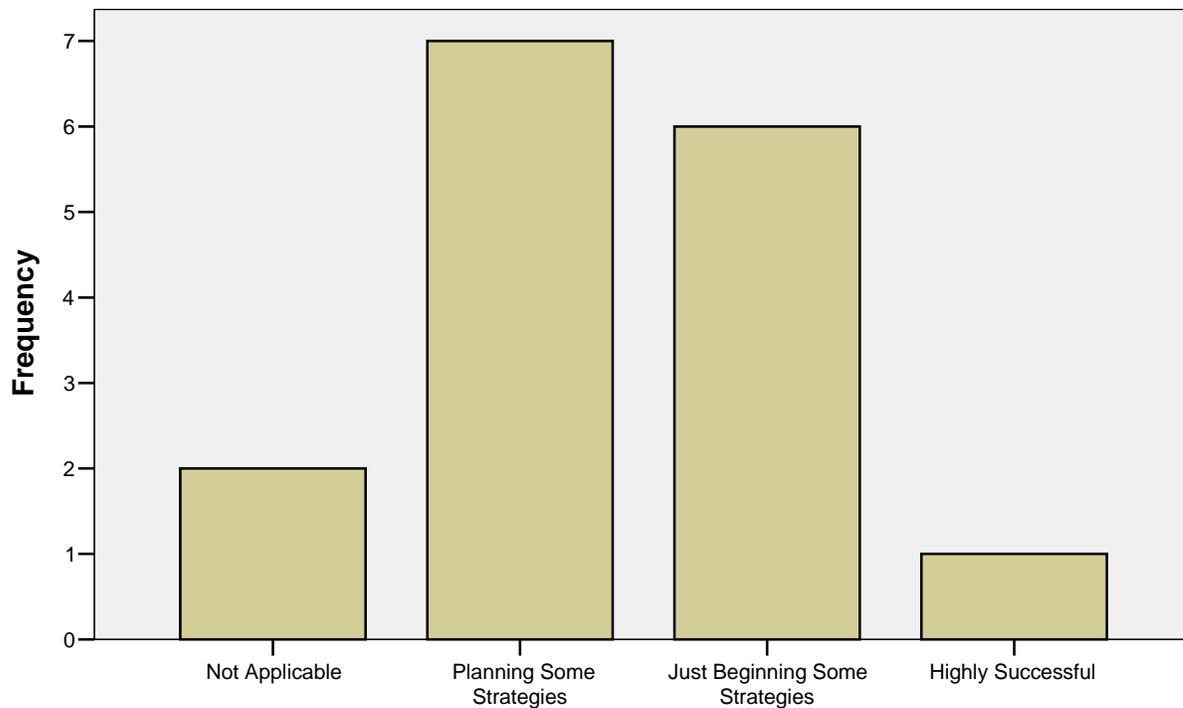**Level of Implementation for Recommendation 14:Teachers Care and Take a Stake in Student Learning**

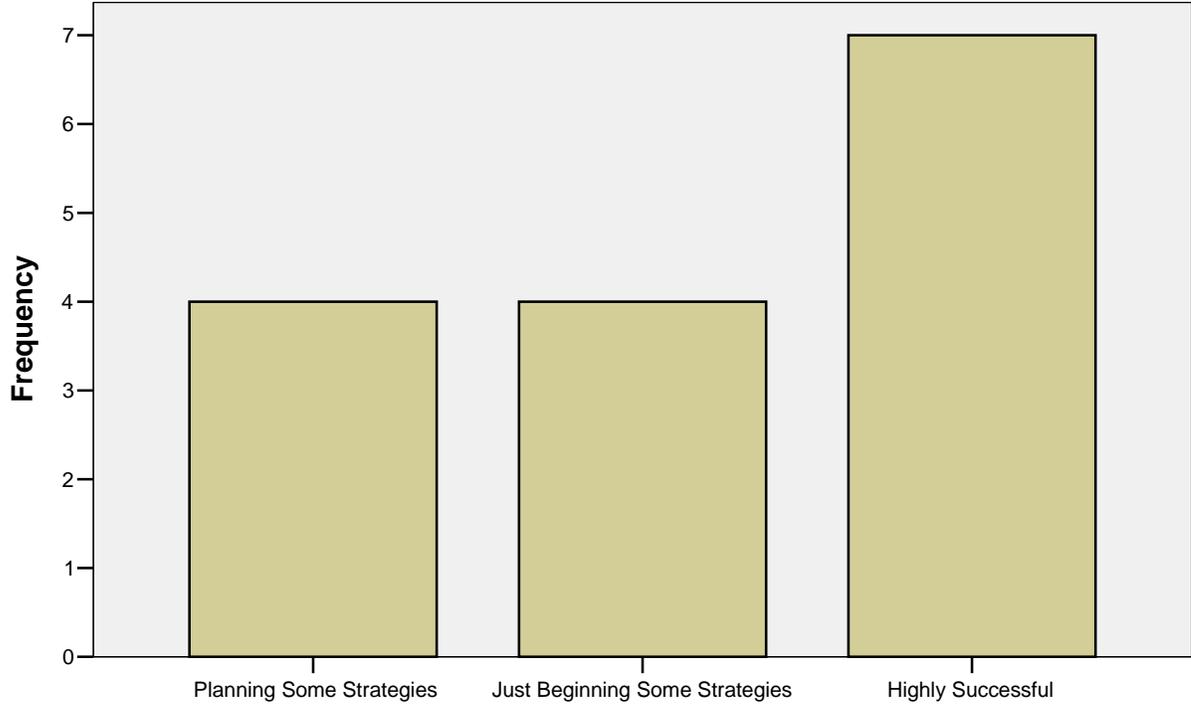**Level of Implementation for Recommendation 14:Teachers Care and Take a Stake in Student Learning**

Level of Implementation for Recommendation 15:Develop Flexible Scheduling and Student Grouping Patterns to Meet Students Needs to Ensure Academic Success

Level of Implementation for Recommendation 15:Develop Flexible Scheduling and Student Grouping Patterns to Meet Students Needs to Ensure Academic Success
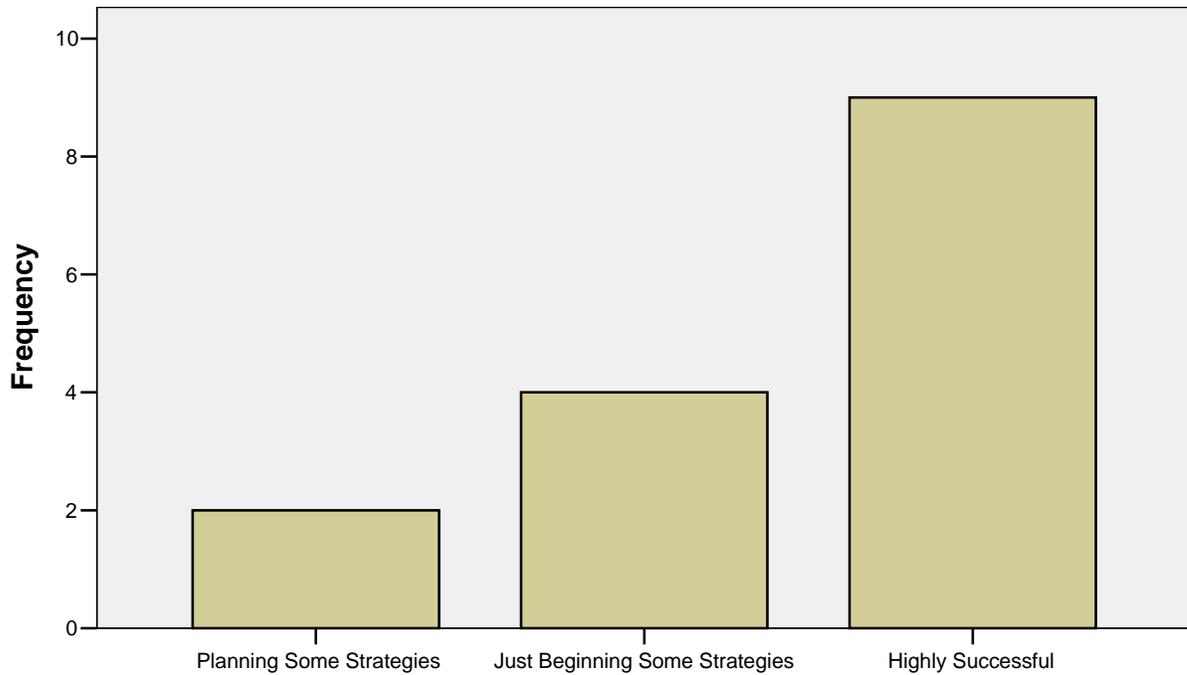
Level of Implementation for Recommendation 16: Engage Student's Family as Partners in Student'e Education

Level of Implementation for Recommendation 16: Engage Student's Family as Partners in Student'e Education

Level of Implementation for Recommendation 17: High School Community Model Core Values Essential to Democratic Society

Level of Implementation for Recommendation 17: High School Community Model Core Values Essential to Democratic Society

Level of Implementation for Recommendation 18: High Schools, with Community Agencies, Help Deliver Physical, Mental Health, and Social Services to Youth

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